



Alta Public Schools

Special Meeting of the APS Board

Date and Time

Wednesday June 26, 2024 at 6:00 PM PDT

Location

In Person:

8001 Sant Fe Ave., Walnut Park, CA 90255

2410 Broadway, Walnut Park, CA 90255

2547 Flower St., Huntington Park, CA 90255

10616 S. Western Ave., Los Angeles CA 900047

6350 N Laurel Canyon Blvd, #201, North Hollywood CA 91606

9850 Wilshire Blvd., Beverly Hills, CA 90201

ZOOM: <https://altaps-org.zoom.us/j/86768222540>, Meeting ID: 867 6822 2540, Tel: (669)900-6833, 8676822254 0#

Agenda

| | Purpose | Presenter | Time |
|-------------------------------------|---------|-----------|----------------|
| I. Opening Items | | | 6:00 PM |
| A. Record Attendance | | | 1 m |
| B. Call the Meeting to Order | | | |

| | Purpose | Presenter | Time |
|---|-----------------|----------------|----------------|
| II. Consent Items | | | 6:01 PM |
| A. Approve Minutes of the 3/13/24 Regular Meeting | Approve Minutes | Xavier Reyes | 5 m |
| B. Approve the 2024-2025 ConApp Report for Academia Moderna and Prepa Tec LA | Vote | Xavier Reyes | 5 m |
| III. Action Items | | | 6:11 PM |
| A. Discuss and Approve the LCAP for Academia Moderna and Prepa Tec LA | Vote | Victor Aguirre | 5 m |
| B. Discuss and Approve the Texbook Adoptions for Academia Moderna and Prepa Tec LA | Vote | Victor Aguirre | 5 m |
| C. Discuss and Approve the Creation of an Admin Hearing Panel Board | Vote | Victor Aguirre | 5 m |
| D. Discuss and Approve the Appointment of the APS Foundation Board Members | Vote | Xavier Reyes | 5 m |
| IV. Closing Items | | | 6:31 PM |
| A. Adjourn Meeting | Vote | Greg Tanner | 1 m |
| B. NEXT MEETING | Discuss | Xavier Reyes | 1 m |

Coversheet

Approve Minutes of the 3/13/24 Regular Meeting

Section: II. Consent Items
Item: A. Approve Minutes of the 3/13/24 Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Meeting of the Alta Public Schools Board on March 13, 2024

APPROVED



Alta Public Schools

Minutes

Meeting of the Alta Public Schools Board

Date and Time

Wednesday March 13, 2024 at 6:00 PM

Location

Zoom Meeting: <https://altaps-org.zoom.us/j/83886747318>, Meeting ID: 838 8674 7318,
+16699006833,,83886747318#

In Person:

8001 Sant Fe Ave., Walnut Park, CA 90255

2410 Broadway, Walnut Park, CA 90255

2547 Flower St., Huntington Park, CA 90255

10616 S. Western Ave., Los Angeles CA 900047

6350 N Laurel Canyon Blvd, #201, North Hollywood CA 91606

9850 Wilshire Blvd., Beverly Hills, CA 90201

Directors Present

G. Tanner (remote), M. Castro (remote), M. Porras (remote), R. Carranza, S. Cortez (remote)

Directors Absent

A. Chavarria, L. Castellanos

Guests Present

G. Aleman, G. Mendez, M. Percin, N. Saenz, V. Aguirre, X. Reyes

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

G. Tanner called a meeting of the board of directors of Alta Public Schools to order on Wednesday Mar 13, 2024 at 6:07 PM.

II. Public Comment

A. Public Comment

No Public Speakers.

III. Consent Agenda

A. Approved the Minutes of 3/1/24

R. Carranza made a motion to approve the minutes from 03/01/2024 SPECIAL MEETING of the Alta Public Schools Board on 03-01-24.

G. Tanner seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|----------------|---------|
| M. Castro | Aye |
| R. Carranza | Aye |
| L. Castellanos | Absent |
| M. Porras | Abstain |
| S. Cortez | Aye |
| A. Chavarria | Absent |
| G. Tanner | Aye |

IV. Action Items

A. Approve Academic Report

Motion to Receive and File Academic Report.

Presentation and staff report was presented by Victor Aguirre and Academia Moderna Principal Javier Alvarado.

Item is a receive and file. No voting required.

The board **VOTED** to approve the motion.

B. Approve Financial Report for January 2024 for AMCS, PTLAMS and APS Central Office

S. Cortez made a motion to Approve Financial Reports for AMCS, PTMS and Central Office.

R. Carranza seconded the motion.

Staff report and presentation was presented by Matthew Percin from Charter Impact.

Academia Moderna

Motion to approve financial report

Moved by Sam Cortez

Seconded by Raul Carranza

Ayes:

Greg Tanner

Mario Castro

Mary Porras

Raul Carranza

Sam Cortez

No:

None

Prepa Tec Middle School

Motion to approve financial report

Moved by Greg Tanner

Seconded by Raul Carranza

Ayes:

Greg Tanner

Mario Castro

Mary Porras

Raul Carranza

Sam Cortez

No:

None

Central Office

Motion to approve financial report

Moved by Mary Porras

Seconded by Raul Carranza

Ayes:

Greg Tanner

Mario Castro

Mary Porras

Raul Carranza

Sam Cortez

No:

None

The board **VOTED** to approve the motion.

Roll Call

G. Tanner Aye
M. Porras Aye
S. Cortez Aye
L. Castellanos Absent
A. Chavarria Absent
M. Castro Aye
R. Carranza Aye

C. Approve FY23-24 2nd interim reports for AMCS and PTLAM

M. Porras made a motion to Approve FY 23-24 2nd Interim Reports for AMCS and PTMS.

R. Carranza seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Castro Aye
A. Chavarria Absent
M. Porras Aye
S. Cortez Aye
G. Tanner Aye
L. Castellanos Absent
R. Carranza Aye

D. Approve Non E-Rate Reimbursement Expenditure for DELL Laptop Computers

R. Carranza made a motion to Approve non E-rate Reimbursement Expenditure for Dell Laptop Computers.

M. Castro seconded the motion.

Presentation and staff report was presented by Xavier Reyes and Martin Varela.

Board members ensued in discussion regarding staff report.

The board **VOTED** to approve the motion.

Roll Call

M. Castro Aye
A. Chavarria Absent
S. Cortez Aye
R. Carranza Aye
G. Tanner Aye
M. Porras Aye
L. Castellanos Absent

E.

Approve Alta PS 2024-25 School Calendar

M. Porras made a motion to approve the Alta PS 2024-2025 School Calendar.

R. Carranza seconded the motion.

Item E was moved up after Item A.

Staff report and presentation was presented by Superintendent Victor Aguirre. Staff report included correction that Victor Aguirre reported to the board. Last day of school is June 6th for 176 instructional days vs. 174 as previously noted.

The board **VOTED** to approve the motion.

Roll Call

L. Castellanos Absent

S. Cortez Aye

M. Porras Aye

G. Tanner Aye

A. Chavarria Absent

R. Carranza Aye

M. Castro Aye

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:42 PM.

Respectfully Submitted,

M. Porras

B. NEXT BOARD MEETING: April 10, 2024

Coversheet

Approve the 2024-2025 ConApp Report for Academia Moderna and Prepa Tec LA

Section: II. Consent Items
Item: B. Approve the 2024-2025 ConApp Report for Academia Moderna and
Prepa Tec LA
Purpose: Vote
Submitted by:
Related Material: ALTA PREPA TEC - Los Angeles 2024-25.pdf
ALTA Academia Moderna ConApp 2024-25.pdf

PREPA TEC - Los Angeles (19 64733 0127936)

Status: Certified
Saved by: charter impact
Date: 5/28/2024 7:57 AM**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|--|--------------|
| Authorized Representative's Full Name | Xavier Reyes |
| Authorized Representative's Signature | |
| Authorized Representative's Title | CEO |
| Authorized Representative's Signature Date | 05/31/2024 |

*****Warning*****

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Report Date:5/28/2024

R02

Page 1 of 5

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|---|-----------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Cecilia Marquez |
| Authorized Representative's Title | Principal |
| Authorized Representative's Signature Date | 05/31/2024 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|--|--------------|
| County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/08/2022 |
| Authorized Representative's Full Name | Xavier Reyes |
| Authorized Representative's Title | CEO |

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | No |
|---|----|

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2024–25 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2023–24 Title II, Part A allocation | \$13,769 |
| Transferred–in amount | \$0 |
| Transferred–out amount | \$0 |
| 2023–24 Total allocation | \$13,769 |

Professional Development Expenditures

| | |
|---|-----|
| Professional development for teachers | \$0 |
| Professional development for administrators | \$0 |
| Consulting/Professional services | \$0 |
| Induction programs | \$0 |
| Books and other supplies | \$0 |
| Dues and membership | \$0 |
| Travel and conferences | \$0 |

Personnel and Other Authorized Activities

| | |
|--|-----|
| Certificated personnel salaries | \$0 |
| Classified personnel salaries | \$0 |
| Employee benefits | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities | \$0 |
| Retention activities | \$0 |
| Class size reduction | \$0 |

Program Expenditures

| | |
|--|----------|
| Direct administrative costs | \$0 |
| Indirect costs | \$0 |
| Equitable services for nonprofit private schools | \$0 |
| Total expenditures | \$0 |
| 2023–24 Unspent funds | \$13,769 |

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

| | |
|--|-------------------------|
| Homeless liaison first name | Rachel |
| Homeless liaison last name | Villalobos |
| Homeless liaison title | Homeless Liaison |
| Homeless liaison email address (Format: abc@xyz.zyx) | r.villalobos@altaps.org |
| Homeless liaison telephone number (Format: 999-999-9999) | 323-923-0383 |
| Homeless liaison telephone extension | |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00) | 0.12 |

Homeless Liaison Training Information

Warning

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel: | |
| Principals and other school leaders | Yes |
| Attendance officers and registrars | Yes |
| Teachers and instructional assistants | Yes |
| School counselors | No |

Homeless Education Policy and Requirements

| | |
|--|------------|
| Does the LEA have a written homeless education policy | Yes |
| No policy comment | |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) | |
| Date LEA's board approved the homeless education policy | 08/14/2020 |
| Does the LEA meet the above federal requirements | Yes |
| Compliance comment | |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) | |

Housing Questionnaire Identifying Homeless Children

| | |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form | Yes |
| Did your LEA administer the housing questionnaire to all student body during the school year | Yes |

Title I, Part A Homeless Expenditures

| | |
|--|-----------|
| 2023–24 Title I, Part A LEA allocation | \$124,449 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$4,846 |

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children | \$3 |
| Homeless services provided (Maximum 500 characters) | Not Applicable |
| No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | These services were combined with Title I Part A services for Low Socioeconomic Students. |

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2022–23 Title II, Part A allocation | \$13,437 |
| Transferred–in amount | \$0 |
| Transferred–out amount | \$0 |
| 2022–23 Total allocation | \$13,437 |

Professional Development Expenditures

| | |
|---|----------|
| Professional development for teachers | \$12,203 |
| Professional development for administrators | \$0 |
| Consulting/Professional services | \$0 |
| Induction programs | \$0 |
| Books and other supplies | \$0 |
| Dues and membership | \$0 |
| Travel and conferences | \$0 |

Personnel and Other Authorized Activities

| | |
|--|---------|
| Certificated personnel salaries | \$1,234 |
| Classified personnel salaries | \$0 |
| Employee benefits | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities | \$0 |
| Retention activities | \$0 |
| Class size reduction | \$0 |

Program Expenditures

| | |
|--|----------|
| Direct administrative costs | \$0 |
| Indirect costs | \$0 |
| Equitable services for nonprofit private schools | \$0 |
| Total expenditures | \$13,437 |
| 2022–23 Unspent funds | \$0 |

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Academia Moderna (19 64733 0120097)

Status: Certified
Saved by: charter impact
Date: 5/28/2024 7:29 AM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|--|--------------|
| Authorized Representative's Full Name | Xavier Reyes |
| Authorized Representative's Signature | |
| Authorized Representative's Title | CEO |
| Authorized Representative's Signature Date | 05/31/2024 |

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|---|-----------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Javier Alvarado |
| Authorized Representative's Title | Principal |
| Authorized Representative's Signature Date | 05/31/2024 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|--|--------------|
| County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/08/2022 |
| Authorized Representative's Full Name | Xavier Reyes |
| Authorized Representative's Title | CEO |

*****Warning*****

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2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | No |
|---|----|

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2024–25 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2023–24 Title II, Part A allocation | \$19,692 |
| Transferred–in amount | \$0 |
| Transferred–out amount | \$0 |
| 2023–24 Total allocation | \$19,692 |

Professional Development Expenditures

| | |
|---|-----|
| Professional development for teachers | \$0 |
| Professional development for administrators | \$0 |
| Consulting/Professional services | \$0 |
| Induction programs | \$0 |
| Books and other supplies | \$0 |
| Dues and membership | \$0 |
| Travel and conferences | \$0 |

Personnel and Other Authorized Activities

| | |
|--|-----|
| Certificated personnel salaries | \$0 |
| Classified personnel salaries | \$0 |
| Employee benefits | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities | \$0 |
| Retention activities | \$0 |
| Class size reduction | \$0 |

Program Expenditures

| | |
|--|----------|
| Direct administrative costs | \$0 |
| Indirect costs | \$0 |
| Equitable services for nonprofit private schools | \$0 |
| Total expenditures | \$0 |
| 2023–24 Unspent funds | \$19,692 |

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

| | |
|--|-------------------------|
| Homeless liaison first name | Rachel |
| Homeless liaison last name | Villalobos |
| Homeless liaison title | Homeless Liaison |
| Homeless liaison email address (Format: abc@xyz.zyx) | r.villalobos@altaps.org |
| Homeless liaison telephone number (Format: 999-999-9999) | 323-923-0383 |
| Homeless liaison telephone extension | |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00) | 0.12 |

Homeless Liaison Training Information

Warning

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2023–24 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel: | |
| Principals and other school leaders | Yes |
| Attendance officers and registrars | Yes |
| Teachers and instructional assistants | Yes |
| School counselors | No |

Homeless Education Policy and Requirements

| | |
|--|------------|
| Does the LEA have a written homeless education policy | Yes |
| No policy comment | |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) | |
| Date LEA's board approved the homeless education policy | 08/14/2020 |
| Does the LEA meet the above federal requirements | Yes |
| Compliance comment | |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) | |

Housing Questionnaire Identifying Homeless Children

| | |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form | Yes |
| Did your LEA administer the housing questionnaire to all student body during the school year | Yes |

Title I, Part A Homeless Expenditures

| | |
|--|-----------|
| 2023–24 Title I, Part A LEA allocation | \$168,988 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$11,207 |

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children | \$11,207 |
| Homeless services provided (Maximum 500 characters) | Not Applicable |
| No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | These services were combined with Title I Part A services for Low Socioeconomic Students. |

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2022–23 Title II, Part A allocation | \$19,966 |
| Transferred–in amount | \$0 |
| Transferred–out amount | \$0 |
| 2022–23 Total allocation | \$19,966 |

Professional Development Expenditures

| | |
|---|----------|
| Professional development for teachers | \$19,966 |
| Professional development for administrators | \$0 |
| Consulting/Professional services | \$0 |
| Induction programs | \$0 |
| Books and other supplies | \$0 |
| Dues and membership | \$0 |
| Travel and conferences | \$0 |

Personnel and Other Authorized Activities

| | |
|--|-----|
| Certificated personnel salaries | \$0 |
| Classified personnel salaries | \$0 |
| Employee benefits | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities | \$0 |
| Retention activities | \$0 |
| Class size reduction | \$0 |

Program Expenditures

| | |
|--|----------|
| Direct administrative costs | \$0 |
| Indirect costs | \$0 |
| Equitable services for nonprofit private schools | \$0 |
| Total expenditures | \$19,966 |
| 2022–23 Unspent funds | \$0 |

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Coversheet

Discuss and Approve the Appointment of the APS Foundation Board Members

| | |
|--------------------------|--|
| Section: | III. Action Items |
| Item: | D. Discuss and Approve the Appointment of the APS Foundation Board Members |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Resume_RicardoMireles_20230502.pdf Salas CV Resume April 2024 .pdf |

Resume for Ricardo Mireles

Contact Information

5936 Hayes Av, Los Angeles, CA 90042

Telephone: 323-216-8177

Email: ricardo.mireles@academiaavance.com

Charter School Experience

July 12, 2004 to Present

Academia Avance, Los Angeles, California

Founder and Executive Director

Responsible for the overall mission, vision and development of a 6th-12th grade charter public school in the Northeast Los Angeles neighborhood of Highland Park which opened in the Fall of 2005. Current enrollment is about 300 students across two school sites. Responsible for all operations on an annual budget of over \$7 million with a FTE staff count of five dozen. Responsible for all communications with the governance board of the school, and with all external oversight agencies and partnerships. Have overseen upgrades to the main building of the school that total over \$2 million. Successfully directed the charter renewal process via appeal to the Los Angeles County Board of Education in 2010, then again via the State Board of Education in 2015 and 2020. Advocate to advance charter school policies at the state and national levels.

November 18, 2004 to January 31, 2005

California Charter Schools Association, Los Angeles, California

Community Outreach Consultant

Represented the Association for the San Diego City Schools Superintendent's NCLB Program Improvement Year 4 Reconstitution project. Designed and managed the parent signature collection campaigns for Keiller Middle School (600 initial students) and Gompers Middle School (1000 initial students).

October 18, 2003 to July 5, 2004

California Charter Schools Association, Los Angeles, California

Technology Services and Products, Director

Oversaw the launch of the new charter school member association with three statewide offices and 24 initial staff. Managed the development of the Association's initial web-site, and oversaw the initiation of all communications systems (telephone, voice-mail, email), information systems, and the contracted desktop support services.

Information System Experience

March 17, 2000 to October 17, 2003

Los Angeles Unified School District Facilities Services Division, Los Angeles, California

Facilities Information Systems, Director

Built a team of information systems specialist to manage the systems needed to support the LAUSD Facilities Services Division central staff operations. The team was launched with 3 staff to support 50 desktops in 2000. By 2003 the responsibilities had expanded to design, build or integrate, and maintain the central servers for the New Construction project, now a \$14 billion dollar school construction initiative. Direct technical support was provided for over 600 desktop systems. Central applications were developed and implemented for:

- The public project status reporting via the Internet at LASchools.org
- The Real Estate Acquisition Database, used to manage \$1.4 billion in transactions
- The Facilities Integrated Reporting System that presented for the first time the anticipated costs with the actual expenditures and actual year budgets of both the modernization and new construction projects. The data was synchronized from the official LAUSD accounting system.

All three system were developed on the same web-based infrastructure leveraging previous development and systems investment. Direct management responsibilities grew to a staff of over 20 direct employees and consultants, with an annual budget over \$5 million.

February 1994 to February 2000

Metropolitan Transportation Authority, Los Angeles, California

Senior GIS Specialist

Developed and implement numerous tools for the evaluation of spatial and non-spatial data in support of the Regional Planning team.

Teaching Youth/Leadership Development Experience

Spring Quarter of 1997 and 1998

University of California, Los Angeles, California

School of Public Policy and Social Research, Lecturer

Prepared and delivered the Advanced GIS course for the Masters Program students in Urban Planning. The 10 week course organized the students into teams to complete real spatial analysis projects for local city planning departments (e.g.: West Covina, Carson, South El Monte).

Summer of 1993

Coro Foundation, New York City, New York

Youth Leadership Program Co-Trainer

Co-developed and co-lead an experiential based program for sixteen 12 to 16 year old students, with the objective of them becoming future board members for the community based organization Banana Kelly in the South Bronx.

September 1998 to August 1989

INROADS, Inc., Los Angeles, California

Administrative Assistant

Coordinated the recruitment, training and assessment data for all interns and corporate clients.

August 1987 to July 1988

Don Bosco Technical Institute, Rosemead, California

Electronics Instructor

Developed and presented a 10 week course for the incoming 9th graders as an introduction to electronics technology.

Education

September 1990 to May 1993

Massachusetts Institute of Technology, School of Architecture and Planning

Student in the Masters in City Planning Program

Course work within the Community Development and Planning Support Systems concentrations. Thesis research and analysis on residential segregation of Latinos in Los Angeles from 1980 to 1990 using US Census data and Geographic Information Systems. Degree not obtained.

September 1989 to July 1990

Coro Foundation, New York City, New York

Public Affairs Fellow

May 1997

Columbia College, New York City, New York

Bachelors Degree in Anthropology

May 1983

Don Bosco Technical Institute, Rosemead, California

Associate in Science Degree in Electronics Technology

Civic Associations

August 2010 to Present

Los Angeles County Charter SELPA

Los Angeles, California

Executive Council, Chair (2014 to 2021)

July 2018 to Present

Coalition for Independent Charter Schools (CPICS)

Los Angeles

Board of Directors, Founding Chair

April 2019 to Present

Freedom Coalition for Charter Schools

National

Board of Directors, Founding Member

June 2009 to 2021

Inclusive Action for the City
(previously LURN)

Los Angeles

Board of Directors, Vice Chair

August 2002 to 2016

United Latino Fund

Los Angeles, California

Board of Trustees, Chair

January 2010 to 2018

OneLA/IAF

Los Angeles, California

Board of Directors

Fluent in English and Spanish

Reference available upon request.

Resume for Ricardo Mireles

Jose D. Salas

9536 Shoshone Avenue
Northridge, California 91325

Cell: 818 -854-0739
email: jsalas692004@yahoo.com

EDUCATIONAL VISION

All students can learn when the school climate, curriculum and instructional delivery are inclusive and implementation accommodates all learners. A successful learning environment can be achieved through high expectations, clear goals, use of research-based strategies, and a strong collaboration between the entire school community.

CAREER PROFILE

Twenty-nine years of experience in predominately Latino communities with over 90% FRL. From North Hills to South Los Angeles to Pacoima and Arvin, underprivileged youth has benefited and flourished in schools that I have taught and directed. A vibrant, prideful college going culture has developed at schools that I helped build: Vaughn Middle School, Grimmway Academy, and Montague Charter Academy.

- **Change agent for Education** throughout career by deciding to be a part of transformative projects that pave the way for choice and new academic opportunities.
 - **Demonstrated commitment to academic rigor** in the healthy, heightened level of school culture and urgency needed to academically lift all types of learners.
 - **Leadership that mobilizes Parental Involvement** creating a safe and meaningful environment for families.
 - **Proven reformer that thrives in Innovative initiatives** through the implementation of new Charter start-up schools, Blended and Online Learning, International Baccalaureate, Performance Pay, “School within a School” cadre, Edible School yard learning, unionized/ non-unionized charter environments and various classroom settings.
-

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS

EXECUTIVE DIRECTOR & PRINCIPAL

Montague Charter Academy

July 2018 to Present

Reference: Dr. Evelyn Licea, MCA Board Chair

Currently serving as Executive Director & Principal at this 880 student independent conversion charter school in Pacoima. Entered a situation where the school had 12 Principals in a 10 year period. The school was ordered to adhere to Fiscal Benchmarks in order to remain open in addition to a substantial amount of notices to cure and pending lawsuits. In a short amount of time, Montague is now fiscally sound, fully complaint, and lawsuit free along with strong academic and enrollment gains. MCA has continuously grown its enrollment over a five year period despite the pandemic and a demographic shift in the East San Fernando Valley.

Ensure Stability and Financial Sustainability

Board & Authorizer Relationship

- Inherited school with a myriad of Notices to Cure over a ten-year period (None since 2018)
- Re-established trust with LAUSD Charter Office
- Led school to score all 3s and 4 on yearly oversight review after 14 years of mostly 2s
- Helped secure MCA Board stability with strong communication
- Led the school out of state probation for special education services and test scores
- Appointed to the Los Angeles Advocacy Council (2023)

Finances

- Inherited a negative 2 million dollar school net worth in 2018 and flipped it into a positive 8 million by the end of the 2023-2024 school year.
- Established year to year budgets alongside key stakeholders with a focus on sustainability
- Overseeing a 18 million budget with 200 employees
- Successfully managed a school on strict fiscal benchmarks from the LAUSD Charter Division
- Maintained and grew OPEB account for Retirees Health Benefits and established a trust for its implementation
- Overvalued and made efficient Human Resources and Accounts Payable Departments
- Completed CSDC CBO Training Series (2019)

Property Development

- Oversees and advises the Facilities Manager to meet the conditions of the Sole Occupant agreement with LAUSD
- Maintains a productive relationship with the Area CPM
- Oversees facilities maintenance and improvement budget
- Has arranged for the construction of a new Jungle Gym, remodeled auditorium, new marquee, new kitchen facilities, additional building/classrooms, home office etc.

Enrollment and student retention

- Increased student enrollment after years of constant decline (160 student increase in 4 years)
- Limited student transiency due to increased student & family satisfaction
- Led several outreach strategies to produce more students (Door to Door Canvassing, website advertising, community events, etc.)
- Increased enrollment throughout the pandemic
- Created policy for Early Entrance Transitional Kindergarten (4 year old) and executed the plan

Legal & Compliance

- Inherited a school with a myriad of lawsuits (That trend was reversed year one)
- Led negotiations between the school and UTLA, SEIU and Non-Unionized employees.

- Overhauled many aspects of the school's operations to avoid lawsuits
- Led all aspects of the development of the LCAP, ESSR Plans, employee handbook, student handbook, charter renewal Educator Effectiveness, etc.

Marketing

- Maintains year-round outreach efforts through the use of online presence
- Established Door to Door canvassing campaign to promote school image and create enrollment opportunities
- Leads social media efforts to promote the school and create enrollment opportunities
- Established and maintains relationships with local preschools for enrollment purposes

Achieve Academic Excellence and Sustain and Grow Socio-Emotional Supports

Academics

- Improved SBAC Scores to reach #1 status with comparable schools per charter
- Implemented i-Ready and Data Dashboard Practices
- Secured Funding, hired and implemented a 5 Hour Teacher's Assistant in each Classroom
- Secured Funding, hired teachers to Lower Class Size School-wide
- Created policy for Early Entrance Transitional Kindergarten (4 year olds)
- Secured funding and implemented initiative for Intervention during the school day
- Strengthened and expanded Arts and Sciences Program
- Secured funding for Robotics Program that won a league championship
- Reworked job duties for Teacher Coordinators and Assistant Principals to meet the needs of the school
- Scheduled training for transition of substitute teachers to formally join the staff as intervention specialists.
- Launched ELOP Program and Summer School

Socio-Emotional Supports

- Implemented a Restorative Justice Program with school-wide personal standards program
- Secured funding and hired two school counselors
- Launched ELOP Program and Summer School with various clubs (Music, Arts, Field trips)
- Partnered with Paws to Share (Therapy Dogs)

Provide Strategic Direction

Academics & Special Education

- Led the approval of the school as an Option 3 school
- Led the implementation of an Inclusion sped program
- Oversaw the growth of SPED students from 8% to 15% (90 to 140 students) and expanded staff and improved test scores to remove state probation
- Overhauled use SPED vendors including the expansion of services
- Implemented a data driven culture

- Implemented the use of i-Ready & new intervention program

Technology & Overall Efficiency

- Expanded the presence of technology at the school overall
- 1 to 1 Chromebooks before the pandemic
- Blended learning opportunities before the pandemic
- Secured funding and purchased an Interactive board in every classroom
- Expanded and improved Bandwidth, Firewall and other tech infrastructure
- Continued ERATE
- Overhauled many practices for efficiency (Online Registration, use of Google Docs, inventory software, data dashboard, online outreach, new HR software, new cafeteria food menu development software, etc.)

Governance

- Advises/Leads MCA's Budget, Curriculum, Community Relations, Wellness, and Personnel Committees including School Site Council and ELAC.
- Collaborates with the Board Chair to establish the board agenda and topics

Meal Program

- Overhauled the food services program with new initiatives and staffing.
- Maintained a positive fund balance every year while increasing choices for students
- Captured numerous food grants (Farm to Table, Breakfast, etc.)
- Overhauled vendor services
- Overhauled Food program to become "profitable/positive" and 60% from scratch

Develop & Maximize Talent

Staff Recruitment and Retention

- Hired and maintained 200 employees
- Fully staffed with credentialed employees and substitutes
- Teacher and support staff retention over 95% (Never under staffed)
- Created Paraeducator Career Ladder for MCA to retain Teacher's Assistants
- Overhauled office procedures and staff for efficiency including the use of various software

Engage Community & Drive Inclusion

Parent, Community Relations & School Role in the Community

- Hosts and supports School Site Council, English Learner's Advisory Council and Coffee with the Principal along with other Governance Committees
- Led COVID support efforts for families and the community with vaccine clinics, COVID Testing and other supports
- Organized the distribution of five to seven day Food boxes to the community throughout the pandemic with over 3,000 families being supported every week at its peak.

- Established partnerships with various community agencies including MEND, Proyecto del Barrio, Whiteman Airport, Headstart and Fernandeno Indians.
- Maintained positive relations with local politicians that have created opportunities for the school.

CURRENT MEMBER OF LOS ANGELES ADVOCACY COUNCIL

California Charter Schools Association

January 2023 to Present

Reference: Alfredo Ruvalcaba, CEO Magnolia Public Schools & Council Chair

This council represents the more than 300 charters schools in Los Angeles. Its purpose is to share with CCSA and the LAUSD Superintendent all charter school affairs.

FOUNDING HIGH SCHOOL PRINCIPAL

Prepa Tec Los Angeles High School

July 2016 to June 2018

Reference: Xavier Reyes, Founder & CEO

Led the effort to open an International Baccalaureate High School in the City of Huntington Park, California (South LA). PTLAHS is the final piece of ALTA Public School's dream of being a K-12 complex. Under Mr. Salas' direction, the high school quickly held a Summer Bridge in July 2016 and opened for its inaugural year on August 15, 2016. In less than a month, Mr. Salas orchestrated all the necessary tasks to open the school including the hiring of staff. During the 2017-18 school year PTLAHS became an IB Candidate school and earned WASC Accreditation under Mr. Salas' leadership.

Development

- Advertised, interviewed and hired all staff
- Secured instructional materials for IB and CCSS
- Developed Staff training in collaboration with IB Coordinator
- Secured enrollment with extensive outreach efforts
- Established Strong relationship with LAUSD Prop 39 staff and host school
- Established Strong relationship with SBE Charter Oversight office

During the School Year

- Raised student achievement with rigorous IB Curriculum
- Supported the needs of all learners (EL, FRL, SPED, Emotional Needs)
- Evaluated and coached staff
- Developed and implanted a rigorous Observation, Support and evaluation process
- Planned for implemented staff development
- Collaborated with State Board Of Education staff (authorizer) – 2 successful reviews
- Collaborate with El Dorado SELPA – Successful audit Feb 2018
- Managed 2 school sites
- Collaborated with CFO to develop HS budget and revisions during the year
- Developed the LCAP and School Site plan with Stakeholders
- Developed a positive College going culture retaining 90% of HS students after 1st year
- Developed a positive staff culture retaining 90% of staff after 1st year
- Handled all authorizer requests and compliance reporting

- Developed community partnerships
- Developed new leaders for school expansion
- Secured decisions that will support the school to gain IB, WASC & a-g approvals in 2018
- Represented ALTA PS in Sacramento at the SBE yearly academic update meeting

SUMMER DIRECTOR (K-12)

Scale Leadership Academy Charter School
Reference: Dr. Lawrence Wynder, CEO

July 2016- Present

Directed 6 school campuses during the Summer of 2017 (2 Elementary, 2 Middle School and 2 High Schools). Developed the partnerships with various charter school leaders to get the programs up and running. Implemented the programs in collaboration with the 4 Summer School administrators throughout Los Angeles.

Development

- Established the partnerships with Scale and negotiated MOUs
- Customized Summer school education programs with each charter school (Elem, Middle & High School)
- Planned and implemented enrollment process for all 6 program
- Hired staff for 5 of the 6 programs and secured facilities needs
- Trained staff for the independent study program and compliance needs

During the Summer Semester

- Supervised 2 Elementary campuses, 2 middle schools and 2 High school programs
- Met the conditions of the MOUs
- Traveled to all sites throughout Los Angles to manage and coach the administrators
- Evaluated staff
- Managed and balanced the budget
- Closed out Summer sessions and secured compliance and reporting needs
- Secured the grant funding for partnership schools upon completion of the program

HIGH SCHOOL PRINCIPAL

Olin Virtual Academy
Reference: Ramon Miramontes, President

April 2014- March 2016

Hired to re-start an online high school that had struggled with low academic achievement, staff morale and financial decision-making. The high school had been previously administered, under contract, by a private educational organization for P.P.E.P. California. As the only full-time employee, spearheaded all aspects of the school's re-development and transfer of operations, students and staff until its re-opening in September 2014 as an independent charter school.

Transition Stage (School development Phase)

- Planned and developed the charter's day to day plan based on approved petition
- Redeveloped the charter's academic focus based on student needs and performance data
- Developed a new Student Academic Success Team Concept to support struggling students
- Redeveloped the Student handbook to address lack of rigor and student support in school curriculum
- Planned and implemented staff development for new curriculum

- Led and mentored new support staff (Academic Deans, Teacher Leaders, etc.)
- Implemented Outreach, recruitment for Hiring staff- Teachers and Administration
- Planned and Implemented Student/Family Outreach for enrollment
- Participated in board policies needed to start-up the school
- Oversaw software and equipment choices plus purchases
- Developed the 2014-15 Forecasted Budget along with Local Control Accountability Plan
- Oversaw the planning, training and implementation of the new online curriculum platform plus integrated Student information systems
- Oversaw the planning, training and implementation of the office staff and operations

During the school year

- Supervised up to 60 employees including teachers, office staff and admin as Principal and de facto Executive Director
- Spearheaded the implemented of a new online curriculum, LMS and SIS
- Infused “Live Sessions” with rigor and school-wide best practices
- Spearheaded the implementation of a new intervention division
- Led budget planning and implementation
- Revised school-wide plan, including budget plan, based on new school adjustments throughout the year
- Created policy and secured finding to provide all FRL students with a laptop and Wi-Fi device
- Led and Supervised compliance/ state reporting effort
 - P1 & P2 Attendance Report Effort
 - Yearly Audit
 - SARC
 - Financial Reports
- Planned and Implemented the opening of five resource centers
- Supervised Special Education Department
- Developed a 2nd charter and various partnering opportunities to increase enrollment
- Designed a multi-track calendar to maximum student attendance & opportunity
- Served a school’s representative at community events and outreach
- Re-established a professional working relationship with the authorizer
- Reported monthly to the board of directors

RESULTS

- Increase in Average Daily Attendance from 57% Year One to 83% Year Two
- Drop in budget deficit form 1.5 million Year One to Zero (balanced) Year Two
- Increase in student retention from Year One 39% to 64% Year Two
- AdvancED Accreditation June 2015
- NCAA Approved June 2015
- A-G Approved June 2015
- Five New Resource Centers – Year Two

FOUNDING PRINCIPAL

Grimmway Academy Charter (Grades K-5), Arvin, California
Reference: Tom Mestmaker, Board President

2011 to 2014

Recruited to plan and open the first charter school in Arvin (and surrounding region). Despite extremely low levels of achievement and parent participation in previous years in this farming

community, lofty goals were set for this school. An innovative Blended Curriculum was developed along with a rigorous Performance Pay program with high quality staff development. The school community responded well and the academy reached unprecedented academic levels never seen before in the region in only 2 years earning a California Distinguished School award.

- Administered all day to day operations of the 500 plus student school
- Led the start-up from a brand new school to functional and vibrant campus
- Planned, established operations and hired new school main office, custodial and paraprofessionals
- Planned for outreach, implemented job fairs and hired Certificated personnel
- Supervised over 25 teachers, 30 support staff and administrative team
- Established a highly effective school-wide discipline plan and reward system that developed academic pride
- Administered unique Peer Assistance and Review Program. Evaluated and supported teachers in rigorous “Pay for Performance Program”
- Spearheaded Data Driven Culture & Decision-making practices
- Developed and evaluated administrative staff for Performance Pay (Academic Dean, Lab Specialist, Afterschool Manager, Peer Evaluation Mentors)
- Staff Development - Assessed needs, strategized and planned with Student Data
 - Year 1 – Strong focus on school-wide best practices and ELL Strategies
 - Year 2 – Focus on Grade Level and Department Collaboration plus data Teams
 - Year 3- Focus on Writing Across the Curriculum and Common Core Transition
- Developed and oversaw the highly effective GA Blended Learning Lab that provided students with daily individualized instruction and Lab Wheel Enrichment opportunities. Students learned on software, small group instruction and Accelerated Reader Program.
- Led school-wide Student Intervention Effort
 - Developed, trained staff and implemented Student Study Teams (SST), Individual Education Plans(IEP) and Individualized Learning Plans(ILP) to support struggling students
 - Developed, trained staff and implemented Afterschool Tutoring with Smart Goals
 - Developed and implemented a highly effective “Daily Check” program to provide structure for struggling students
- Continuously recruited students and families until capacity was reached
- Established a highly effective Parent Participation Culture
 - Designed and Implemented “Star Parents of Grimmway Academy” a parent leadership group in lieu of an SSC
 - Designed and implemented a Parent Engagement Hours Program
 - Implemented effective communication for student progress
 - Community outreach (FB, Website, E-Newsletter)
 - Established and Implemented Home Visits each year (all families)
 - Planned and implemented Parent Forums
- Designed and implemented a shared decision making Governance structure including parents as stakeholders
- Collaborated in the development of the Grimmway Café (Healthy Cafeteria)
- Maintained and the academy’s school budget and fundraising
- Designed and developed the Afterschool Program
- Secured and implemented the ASES Afterschool Grant
- Made monthly reports to the board of directors and yearly progress reports to the authorizer each year (KCSOS)

- Performed Advanced Administrative (ED) Duties
 - Authored Single Site Plan, LEA Plan, Charter Renewal, and School Safety Plan
 - Developed and submitted successful Charter Growth Fund Application
 - Collaborated with Authorizer Oversight Visit & Various audits
 - Secured ERATE & School-wide Tech Plan

RESULTS

- 788 API (Year 1)
- 840 API (Year 2) – Ranked 15th in Kern County
- California Distinguished Schools (Year 2)
- Reached unprecedented number of proficient and advanced students in all the tested areas of CST exams in 2nd year:

| Grade | GA - ELA | Local District | GA - Mathematics | Local District |
|--------|----------|----------------|------------------|----------------|
| Second | 58% | 37% | 68% | 66% |
| Third | 44% | 30% | 84% | 52% |
| Fourth | 66% | 47% | 88% | 70% |

- 820 English language Learners API & 710 Special Ed API (Year 2)
- Improved in-seat attendance from 96.5% to 97.75 % in 2.5 year span
- 100% parent participation in parent conferences (4 times year)
- Established Parent Forum Program. 200 plus families attend monthly parent forums.
- 100% Mutual Promise Meetings each year
- Redesignated English Language Learners at a rate of 10% per year
- 98% of all families completed their volunteer hours each year

FOUNDING PRINCIPAL (School Development Phase)

2011

The Grimm Family Education Foundation Bakersfield, California
 Reference: Barbara Grimm-Marshall, CEO

Spent five months prior to the start of the first school year as the educator on staff hiring teachers, student recruitment and ordering. Participated and contributed in the construction team.

- Planned and developed the charter’s day to day plan based on approved petition
- Implemented Outreach, recruitment for Hiring staff- Teachers and Administration
- Planned and Implemented Student/Family Outreach for enrollment
- Designed Grimmway Academy’s Learning Lab plus Curricular Vision
- Participated in board policies needed to start-up the school
- Oversaw all curriculum, and software choices plus purchases
- Oversaw all Furniture and technology choices plus purchases
- Designed the academy’s Performance Pay Program
- Designed the academy’s unique scheduling plan and official student and parent handbook
- Designed and oversaw the academy’s initial staff development prior to opening
- Collaborated in the construction phase of the start-up

MIDDLE SCHOOL DIRECTOR

2004-2011

Vaughn Next Century Learning Center (Grades 6-8), Pacoima, California
 Reference: Dr. Yvonne Chan, Founding Principal & Anita Zepeda, Executive Director

Took the helm of middle in school in the 3rd year of operation with low academic achievement (comparable to neighboring district schools) and turned it around into one of the best middle school in the East San Fernando Valley. Grew the campus from 8 teachers to 25 and from 180 students to 450 with a wait list.

- Administered all day to day operations at 450 student middle school
- Led middle school out from first 2 years of operation to a functional and vibrant campus
- Conducted Outreach and recruitment of students and teachers
- Established school-wide discipline and counseling program including student handbook and highly effective “Daily Check” Program
- Planned and established new middle school main office and operations
- Administered unique Peer Assistance and Review Program. Evaluated and supported teachers in rigorous “Pay for Performance Program”
- Developed numerous new teachers into exemplary status and dismissed unsatisfactory teachers (per rubric)
- Established and implemented numerous reward programs to create school academic pride
- Planned and Implemented all Master Schedule decisions and student scheduling efforts including interventions and electives
- Established and Implemented the “CST Challenge Program” where students are empowered to understand their CST testing history and predict new outcomes
- Spearheaded all middle school staff development
 - Presented and Implemented staff development and School-wide efforts in researched based strategies such as Marzano Strategies, Language Objectives, Thinking Maps, Sentence Frames, Kagan strategies, Project-based learning, UBD
 - Developed teacher leaders to present in various staff developments
 - Established and enforced school-wide Data dashboard practices for data driven instructional decision-making and specialized ELL/Achievement Seating charts
 - Implemented and enforced use of technology in the classroom, electronic roll book, teacher homepages, reverse triangulation research practices, Data Director
 - Development of Tech Teacher Leaders
- Led successful establishment of GATE Enrichment and Student Support Program
- Established various partnerships with local leagues and SFPMSC to bring sports program to the middle school (Baseball, Softball, Soccer, Volleyball, Basketball)
- Established and co-implemented strong fundraising efforts/business partnerships for student extra-curricular programs (Wells Fargo, Vallarta Supermarkets, Vending Machines, student store etc.)
- Spearheaded all parent communication efforts
 - Established Parent Forum Program. 200 plus families attend monthly parent forums.
 - Presented topics such as Cyber Bullying and Keys to Academic Success at Forums
 - Established parent participation at school: coaching, reward ceremonies, dances
- Led the district-wide technology effort with IT manager
 - Tech Purchases and research
 - District Tech Plan and co-authored various Tech Grants
 - Facilitated Tech Sub-committee Meetings
 - Supervision of IT Staff
 - Spearheaded numerous software and hardware training efforts
 - Secured CFY Technology Grant where all 6th graders receive a desktop computer at home (Fall 2010)
 - Secured Zoom Data Director Grant for complex
 - Secured Mouse Grant to create middle school students led “Geek Squad”
 - Writer of EETT Tech Grant (2004,2007,2010)

RESULTS

- Improved in-seat attendance from 94% to 98.5 % in 5 year span
- Increased number of proficient and advanced students in all the 8 tested areas of middle school CST exams in 5 year span: Need to update #'s
 - 6th English 17% to 47%, 6th Math 15 % to 47%
 - 7th English 23% to 61 %, 7th Math 19% to 47%
 - 8th English 26 % to 71%, 8th Algebra 8% to 74%
 - 8th History 22% to 55%, 8th Science 0% to 83%
- Increased number of students transitioning out of ELL status each year
 - 2004 120 ELL students in grades 6-8
 - 201025 ELL Students in grades 6-8 (by end of year)
 - Established and taught CELDT Test Prep Classes plus ELL Learning Center
- Established Honor Roll Program and increased amount of qualifying students each year. The school culture transformed to one of pride in academic excellence
 - 20 Honor Roll participants in 2004 – 20% of student body
 - 225 Honor Roll Participants in Fall 2009 – 54% of student body
 - Percentage of student body qualifying for honor roll mirrors average proficient and advanced percentages for CST exams; evidence of standards-based grading
- Reached a 99% parent participation in parent conferences (4 a year) by year 5
- 96% of families completed their volunteer hours

NEW HIGH SCHOOL DIRECTOR MENTOR

2005-2007

Vaughn Next Century Learning Center (Grades 9-10), Pacoima, California

Reference: Dr. Yvonne Chan, Founding Principal & Anita Zepeda, Executive Director

- Took lead of 9th grade class and led day to day operations with middle school while the new director was hired (2005-06)
- Co-led High school and mentored 2nd Director for grades 9 & 10 (2006-07)
- Combined 9th and later 10th grade class in “master secondary schedule” to create a grades 6-10 program. Planned and Implemented all scheduling efforts
- Led new high school through the Peer, Assistance and Review process
- Assisted High school director by housing courses on middle school campus during final phase of construction (Fall 2008)

TEACHING EXPERIENCE**MIDDLE SCHOOL MATH & PE TEACHER – 6th & 7th Grade**

2002-2004

Vaughn Next Century Learning Center Middle School - Pacoima, California

- Co-Lead Committee that created and wrote start-up Middle School Charter
- Part of original core middle school teacher group
- Participated in Peer Assistance and Review as a “peer” teacher evaluator
- Created Partnership with YMCA to form a basketball league for middle school
- Grade level chair
- Co-Lead Winter and Spring Theatrical Presentations
- District Business Committee Chair
- Established The Vaughn Middle Student Court

- Co-founded the student store
- Presented “Pay for Performance Program” at CPRE Conference Chicago, IL.

BILINGUAL ELEMENTARY SCHOOL TEACHER- 3rd Grade 2000-2002

Vaughn Next Century Learning Center – Pacoima, California

- Participated in Peer Assistance and Review Team as Teacher
- Video in the Classroom Award Winner (3 times)
- Taught “Transitional English”
- Established Math Teaming Program plus Math and Science Night
- District Budget Sub-committee Chair and Grade Level Chair
- Participated in China ESL Exchange Experience

ADULT ESL TEACHER 1999-2004

San Fernando High Adult School
Los Angeles Unified School District

- Taught ESL Levels Levels 1-2B
- Led various Staff Developments on language development and use of tech in the classroom
- Presented at So California Adult Ed Conference
- Awarded Highest attendance for the semester 4 times

BILINGUAL ELEMENTARY SCHOOL TEACHER- Grades Kinder - 5th 1996-2000

Hooper Avenue School Los Angeles, California
Los Angeles Unified School District

- Implemented Math and Science enrichment as LASI Coordinator
- Participated as Tech lead Teacher in initial phase of Apple “Pod Classroom”
- Participated in Family Strand Experiment “School within a School” as Lead Teacher. Effort led to increased test scores, attendance and parental involvement (3 Years)
- Led Paraprofessional Career Ladder as Support Provider (2 Years)
- Established and implemented Math & Science Night

BILINGUAL ELEMENTARY SCHOOL TEACHER- Grades 1 & 2 1993-1995

Langdon Elementary North Hills, California
Los Angeles Unified School District

EDUCATION

- 2007** **Clear Tier II- AB 430**
Ventura County Office of Education
- 2004** **M.A. Educational Leadership**
Alliant International University
- 1998** **Multiple Subject BCLAD Teaching Credential**
California State University, Northridge

1993 **B.A. in Mexican-American Studies**
California State University, Northridge

REFERENCES

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