



Alta Public Schools

Special Meeting of the APS Board

Date and Time

Tuesday January 31, 2023 at 6:00 PM PST

Location

Zoom Meeting - <https://altaps-org.zoom.us/j/81602553145> - Meeting ID: 816 0255 314 5 - Tel +16699006833,,81602553145#

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Greg Tanner	1 m
B. Call the Meeting to Order		Greg Tanner	1 m
II. Public Comment			6:02 PM
A. Public Comment	FYI	Greg Tanner	2 m
2 minutes speaking time; 4 minutes with translation; total 45 minutes			
III. EMERGENCY DECLARATION UNDER AB361			6:04 PM
A. Resolution Considering the Continued State of Emergency and Circumstances for Board	Vote	Xavier Reyes	2 m

	Purpose	Presenter	Time
Meetings by Teleconference Pursuant to the Brown Act			
IV. Action Items			6:06 PM
A. Approve Annual APS Independent Financial Audit FY21-22	Vote	Xavier Reyes	15 m
B. Approve School Accountability Report Card for Academia Moderna and Prepa Tec LA Middle School	Vote	Rachel Villalobos	10 m
V. Closing Items			6:31 PM
A. Adjourn Meeting	Vote	Greg Tanner	1 m
B. NEXT BOARD MEETING: February 8, 2022	FYI	Greg Tanner	1 m

Coversheet

Approve Annual APS Independent Financial Audit FY21-22

Section: IV. Action Items
Item: A. Approve Annual APS Independent Financial Audit FY21-22
Purpose: Vote
Submitted by:
Related Material: Final Draft Alta Public School 2022 Audit 1.30.23.pdf

ALTA PUBLIC SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2022

OPERATING:

Academia Moderna (#1101)
Prepa Tec - Los Angeles (#1542)
Prepa Tec Los Angeles High (#1789) (Closed)

For discussion purposes only
DRAFT
Subject to revision

**ALTA PUBLIC SCHOOLS
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Alta Public Schools
Walnut Park, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Alta Public Schools (the School), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of Alta Public Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

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

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Board of Directors
Alta Public Schools

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
Alta Public Schools

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's consolidated financial statements as a whole. The charter school sites, LLC, and eliminations columns in the consolidated statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited", was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited", has not been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

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

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	PTMS, LLC	Eliminations	Consolidated
ASSETS								
CURRENT ASSETS								
Cash and Cash Equivalents	\$ 4,336,579	\$ 853,729	\$ 260,780	\$ 310,516	\$ -	\$ -	\$ -	\$ 5,761,604
Restricted Cash	-	-	-	-	867,661	2,001,227	-	2,868,888
Accounts Receivable	1,561,516	1,138,800	59,929	1,539,849	-	-	-	4,300,094
Intercompany Receivables	58,700	-	-	303,722	-	-	(362,422)	-
Prepaid Expenses and Other Assets	59,691	56,331	-	89,247	-	-	-	205,269
Total Current Assets	6,016,486	2,048,860	320,709	2,243,334	867,661	2,001,227	(362,422)	13,135,855
LONG-TERM ASSETS								
Deposits	7,500	25,326	-	50,100	-	-	-	82,926
Deferred Lease Asset	-	-	-	-	138,220	713,986	(852,206)	-
Property, Plant, and Equipment, Net	842,666	134,291	-	102,988	5,529,238	14,202,959	-	20,812,142
Total Long-Term Assets	850,166	159,617	-	153,088	5,667,458	14,916,945	(852,206)	20,895,068
Total Assets	\$ 6,866,652	\$ 2,208,477	\$ 320,709	\$ 2,396,422	\$ 6,535,119	\$ 16,918,172	\$ (1,214,628)	\$ 34,030,923
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES								
Accounts Payable and Accrued Liabilities	\$ 576,937	\$ 259,349	\$ 163,462	\$ 1,829,257	\$ 75,365	\$ 173,260	\$ -	\$ 3,077,630
Intercompany Payables	-	237,501	86,599	-	-	38,322	(362,422)	-
Deferred Revenue	1,265,693	509,682	-	63,640	-	-	-	1,839,015
Notes Payable, Current Portion	-	-	-	4,167	-	-	-	4,167
Bonds Payable, Current Portion	-	-	-	-	130,000	-	-	130,000
Total Current Liabilities	1,842,630	1,006,532	250,061	1,897,064	205,365	211,582	(362,422)	5,050,812
LONG-TERM LIABILITIES								
Deferred Lease Liability	138,220	713,986	-	82,009	-	-	(852,206)	82,009
Notes Payable	-	-	-	19,701	-	-	-	19,701
Bonds Payable	-	-	-	-	6,345,110	18,018,678	-	24,363,788
Total Long-Term Liabilities	138,220	713,986	-	101,710	6,345,110	18,018,678	(852,206)	24,465,498
Total Liabilities	1,980,850	1,720,518	250,061	1,998,774	6,550,475	18,230,260	(1,214,628)	29,516,310
NET ASSETS								
Net Assets (Net Deficit) Without Donor Restriction	4,885,802	487,959	70,648	397,648	(15,356)	(1,312,088)	-	4,514,613
Total Net Assets	4,885,802	487,959	70,648	397,648	(15,356)	(1,312,088)	-	4,514,613
Total Liabilities and Net Assets	\$ 6,866,652	\$ 2,208,477	\$ 320,709	\$ 2,396,422	\$ 6,535,119	\$ 16,918,172	\$ (1,214,628)	\$ 34,030,923

See accompanying Notes to Consolidated Financial Statements.

**ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022**

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	PTMS, LLC	Eliminations	Consolidated
REVENUES WITHOUT DONOR RESTRICTION								
State Revenue:								
State Apportionment	\$ 3,670,786	\$ 2,057,547	\$ (999)	\$ -	\$ -	\$ -	\$ -	\$ 5,727,334
Other State Revenue	1,292,666	1,128,730	(39,355)	382,494	-	-	-	2,764,535
Federal Revenue:								
Grants and Entitlements	783,615	955,858	-	3,783,050	-	-	-	5,522,523
Local Revenue:								
In-Lieu Property Tax Revenue	1,212,431	775,490	-	-	-	-	-	1,987,921
Contributions	-	5,304	3,380	-	-	-	-	8,684
Other Revenue	2,623	9,527	-	1,815,785	547,157	1,305,467	(3,259,652)	420,907
Total Revenues	<u>6,962,121</u>	<u>4,932,456</u>	<u>(36,974)</u>	<u>5,981,329</u>	<u>547,157</u>	<u>1,305,467</u>	<u>(3,259,652)</u>	<u>16,431,904</u>
EXPENSES								
Program Services Expense:	6,327,605	5,398,927	345,016	3,693,328	70,198	-	(1,878,486)	13,956,588
Management and General	70,892	46,332	17,733	2,021,972	477,296	1,280,302	(1,381,166)	2,533,361
Total Expenses	<u>6,398,497</u>	<u>5,445,259</u>	<u>362,749</u>	<u>5,715,300</u>	<u>547,494</u>	<u>1,280,302</u>	<u>(3,259,652)</u>	<u>16,489,949</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION								
	563,624	(512,803)	(399,723)	266,029	(337)	25,165	-	(58,045)
Net Assets (Net Deficit) Without Donor Restriction, Beginning of Year	<u>4,322,178</u>	<u>1,000,762</u>	<u>470,371</u>	<u>131,619</u>	<u>(15,019)</u>	<u>(1,337,253)</u>	<u>-</u>	<u>4,572,658</u>
NET ASSETS (NET DEFICIT) WITHOUT DONOR RESTRICTION - END OF YEAR	<u>\$ 4,885,802</u>	<u>\$ 487,959</u>	<u>\$ 70,648</u>	<u>\$ 397,648</u>	<u>\$ (15,356)</u>	<u>\$ (1,312,088)</u>	<u>\$ -</u>	<u>\$ 4,514,613</u>

See accompanying Notes to Consolidated Financial Statements.

**ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022**

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	PTMS, LLC	Eliminations	Consolidated
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	\$ 563,624	\$ (512,803)	\$ (399,723)	\$ 266,029	\$ (337)	\$ 25,165	\$ -	\$ (58,045)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:								
Depreciation	84,998	14,095	276,673	13,210	70,198	-	-	459,174
Amortization	-	-	-	-	23,833	116,602	-	140,435
Loss of Disposals of Fixed Assets	31,063	-	-	-	-	-	-	31,063
Transfer of Fixed Assets	-	-	48,858	(48,858)	-	-	-	-
(Increase) Decrease in Assets:								
Accounts Receivable	754,659	510,510	1,803,910	(1,493,852)	-	-	-	1,575,227
Intercompany Receivables	1,071,724	-	-	123,624	-	-	(1,195,348)	-
Prepaid Expenses and Other Assets	(18,765)	(19,907)	69,142	(40,910)	-	-	-	(10,440)
Deposits	-	27,000	-	(27,000)	-	-	-	-
Deferred Rent Asset	-	-	-	-	8,321	(713,986)	705,665	-
Increase (Decrease) in Liabilities:								
Accounts Payable and Accrued Liabilities	(163,332)	12,131	(343,078)	1,348,745	(2,403)	(945)	-	851,118
Intercompany Payables	-	(464,336)	(718,532)	-	-	(12,480)	1,195,348	-
Deferred Rent Liability	(8,320)	713,986	-	3,972	-	-	(705,665)	3,973
Deferred Revenue	915,270	262,061	-	63,640	-	-	-	1,240,971
Net Cash Provided (Used) by Operating Activities	3,230,921	542,737	737,250	208,600	99,612	(585,644)	-	4,233,476
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchases of Property, Plant, and Equipment	(146,056)	(58,196)	-	(46,889)	-	(1,744,446)	-	(1,995,587)
Net Cash Used by Investing Activities	(146,056)	(58,196)	-	(46,889)	-	(1,744,446)	-	(1,995,587)
CASH FLOWS FROM FINANCING ACTIVITIES								
Repayments of Debt	-	-	(554,000)	(6,562)	(120,000)	-	-	(680,562)
Net Cash Used by Financing Activities	-	-	(554,000)	(6,562)	(120,000)	-	-	(680,562)
NET CHANGE IN CASH, CASH EQUIVALENTS AND RESTRICTED CASH	3,084,865	484,541	183,250	155,149	(20,388)	(2,330,090)	-	1,557,327
Cash, Cash Equivalents and Restricted Cash - Beginning of Year	1,251,714	369,188	77,530	155,367	888,049	4,331,317	-	7,073,165
CASH, CASH EQUIVALENTS AND RESTRICTED CASH - END OF YEAR	<u>\$ 4,336,579</u>	<u>\$ 853,729</u>	<u>\$ 260,780</u>	<u>\$ 310,516</u>	<u>\$ 867,661</u>	<u>\$ 2,001,227</u>	<u>\$ -</u>	<u>\$ 8,630,492</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash Paid for Interest	\$ 3,670	\$ 706	\$ 15	\$ -	\$ 455,866	\$ 1,159,200	\$ -	\$ 1,619,457

See accompanying Notes to Consolidated Financial Statements.

ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022

	Program Services	Management and General	Eliminations	Total
Salaries and Wages	\$ 3,963,975	\$ 950,657	\$ -	\$ 4,914,632
Pension Expense	637,188	187,975	-	825,163
Other Employee Benefits	649,510	150,484	-	799,994
Payroll Taxes	124,953	121,371	-	246,324
Legal Expenses	-	52,541	-	52,541
Accounting Expenses	71,955	-	-	71,955
Instructional Materials	250,957	-	-	250,957
Other Fees for Services	3,163,356	97,820	(1,381,166)	1,880,010
Advertising and Promotion Expenses	133,473	-	-	133,473
Office Expenses	473,540	-	-	473,540
Information Technology Expenses	480,237	-	-	480,237
Occupancy Expenses	2,413,842	576,354	(1,878,486)	1,111,710
Travel Expenses	83,993	-	-	83,993
Interest Expense	3,670	1,753,113	-	1,756,783
Depreciation Expense	459,174	-	-	459,174
Insurance Expense	91,805	24,212	-	116,017
Other Expenses	2,833,446	-	-	2,833,446
Subtotal	15,835,074	3,914,527	(3,259,652)	16,489,949
Eliminations	(1,878,486)	(1,381,166)	3,259,652	-
Total Expenses by Function	<u>\$ 13,956,588</u>	<u>\$ 2,533,361</u>	<u>\$ -</u>	<u>\$ 16,489,949</u>

See accompanying Notes to Consolidated Financial Statements.

(7)

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Alta Public Schools (the School) is a nonprofit public benefit corporation that operates three charter schools. The charter schools were petitioned through Los Angeles Unified School District and have been approved by the State of California Department of Education. The School is funded principally through the State of California public education monies received through the California Department of Education.

The charters may be revoked by the Los Angeles Unified School District or the State Board of Education for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting, and accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Principles of Consolidation

The consolidating financial statements include the accounts of AMPT, LLC and PTMS, LLC which were formed to provide assistance with funding capital improvement on behalf of Alta Public Schools. Alta Public Schools is the single member of AMPT, LLC and Alta Public Schools Foundation is the single member of PTMS, LLC. Alta Public Schools Foundation (the Foundation) is a supporting organization to the School. During the year ended June 30, 2022, there were no activities or account balances other than PTMS, LLC. These entities are together referred to as the School. All material intercompany transactions have been eliminated.

Use of Estimates

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Restricted Cash

The School has certain debt reserve cash and cash equivalents that are not considered part of cash and cash equivalents. At June 30, 2022, cash held for bond reserves was reported at restricted cash.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as Net Assets Released from Restrictions.

Accounts Receivable

Accounts receivable primarily represents amounts due from federal and state governments as of June 30, 2022. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by the School to each individual charter school and reimbursement for those resources from each individual charter school to the School.

ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The School has the option of reporting an expense for prepaid items either when purchased or during the benefiting period. The School has chosen to report the expenditures during the benefit period.

Property, Plant, and Equipment

It is the School's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as contributions without donor restriction unless the donor has restricted the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method, over 3 to 5 years.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give as contributions without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022, the School has conditional grants of \$4,784,236 of which \$1,776,630 is recognized as deferred revenue in the consolidated statement of financial position.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the consolidated statement of financial position. Employees of the School are paid for days or hours worked based upon Board approved schedules which include vacation. Sick leave is accumulated without limit for each employee at the equivalent rate of one day for each full month of service. Sick leave with pay is provided when employees are absent for health reasons.

Allocations Between Charter Schools

For the year ended June 30, 2022, the School has chosen to identify each charter school separately within the basic financial statements. In cases where specific-identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The School has evaluated subsequent events through REPORT DATE, the date these consolidated financial statements were available to be issued.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$10,061,698. As part of the School's liquidity management plan, the School invest cash in excess of daily requirements in short term investments, CDs, and money market funds.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School also maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements are presented net of accumulated depreciation. Depreciation expense was \$459,174 for the year ended June 30, 2022.

The components of property, plant, and equipment as of June 30, 2022 are as follows:

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	PTMS, LLC	Total
Land	\$ -	\$ -	\$ -	\$ -	\$ 2,850,000	\$ 476,335	\$ 3,326,335
Construction in Progress	-	60,728	-	-	-	13,726,624	13,787,352
Building and Improvements	1,277,465	100,352	-	16,631	3,158,926	-	4,553,374
Furniture, Fixtures, and Equipment	180,453	64,957	3,553	114,308	-	-	363,271
Total	1,457,918	226,037	3,553	130,939	6,008,926	14,202,959	22,030,332
Less: Accumulated Depreciation	(615,252)	(91,746)	(3,553)	(27,951)	(479,688)	-	(1,218,190)
Total Property, Plant, and Equipment	<u>\$ 842,666</u>	<u>\$ 134,291</u>	<u>\$ -</u>	<u>\$ 102,988</u>	<u>\$ 5,529,238</u>	<u>\$ 14,202,959</u>	<u>\$ 20,812,142</u>

NOTE 5 LONG-TERM DEBT**California School Finance Authority (CSFA) School Facility Revenue Bonds**

In June 2014, the CSFA issued \$7,600,000 in School Facilities Revenues, Series 2014A, and Series 2014B for the purpose of a loan to AMPT, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in November 2045 and carry an interest rate of 6.5%. At June 30, 2022, the principal balance outstanding was \$6,955,000.

ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 5 LONG-TERM DEBT (CONTINUED)

In June 2020, the CSFA issued \$19,320,000 in School Facilities Revenues, Series 2020A, and Series 2020B for the purpose of a loan to PTMS, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in June 2059 and carry an interest rate of 6.0%. At June 30, 2022, the principal balance outstanding was \$19,320,000.

The bonds mature through 2059 as follows:

<u>Year Ending June 30,</u>	<u>2014 Issue</u>	<u>2020 Issue</u>	<u>Total</u>
2023	\$ 130,000	\$ -	\$ 130,000
2024	135,000	165,000	300,000
2025	145,000	170,000	315,000
2026	150,000	180,000	330,000
2027	160,000	-	160,000
Thereafter	6,235,000	18,805,000	25,040,000
Total Future Maturities	6,955,000	19,320,000	26,275,000
Bond Discount	(27,654)	(468,405)	(496,059)
Unamortized Issue Costs	(332,236)	(832,917)	(1,165,153)
Total Bonds Payable	<u>\$ 6,595,110</u>	<u>\$ 18,018,678</u>	<u>\$ 24,613,788</u>

CSFA School Facility Revenue Bonds Discount on Issuance

The CSFA School Facilities Revenue Bonds, Series 2014B were issued at discounts of \$37,278. The discount will be amortized financial statements over the life of the debt issues. The remaining unamortized discounts for the CSFA School Facility Revenue bonds total \$27,654 at June 30, 2022.

The CSFA School Facilities Revenue Bonds, Series 2020A and 2020B were issued at discounts of \$127,085 and 442,855, respectively. The discount will be amortized financial statements over the life of the debt issues. The remaining unamortized discounts for the CSFA School Facility Revenue bonds total \$468,405 at June 30, 2022.

CSFA School Facility Revenue Bonds Cost of Issuance

The CSFA School Facilities Revenue Bonds, Series 2014A and 2014B were issued with costs of \$142,800 and \$371,617, respectively. The cost of issuance will be amortized over the life of the debt issues. The remaining unamortized issuance costs for the CSFA School Facility Revenue bonds total \$332,236 at June 30, 2022.

The CSFA School Facilities Revenue Bonds, Series 2020A and 2020B were issued with costs of \$227,541 and \$785,627, respectively. The cost of issuance will be amortized over the life of the debt issues. The remaining unamortized issuance costs for the CSFA School Facility Revenue bonds total \$823,917 at June 30, 2022.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 5 LONG-TERM DEBT (CONTINUED)**U.S. Small Business Administration Loan**

In June 2020, the U.S. Small Business Administration issued a loan of \$150,000. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The loan matures in June 2050 and carry an interest rate of 2.75%. At June 30, 2022, the principal balance outstanding was \$23,868.

Future payments for all loans are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 4,167
2024	19,701
Total	<u>\$ 23,868</u>

NOTE 6 OPERATING LEASES

Academia Moderna has a lease with AMPT, LLC for a facility which expires in August 2032 and has three options to extend an additional five years each. Lease expense associated with this lease is recognized on a straight-line basis over the life of the lease and amounted to \$573,186 for the year ended June 30, 2022. The cumulative difference between the lease expense recorded and the lease payments made is reported as a deferred lease liability for Academia Moderna and a deferred lease asset for AMPT, LLC on the consolidating statement of financial position and amounted to \$138,220 as of June 30, 2022, this was eliminated on the consolidated statement of financial position.

Prepa Tec has a lease with PTMS, LLC for a facility which expires in May 2059. Lease expense associated with this lease is recognized on a straight-line basis over the life of the lease and amounted to \$1,305,300 for the year ended June 30, 2022. The cumulative difference between the lease expense recorded and the lease payments made is reported as a deferred lease liability for Prepa Tec and a deferred lease asset for PTMS, LLC on the consolidating statement of financial position and amounted to \$713,986 as of June 30, 2022, this was eliminated on the consolidated statement of financial position.

Alta Public Schools (home office), Academia Moderna, and Prepa Tec also leased facilities from unrelated third parties under several lease agreements where the last lease expires in September 2028. Lease expense associated with this lease is recognized on a straight-line basis over the life of the lease and amounted to \$663,334 for the year ended June 30, 2022. The cumulative difference between the lease expense recorded and the lease payments made is reported as a deferred lease liability for the Schools of \$82,009 as of June 30, 2022.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 6 OPERATING LEASES (CONTINUED)

Future minimum lease payments are as follows:

Year Ending June 30,	Unrelated Leases		
	Academia Moderna	Alta Public Schools	Total
2023	\$ 105,117	\$ 539,278	\$ 644,395
2024	108,271	555,458	663,729
2025	111,519	572,123	683,642
2026	114,864	590,343	705,207
2027	88,072	608,053	696,125
Thereafter	-	1,612,882	1,612,882
Total	<u>\$ 527,843</u>	<u>\$ 4,478,137</u>	<u>\$ 5,005,980</u>

Year Ending June 30,	Related Party Leases		
	Academia Moderna	Prepa Tec	Total
2023	\$ 580,538	\$ 1,066,586	\$ 1,647,124
2024	581,204	1,357,090	1,938,294
2025	579,725	1,330,165	1,909,890
2026	578,779	1,329,939	1,908,718
2027	578,596	1,334,110	1,912,706
Thereafter	10,614,471	42,592,332	53,206,803
Total	<u>\$ 13,513,313</u>	<u>\$ 49,010,222</u>	<u>\$ 62,523,535</u>

NOTE 7 EMPLOYEE RETIREMENT**Multi-Employer Defined Benefit Pension Plans**

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the state of California.

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

State Teachers' Retirement System (STRS)**Plan Description**

The School contributes to the State Teachers' Retirement System (STRS), a cost sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Plan Description (Continued)

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2021, total \$310 billion, the total actuarial present value of accumulated plan benefits is \$414 billion, contributions from all employers totaled \$5.744 billion, and the plan is 73% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2022 was 16.92% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>
2020	\$ 819,028
2021	794,327
2022	488,673

Public Employee's Retirement System (PERS)

Plan Description

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2021, the School Employer Pool total plan assets are \$86.5 billion, the present value of accumulated plan benefits is \$106.8 billion, contributions from all employers totaled \$2.97 billion, and the plan is 81% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

Public Employee's Retirement System (PERS) (Continued)

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 7.0%. The school is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2022 was 22.91%. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to PERS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2020	\$ 269,510	100 %
2021	360,567	100 %
2022	336,490	100 %

NOTE 8 CONTINGENCIES, RISKS, AND UNCERTAINTIES

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

During 2020, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the School, COVID-19 may impact various parts of its 2022/23 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the School is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

NOTE 9 FUNCTIONALIZED EXPENSES

The consolidated financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, insurance, occupancy, and interest expense, which are allocated on the basis of estimates of time and effort.

SUPPLEMENTARY INFORMATION

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For discussion purposes only
Subject to revision

**ALTA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE - UNAUDITED
YEAR ENDED JUNE 30, 2022
(SEE INDEPENDENT AUDITORS' REPORT)**

Academia Moderna

Charter school number authorized by the state: 1101

Academia Moderna is located on 2410 Broadway, Walnut Park, California 90255, petitioned through Los Angeles Unified School District. The charter school opened in September 21, 2009.

Prepa Tec

Charter school number authorized by the state: 1542

Prepa Tec is located on 2665 Clarendon Avenue, Huntington Park, California 90255, petitioned through Los Angeles Unified School District. The charter school opened in August 20, 2013.

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**ALTA PUBLIC SCHOOLS
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE – UNAUDITED (CONTINUED)
 YEAR ENDED JUNE 30, 2022
 (SEE INDEPENDENT AUDITORS’ REPORT)**

The board of directors and the administrator as of the year ended June 30, 2022 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires (Term Length)</u>
Gregory Tanner	Board Chair	August 2024 (3 Years)
Mary Porras	Board Secretary	August 2024 (3 Years)
Samuel Cortez	Treasurer	October 2023 (3 Years)
Azucena Chavarria	Member	January 2025 (3 Years)
Eduardo Martinez	Member	October 2023 (3 Years)
Raul Carranza	Member	September 2021 (3 Years)

ADMINISTRATOR

Xavier Reyes	Founder and Chief Executive Director
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**ALTA PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2022**

	Second Period Report	
	Classroom	
	Based	Total
Academia Moderna		
Grades TK-3	237.44	247.58
Grades 4-5	132.13	135.31
ADA Totals	<u>369.57</u>	<u>382.89</u>
Prepa Tec		
Grade 6	68.10	69.26
Grades 7-8	172.16	175.48
ADA Totals	<u>240.26</u>	<u>244.74</u>
ADA Totals	<u>609.83</u>	<u>627.63</u>
	Annual Report	
	Classroom	
	Based	Total
Academia Moderna		
Grades TK-3	240.53	249.55
Grades 4-5	132.72	135.33
ADA Totals	<u>373.25</u>	<u>384.88</u>
Prepa Tec		
Grade 6	68.26	69.53
Grades 7-8	174.51	178.31
ADA Totals	<u>242.77</u>	<u>247.84</u>
ADA Totals	<u>616.02</u>	<u>632.72</u>

See Auditors' Report and Notes to Supplementary Information.

**ALTA PUBLIC SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2022**

	Instructional Minutes		Traditional Instructional Days	Status
	Requirement	Actual		
Academia Moderna				
Kindergarten	36,000	55,025	182	In Compliance
Grade 1	50,400	52,500	182	In Compliance
Grade 2	50,400	53,320	182	In Compliance
Grade 3	50,400	58,370	182	In Compliance
Grade 4	54,000	58,485	182	In Compliance
Grade 5	54,000	59,305	182	In Compliance
Prepa Tec				
Grade 6	54,000	61,510	182	In Compliance
Grade 7	54,000	61,510	182	In Compliance
Grade 8	54,000	61,510	182	In Compliance

See Auditors' Report and Notes to Supplementary Information.

ALTA PUBLIC SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

	<u>Academia Moderna</u>	<u>Prepa Tec</u>
June 30, 2022 Annual Financial Report Fund Balances (Net Assets)	\$ 4,619,892	\$ 1,143,702
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets)		
Cash and Cash Equivalents		
Accounts Receivable	336,713	84,488
Accounts Payable and Accrued Liabilities	(70,803)	(26,245)
Deferred Rent Liability	-	(713,986)
Net Adjustments and Reclassifications	<u>265,910</u>	<u>(655,743)</u>
June 30, 2022 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 4,885,802</u>	<u>\$ 487,959</u>

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See Auditors' Report and Notes to Supplementary Information.

**ALTA PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Academia Moderna	Prepa Tec	Alta Public Schools	Total
U.S. Department of Education						
Pass-Through Program from California Department of Education:						
Every Student Succeeds Act						
Title I, Part A, Basic Grants:						
Low-Income and Neglected	84.010	14329	\$ 180,621	\$ 142,741	\$ -	\$ 323,362
ESSA Comprehensive Support & Improvement (CSI)	84.010A	N/A	87,185	50,474	-	137,659
Title II, Part A, Teacher Quality	84.367	14341	21,205	13,270	-	34,475
Title III, Limited English Proficient (LEP)	84.365	14346	8,345	-	-	8,345
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	19,110	12,510	-	31,620
Title V, Part B, Public Charter School 21st Century Community Learning Centers	84.287	15396	286,666	389,269	-	675,935
Special Education Cluster:						
Special Education - IDEA	84.027	13379	55,350	69,310	-	124,660
Total Special Education Cluster			<u>55,350</u>	<u>69,310</u>	-	<u>124,660</u>
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund						
Emergency Relief (ESSER) Fund	84.425D	N/A	124,519	277,670	-	402,189
<i>Total U.S Department of Education</i>			<u>783,001</u>	<u>955,244</u>	-	<u>1,738,245</u>
U.S. Department of Agriculture						
Pass-Through Program From California Department of Education:						
Child Nutrition Cluster	10.555	N/A	-	-	3,560,975	3,560,975
Child and Adult Care Food Program	10.558	N/A			173,506	173,506
Farm to School Grant Program	10.575	N/A			48,569	48,569
State Pandemic Electronic Benefit Transfer (PEBT)	10.649	N/A	614	614	-	1,228
<i>Total U.S Department of Agriculture</i>			<u>614</u>	<u>614</u>	<u>3,783,050</u>	<u>3,784,278</u>
Total Federal Expenditures			<u>\$ 783,615</u>	<u>\$ 955,858</u>	<u>\$ 3,783,050</u>	<u>\$ 5,522,523</u>

N/A - Pass-through entity number not readily available or not applicable.

See Auditors' Report and Notes to Supplementary Information.

**ALTA PUBLIC SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2022**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This Schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This Schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This Schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 5 INDIRECT COST RATE

The School has elected to use a rate other than the 10-percent de minimus indirect cost rate allowed under Uniform Guidance.

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

Board of Directors
Alta Public Schools
Walnut Park, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the consolidated financial statements of Alta Public Schools (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

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

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

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

Board of Directors
Alta Public Schools

Report on Compliance and Other Matters

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

Purpose of this Report

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

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT
For discussion purposes only
Subject to revision

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDE**

Board of Directors
Alta Public Schools
Walnut Park, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Alta Public Schools's (the School) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditors' Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Board of Directors
Alta Public Schools

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Board of Directors
Alta Public Schools

Our consideration of internal control over compliance was for the limited purpose described in the *Auditors' Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT
For discussion purposes only
Subject to revision

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Alta Public Schools
Walnut Park, California

We have audited Alta Public Schools's (the School) compliance with the types of compliance requirements described in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2022. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study-Course Based	Not Applicable

Board of Directors
Alta Public Schools

<u>Description</u>	<u>Procedures Performed</u>
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
In Person Instruction Grant	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2022.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**ALTA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

CFDA Number(s)	Name of Federal Program or Cluster
10.555	Child Nutrition Cluster
84.425	COVID 19 – Elementary and Secondary School Emergency Relief (ESSER) Fund

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee? _____ yes x no

**ALTA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2022**

Section I – Summary of Auditors’ Results (Continued)

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel.

**ALTA PUBLIC SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2022**

There were no findings for the year ended June 30, 2021.

DRAFT
For discussion purposes only
Subject to revision

Coversheet

Approve School Accountability Report Card for Academia Moderna and Prepa Tec LA Middle School

Section: IV. Action Items
Item: B. Approve School Accountability Report Card for Academia Moderna and Prepa Tec LA Middle School
Purpose: Vote
Submitted by: Rachel Villalobos
Related Material:
2022_School_Accountability_Report_Card_Academia_Moderna_20230130.pdf
2022_School_Accountability_Report_Card_Prepa_Tec_Los_Angeles_Middle_School_20230130.pdf

BACKGROUND:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC

RECOMMENDATION:

We recommend the SARC be voted in favor of AMCS and PTMS.

Academia Moderna Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



academia
moderna

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Academia Moderna Charter School
Street	2410 Broadway
City, State, Zip	Walnut Park, CA 90255-6342
Phone Number	323-923-0383
Principal	Tanya Esqueda
Email Address	t.esqueda@academiamoderna.org
School Website	http://altaps.org
County-District-School (CDS) Code	19647330120097

2022-23 District Contact Information

District Name	Academia Moderna Charter School
Phone Number	(323) 923-0383
Superintendent	Rachel Villalobos
Email Address	r.villalobos@altaps.org
District Website Address	www.altaps.org

2022-23 School Overview**About Our School**

Academia Moderna Charter School (AMCS) is committed to providing a first-class educational experience to students in a community of high need. AMCS is an International Baccalaureate (IB) authorized school in the Primary Years Program (PYP). The IB-PYP is a standards-based curriculum that is arranged within six transdisciplinary themes that are universal and applicable across all cultures. PYP students learn international-mindedness through an inquiry-based model that promotes learning as they explore local and global issues within real-life context. AMCS educates students from Transitional Kindergarten (TK) through Grade 5. AMCS is located in Walnut Park, California, and is an independent charter school authorized by the Los Angeles Unified School District. AMCS is the elementary school of an IB continuum program. AMCS one two schools that are part of the Alta Public Schools network.

AMCS is a Positive Behavioral Interventions and Supports (PBIS) school, which is an Alta Public Schools' organizational-wide initiative that focuses on positive reinforcements for expected behavioral expectations and provides students with the opportunity to learn from their mistakes. Through Positive Behavior & Supports (PBIS) we have created a PRIDE Matrix where students and staff identify, support, and model these attributes within the school community. Our staff and families partner together to ensure that all students are on the road to college and career readiness success.

The AMCS Mission: To provide a world-class education for every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

The AMCS Vision: To create world-class schools for dynamic world citizens in communities of need.

2022-23 School Overview

The International Baccalaureate Primary Years Programme, PYP provides an ideal foundation for children to become successful, lifelong learners by developing their: social and emotional well-being independence, as they take responsibility for their own learning international-mindedness understanding of the world and their ability to function effectively within it attitudes and dispositions for learning ability to take mindful, appropriate and sustainable student-initiated action language skills. At the heart of the IB-PYP is the IB Learner Profile. The IB Learner Profile describes a broad range of human capacities and responsibilities that transfer beyond the classroom. The IB learner strives to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, balanced, risk-taker, and reflective.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	71
Grade 2	68
Grade 3	81
Grade 4	75
Grade 5	76
Total Enrollment	439

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	98.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.5
English Learners	41.2
Foster Youth	1.4
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	85.0
Students with Disabilities	8.9

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	85.71	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.76	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	2.00	9.52	1651.30	6.07	18854.30	6.86
Total Teaching Positions	21.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Currently, we are using the following textbooks and other instructional materials such as

ELA - Publisher/Text - McGraw-Hill/Wonders

ELD - Publisher/Text - McGraw-Hill/Wonders

Mathematics - Publisher/Text - Savvas Learning/enVision

Science - Publisher/Text - Harcourt/Science- California Edition

Social Science - Text/Publisher - Learn to Live/Studies Weekly

Spanish - CDE - World Language Content Standards for\ California Public Schools Framework

As mentioned in Physical Education Model Content Standards for California Public Schools Framework from the CDE

Visual and Performing Arts Content Standards from California Public Schools Framework from the CDE.

This year our Instructional Leadership Team (ILT) is reviewing and sampling textbooks/curriculum to adopt for both this school year and next school year. The ILT is currently investigating reading programs and math programs, then moving to social studies and science.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Publisher/Text - McGraw-Hill/Wonders ELD - Publisher/Text - McGraw-Hill/Wonders	Yes	0
Mathematics	Mathematics - Publisher/Text - Savvas Learning/enVision	Yes	0
Science	Science - Publisher/Text - Harcourt/Science- California Edition Inspire Science - McGraw Hill, 2022	Yes	0
History-Social Science	Social Science - Text/Publisher - Learn to Live/Studies Weekly	Yes	0
Foreign Language	Spanish - CDE - World Language Content Standards for\ California Public Schools Framework	Yes	0
Health	As mentioned in Physical Education Model Content Standards for California Public Schools Framework from the CDE	Yes	0
Visual and Performing Arts	Visual and Performing Arts Content Standards from California Public Schools Framework from the CDE.	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		--

School Facility Conditions and Planned Improvements

Academia Moderna Charter School (AMCS) is a two-story school facility with 18 classrooms, a main office, a library/media center, a kitchen area, and a multi-purpose room. The school has a playground for the students to play and interact with each other. AMCS completed both phases of California's Prop 39 Energy Efficiency Projects where all fluorescent light bulbs were replaced with LED smarter lighting systems and removed 90% of the existing "stand alone" thermostats with "smart" interactive thermostats to better balance the use of the school's center air system. In addition, work has just been completed that placed solar panels on the roof.

Prior to the return of in-person instruction, the entire campus is deep cleaned, inspected, placed the proper filters for HVAC units, have the necessary PPE, and any other updates to ensure that the campus is safe for students, staff, and the community. This year's new project is the organic garden being built with the farm to school grant we obtained. This just started in January, 2022 and is expected to be completed in about a month.

Facility Needs Assessment was conducted for Academia Moderna on 1/2/2020

Year and month of the most recent FIT report

January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AMCS is ensuring that the HVAC remains in good working order and have the required filters in place for the return of students and staff from the COVID-19 closure.
Interior: Interior Surfaces	X			AMCS' custodial staff is constantly ensuring that all surfaces are clean and disinfected while the campus is currently closed due to COVID-19. All surfaces will receive a deep cleaning prior to the return of students and staff from the COVID-19 closure.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			AMCS routinely has the campus exterminated to make sure that no pest/vermin infestations occur. The campus will go through a deep cleaning prior to the return of students and staff from the COVID-19 closure.
Electrical	X			Currently, there are no repairs, actions to be taken, or planned needs at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Currently, there are no repairs, actions to be taken, or planned needs at this time.
Safety: Fire Safety, Hazardous Materials	X			Currently, there are no repairs, actions to be taken, or planned needs at this time.
Structural: Structural Damage, Roofs	X			Currently, there are no repairs, actions to be taken, or planned needs at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			We are currently working on a new garden with fruit trees with the Farm-2-School Grant. The garden will take a month to complete and it will be an organic garden that our students will learn from and how to farm a variety of fruits and vegetables.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	15	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	235	98.74	1.26	15.32
Female	122	120	98.36	1.64	17.50
Male	116	115	99.14	0.86	13.04
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	233	230	98.71	1.29	15.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	103	100.00	0.00	5.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	188	185	98.40	1.60	14.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	235	98.74	1.26	8.51
Female	122	120	98.36	1.64	5.83
Male	116	115	99.14	0.86	11.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	233	230	98.71	1.29	8.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	103	100.00	0.00	3.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	188	185	98.40	1.60	9.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	2.53	25.29	20.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	79	97.53	2.47	2.53
Female	34	34	100	0	0
Male	47	45	95.74	4.26	4.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	80	78	97.5	2.5	2.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	32	32	100	0	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	62	98.41	1.59	3.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents, guardians, community members, and partners have multiple opportunities to participate in the school's educational programs and to stay informed. Each month, the heads of school have a "Coffee with the Principal, the Alta Public Schools' Superintendent has a Coffee as well where families and the community are updated about topics such as academic progress, mental health, and overall happenings. School administration attends these meetings to answer any questions specific to the school site. The School Superintendent also has a Council that is composed of administration, teachers, classified staff, and parents. We also use ParentSquare messages and posts to keep our families informed and updated.

AMCS holds monthly meetings that engage parents and families. Coffee with the Principal, School Site Council (SSC), English Language Advisory Committee (ELAC), and awards assemblies that allow parents and community to participate and obtain information. AMCS offers many opportunities for parent involvement like virtual Back to School Night, Open House, Parent Conferencing, School Site Council, English Language Advisory Committee, tours of the school, monthly meetings with site and central office administrators, targeted parent nights (i.e. 5th grade culmination, Spelling Bee, content support). Other meaningful conversations can take place informally or formally before school, after school, or whenever a parent may want an appointment.

Each year parents and community are given the opportunity to participate in Local Control and Accountability Plan (LCAP). At these meetings parents hear about instructional plans for students, and how those plans are to promote student proficiencies in English, and knowledge of grade level content.

As required by being a Title I school, parents are notified and informed of the many workings of the school through monthly Coffees and School Site Council meetings. The SSC is an elected committee where parents, teachers, and classified staff are involved in many crucial decisions regarding how the school runs and budgeting. During these meetings parents give input on the plans for using federal and state funding sources, and is encouraged to give their opinions on usage. Twice a year, the school's goals and actions are reviewed and or modified.

English Learner Advisory Committee (ELAC) gives parents the opportunity to learn about the school, the budget that supports

2022-23 Opportunities for Parental Involvement

English Learners, and give feedback to the school community based on what parents and the community find are important. The committee is derived of parents with a structure that allows for regular and constructive feedback to the school. The committee meets regularly throughout the academic year, with guidance from school administration.

AMCS employs a Home-School Liaison that informs parents and community members about school activities, calendar events, school plans, as well to bridge the communication between parents and school. All services for parents and families are available in English and Spanish, which is the home language for many of AMCS' families. Parents and families receive communications in oral, written, and through technological resources and tools.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	485	471	224	47.6
Female	256	248	117	47.2
Male	229	223	107	48.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	6	6	5	83.3
Filipino	0	0	0	0.0
Hispanic or Latino	475	462	218	47.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	1	50.0
English Learners	220	214	96	44.9
Foster Youth	10	10	5	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	411	403	191	47.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	44	20	45.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.42	0.44	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.41	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.41	0.00
Female	0.00	0.00
Male	0.87	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Academia Moderna Charter School is committed to maintaining a safe and secure campus for all of its pupils and staff. The School Safety Plan covers Academia Moderna's policies and expectations regarding the practices for the school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. All school employees receive year long training opportunities in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan Annually. The school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe. Emergency drills and procedures are reviewed and practiced monthly with the students and staff.

The updated AMCS Comprehensive School Safety Plan was last reviewed by our ELAC and SSC and approved by the Alta Executive Board in November 2021.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		9	
1	26		9	
2	28		9	
3	28		9	
4	26		9	
5	25		9	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		6	
1	22		6	
2	26		6	
3	24	1	6	
4	27		6	
5	25		6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		3	
2	23		3	
3	27		3	
4	19	1	3	
5	25		3	
Other	439			2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13858	4873	8985	62590
District	N/A	N/A		\$78,635
Percent Difference - School Site and District	N/A	N/A		-22.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	30.7	-30.8

2021-22 Types of Services Funded

Academia Moderna Charter School receives Title I, II, III, 21st Century Grant for Expanded Learning, ELO Grant, CSI, ESSER I - III funds, in addition to Special Education and general funds.

Types of Services Funded are as follows:

- International Baccalaureate Program training and implementation
- Individual with Disabilities Education (IDEA)
- Student Success Team (SST)
- English Learner Program
- Equipment and resources for distance learning
- Restorative Practices training and implementation.
- Professional Development for teachers, support staff and administrators
- Technology implementation (1 to 1) laptops for students
- Positive Behaviors Interventions and Supports (PBIS) training and implementation
- Saturday School and inter-session for student instructional support and intervention
- Summer School & Winter Program to support and interventions
- Intervention, Enrichment and Supports before, during, and after school

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Academia Moderna Charter School provides 9 full days specifically for teacher professional development (PD). During the "fall break" teachers also engage in a weekend long 3 day International Baccalaureate (IB) PD on Saturday and Sunday. In addition, every Wednesday for 41 weeks, is a shortened day for students and teachers to participate in a 2 hour professional development session. The weekly Wednesday PD includes, site specific staff meetings, IB PD, committee meetings, and professional learning committees.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	7	9

Prepa Tec Los Angeles (PTLAMs) 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Prepa Tec Los Angeles (PTLAMs)
Street	8001 Santa Fe Avenue
City, State, Zip	Huntington Park
Phone Number	3238002739
Principal	Cecilia Marquez
Email Address	c.marquez@prepatec.org
School Website	www.prepatec.org
County-District-School (CDS) Code	California

2022-23 District Contact Information

District Name	Prepa Tec-LOS ANGELES
Phone Number	3238002739
Superintendent	Rachel Villalobos
Email Address	r.villalobos@altaps.org
District Website Address	www.altaps.org

2022-23 School Overview

Mission: To provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

Prepa Tec Los Angeles is an International Baccalaureate (IB) school for the Middle Year Program (MYP). The IB MYP Programme is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation. Prepa Tec Middle School is implementing the entire MYP programme with all students enrolled.

Prepa Tec Los Angeles takes pride in providing all students a world-class education that is aligned with the IB-MYP Framework. In partnership with parents, teachers, staff, and students we are committed to fostering a safe learning environment that promotes success in all curricular and extracurricular programs. Our goal is to prepare our students to be successful in diverse and challenging careers as adults.

At Prepa Tec Los Angeles we promote the International Baccalaureate profile attributes which assist in the development of active, empathetic, lifelong learners. Through the use of positive behavioral support systems, we provide students with proactive strategies for defining, teaching, and supporting appropriate student behaviors that create a positive school culture.

Prepa Tec Los Angeles is part of ALTA Public Schools which has a focus on creating International Baccalaureate continuum schools serving students from Kindergarten through 8th grade. Through this continued dedication to providing a world-class education to all students, we prepare our learners to be successful in diverse and challenging careers as adults.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	77
Grade 7	91
Grade 8	105
Total Enrollment	273

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	99.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.4
English Learners	31.5
Foster Youth	0.7
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	93.0
Students with Disabilities	12.8

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	83.87	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.45	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	1.50	9.68	1651.30	6.07	18854.30	6.86
Total Teaching Positions	15.50	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school currently uses the following textbooks and/or other instruction materials such as:

Glencoe Literature Course 1,2

Glencoe Literature Course 1,2 eBooks

Variety of Novels picked by partners and approved by the Board

CPM Educational Program:

Course 1,2,and 3 English/Spanish; eBooks

Algebra Tiles

CPM Toolkits

Glencoe iScience, Life Science

Glencoe iScience, Physical Science

Glencoe iScience, Earth and Space

McGraw Hill, Discovering Our Past: A History of the United States

McGraw Hill, Discovering Our Past: A History of the World

El Espanol Para Nosotros, Nivel 1

Asi Se Dice, Level 1

As mentioned in Physical Education Model Content Standards for California Public Schools Framework from the CDE

Visual and Performing Arts Content Standards from California Public Schools Framework from the CDE.

This is the year the Instructional Leadership team is investing in textbooks to adopt for next year's reading curriculum.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives Savvas /2022 English 3D/ 2022 Variety of Novels 6 Minute Fluency/2022	Yes	0
Mathematics	CPM Educational Program: Course 1,2,and 3 English/Spanish; eBooks Algebra Tiles CPM Toolkits	Yes	0
Science	Glencoe iScience, Life Science Glencoe iScience, Physical Science Glencoe iScience, Earth and Space	Yes	0
History-Social Science	McGraw Hill, Discovering Our Past: A History of the United States McGraw Hill, Discovering Our Past: A History of the World	Yes	0
Foreign Language	El Espanol Para Nosotros, Nivel 1 Asi Se Dice, Level 1	Yes	0
Health	As mentioned in Physical Education Model Content Standards for California Public Schools Framework from the CDE	Yes	0
Visual and Performing Arts	Visual and Performing Arts Content Standards from California Public Schools Framework from the CDE.	Yes	0
Science Laboratory Equipment	N/A		--

(grades 9-12)

School Facility Conditions and Planned Improvements

Prepa Tec Los Angeles' Safety Plan is in place and current. Barring minor everyday needs for repair/replacement, the school facilities are all in working order, and inspections show that the school is clean and safe on a daily basis.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
Interior: Interior Surfaces	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
Electrical	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
Safety: Fire Safety, Hazardous Materials	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
Structural: Structural Damage, Roofs	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The building is currently not in needs of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	21	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	281	98.60	1.40	21.00
Female	137	134	97.81	2.19	23.13
Male	148	147	99.32	0.68	19.05
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	279	278	99.64	0.36	21.22
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	86	85	98.84	1.16	2.35
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	251	250	99.60	0.40	20.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	33	100.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	285	100.00	0.00	6.32
Female	137	137	100.00	0.00	3.65
Male	148	148	100.00	0.00	8.78
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	279	279	100.00	0.00	6.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	86	86	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	251	251	100.00	0.00	6.37
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	33	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.61	25.29	20.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	107	100	0	5.61
Female	47	47	100	0	4.26
Male	60	60	100	0	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	104	104	100	0	5.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	100	100	0	6
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	0

B. Pupil Outcomes**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	100	100	100	100	100
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Prepa Tec truly embraces a partnership with our parents/guardians to help meet the needs of our students, therefore, we engage parents/guardians positively in their children's education by hosting a variety of opportunities. We make sure that parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

Parent University Workshops

School Events

Academic Parent Evenings

Student-Led Conferences

Coffee with the Principal

Coffee with the Superintendent

Superintendent Council

Back to School Night

Parent Square Messages and Post

Home School Liaison to communicate with parents and community members.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	316	304	123	40.5
Female	153	146	62	42.5
Male	163	158	61	38.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	310	298	120	40.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	104	96	39	40.6
Foster Youth	5	5	3	60.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	288	280	112	40.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	35	22	62.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.65	0.44	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.63	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.00
Female	0.65	0.00
Male	0.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Prepa Tec Middle School is committed to maintaining a safe and secure campus for all of its pupils and staff. The School Safety Plan covers Prepa Tec Los Angeles policies and expectations regarding the practices for the school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. All school employees receive year long training opportunities in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan Annually. The school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe. Emergency drills and procedures are reviewed and practiced monthly with the students and staff.

Procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non- school hours, are as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when w during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Requiring that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic

The Comprehensive School Safety Plan was last reviewed and board approved in November 2021.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		9	
Mathematics	25	1	9	
Science	25	1	9	
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	4	5	
Mathematics	22	5	4	
Science	22	4	5	
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	7	2	
Mathematics	21	7	2	
Science	22	2	1	
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,211	9,804	4,407	55,852
District	N/A	N/A		\$78,635
Percent Difference - School Site and District	N/A	N/A		-33.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-39.8	-41.8

2021-22 Types of Services Funded

International Baccalaureate Middle Years Program
 Individuals with Disabilities (IDEA)
 Student Success Team
 Title I, II
 Comprehensive Support and Improvement Funds
 Professional Development for curriculum implementation
 Technology (1:1)
 Positive Behaviors Interventions and Supports (PBIS)
 SST (Student Success Team)
 English Learner Program
 Summer School support and interventions
 Restorative Practices training and implementation
 21st Century Grant for enrichment activities/interventions for before and after school
 ESSER I, II, III
 ELO Grant

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Prepa Tec dedicates 7 full days to professional development. In addition, every Wednesday of the school year is dedicated to two hours of professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	7	9