Alta Public Schools

Meeting of the Alta Public Schools Board

Date and Time

Thursday January 30, 2025 at 6:00 PM PST

Location

In Person:

8001 Santa 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/89614129761, Meeting ID: 896 1412 9761, Phone: (669) 900 6833 US

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
	A. Record Attendance and Guests		Greg Tanner	5 m
	B. Call the Meeting to Order		Greg Tanner	1 m

	Purpose	Presenter	Time

II. Public Comment | | | **6:06 PM**

A. Public Comment	FYI	Greg Tanner	2 m

2 minutes speaking time; 4 minutes with translation; total 45 minutes

III. Action Items | | | **6:08 PM**

A. AMCS & PTLA: School Accountability Report Card	Vote	Rachel Villalobos	2 m
B. AMCS & PTLA: J-13	Vote	Rachel Villalobos	2 m

IV. Closing Items | | | **6:12 PM**

A. Adjourn Meeting	Vote	Greg Tanner	1 m
B. NEXT BOARD MEETING: February 12, 2025	FYI	Greg Tanner	1 m

Coversheet

AMCS & PTLA: School Accountability Report Card

Section: III. Action Items
Item: A. AMCS & PTLA: School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material:
2024_School_Accountability_Report_Card_Academia_Moderna_20250127.pdf
2024_School_Accountability_Report_Card_Prepa_Tec_Los_Angeles_Middle_School_20250127.pdf

Academia Moderna Charter School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Taylor Evans
Email Address	t.evans@academiamoderna.org
School Website	http://altaps.org
Grade Span	TK-5
County-District-School (CDS) Code	19647330120097

2024-25 District Contact Information

District Name	Academia Moderna Charter School
Phone Number	(562) 244-9257
Superintendent	Rachel Villalobos
Email Address	r.villalobos@altaps.org
District Website	www.altaps.org

2024-25 School Description and Mission Statement

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. The International Baccalaureate Primary Years Programme, PYP provides an ideal foundation for children to become successful, lifelong learners by developing their: social

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2024-25 School Description and Mission Statement

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.

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.
Academia Moderna 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	23
Kindergarten	47
Grade 1	55
Grade 2	66
Grade 3	77
Grade 4	78
Grade 5	81
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	427

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53
Male	47
Non-Binary	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	0.1
Filipino	N/A
Hispanic or Latino	99
Native Hawaiian or Pacific Islander	N/A
Two or More Races	N/A
White	N/A
English Learners	45
Foster Youth	0.2
Homeless	4.1
Migrant	N/A
Socioeconomically Disadvantaged	94.1
Students with Disabilities	13.1

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.

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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/Incomplete/NA	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)	20.00	95.24	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.76	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1009.60	3.68	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	21.00	100.00	27426.80	100.00	279044.80	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.

2022-23 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)	19.00	92.68	22355.10	82.56	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	7.32	1596.00	5.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1053.60	3.89	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	971.50	3.59	14303.80	5.15
Total Teaching Positions	20.50	100.00	27077.80	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	5	9.5
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	0	0

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

2024-25 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 - Benchmark Education/Benchmark Advance
ELD - Publisher/Text - Benchmark Education/Benchmark Advance
Mathematics - Envision (adopted 9/12/24)
Science - Publisher/Text - McGraw-Hill Education/Inspire Science
Social Science - Text/Publisher - Social Studies Reimagine/Studies Weekly
Spanish - CDE - World Langauge 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 math programs, then moving to social studies. All recommendations will be shared with parents and community members.

Year and month in which the data were collected	September 2024

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 - Benchmark Education/Benchmark Advance ELD - Publisher/Text - Benchmark Education/Benchmark Advance. 2023	Yes	0
Mathematics	Mathematics - Publisher/Text - Envision 2024	Yes	0
Science	Science - Publisher/Text - McGraw-Hill Education/Inspire Science 2023	Yes	0
History-Social Science	Social Science - Publisher/Text - California Studies Weekly 2022	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	N/A	--

Note: Cells with N/A values do not require data.

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.

A Williams Facility Review was conducted August 18, 2024. Academia Moderna received an excellent rating of 100%.

Year and month of the most recent FIT report	December 2023

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 extermined 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. Daily, a custodial crew maintains a clean, safe environment. (Cleaning schedule documents are on file)
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 currently have a new garden with fruit trees with the Farm-2-School Grant. The garden is open to students where they learn about organic garden 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	24	41	43	46	47
Mathematics (grades 3-8 and 11)	11	14	29	32	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	236	236	100.00	0.00	23.73
Female	134	134	100.00	0.00	22.39
Male	102	102	100.00	0.00	25.49
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	236	236	100.00	0.00	23.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	94	94	100.00	0.00	9.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	166	100.00	0.00	22.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	236	236	100.00	0.00	13.98
Female	134	134	100.00	0.00	11.94
Male	102	102	100.00	0.00	16.67
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	236	236	100.00	0.00	13.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	94	94	100.00	0.00	7.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	166	100.00	0.00	13.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.88	8.64	20.46	21.89	30.29	30.73

2023-24 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	81	100.00	0.00	8.64
Female	48	48	100.00	0.00	10.42
Male	33	33	100.00	0.00	6.06
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	81	81	100.00	0.00	8.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	30	30	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	7.69
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.

2023-24 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.   The administration of the PFT requires only participation results 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.

2024-25 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 regarding topics such as academic progress, metal health, and overall happenings. School administration attends these meetings to answer any questions specific to the school site. The School Superintendent also has a Leadership 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 such as: Coffee with the Principal, School Site Council (SSC), District English Language Advisory Committee (DELAC), and awards assemblies that allow parents and community to participate and obtain information. AMCS offers many opportunities for parent involvement like Back to School Night, Open House, Student Led Conferences, 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. English Learner Advisory Committee (ELAC) gives parents the opportunity to learn about the school, the budget that supports 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.

As required by Title I, 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

2024-25 Opportunities for Parental Involvement

and actions are reviewed and or modified.

Academia Moderna employs a full time parent leason(also known as a parent coordinator) 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 communication via phone calls, written, and through technological resources and tools.

Acadmia Moderna is currently applying for a School to Community Grant to increase parent involvement.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	449	178	39.6
Female	248	245	97	39.6
Male	211	204	81	39.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	457	447	176	39.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	210	205	76	37.1
Foster Youth	--	--	--	--
Homeless	21	21	13	61.9
Socioeconomically Disadvantaged	435	427	170	39.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	45	17	37.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.41	0.62	0.44	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0.00
Female	0.00	0.00
Male	0.95	0.00
Non-Binary	0.00	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	0.44	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	0.48	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	0.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 focus of the emergency drills is in three areas: fire, earthquake and intruder on campus. Fire drills are held monthly: 8/26, 912, 10,19, 11/8 1/24, 2/14, 3/27, 2/19 & 5/23. Five earthquake drills are held each year: 9/14, 12/3, 2/7, 4/8 & 5/21. Intruder drills are held three times: 11/8, 3/18 & 5/1.

The updated AMCS Comprehensive School Safety Plan was last reviewed by our ELAC and SSC and approved by the Alta Executive Board in November 2024.

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.

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
TK	20	0	0	0
K	23	0	3	0
1	24	0	3	0
2	23	0	3	0
3	27	0	3	0
4	19	1	3	0
5	25	0	3	0
6	N/A	N/A	N/A	0
Other	439	0	N/A	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
TK				0
K	26		3	0
1	21	1	2	0
2	26		3	0
3	26		3	0
4	28		3	0
5	23		3	0
6				0
Other	453			0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK				0
K	25		2	0
1	19	3		0
2	23		3	0
3	27		3	0
4	27		3	0
5	28		3	0
6				0
Other	421			0

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$16,625	$5,048	$11,577	$84,593.13
District	N/A	N/A	$9,920	$84,593.10
Percent Difference - School Site and District	N/A	N/A	15.4	0.0
State	N/A	N/A	$10,771	$101,084.00
Percent Difference - School Site and State	N/A	N/A	7.2	-17.8

Fiscal Year 2023-24 Types of Services Funded

The instructional focus of Academy Moderna Elementary School is our IB Program specifically the Primary Years Program. In July of each school year, teachers attend an IB conference in order to familiarize themselves with IB Curriculum and positive instructional methodology. Continued support on a monthly basis is mandatory to ensure that teachers are meeting student needs. In addition, to ensure that AMES. Students are receiving positive social and emotional support, Alta public schools has an active Student Success Team that monitors students through Positive Behaviors Interventions and Supports. This three tiered program ensures that students social emotional needs are met as they are required for each individual student.

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
Homeless and Foster Youth services and resources
Health services
Mental Health servies
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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$52,399	$56,573
Mid-Range Teacher Salary	$83,696	$87,186
Highest Teacher Salary	$103,915	$119,665
Average Principal Salary (Elementary)	$130,400	$148,486
Average Principal Salary (Middle)	$143,735	$154,835
Average Principal Salary (High)	$147,353	$170,008
Superintendent Salary	$440,000	$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

Professional Development

Academia Moderna Charter School provides 9 full days, for teacher professional development (PD). Four of those days take place in August and focus on instructional methodology. 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.

For the 2023/24 School Year PD support in instructional methodology focused on three goals: 1) Providing a clear learning objective for students 2) Student engagement within the classroom 3) Giving students a formative assessment at the end of each lesson to provide feedback on student knowledge gained. These three goals are supported by the teacher implementing the following strategies: 1) Identifying similarities and differences through comparing & contrasting 2) Summarizing and note taking and 3) Positive reinforcement

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	40	N/A

Prepa Tec Los Angeles (PTLAMS)
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

2024 School Accountability Report Card   Page 1 of 20   Prepa Tec Los Angeles (PTLAMS)

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Prepa Tec Los Angeles (PTLAMS)
Street	8001 Santa Fe Avenue
City, State, Zip	Huntington Park
Phone Number	(323) 800-2739
Principal	Amber Clark
Email Address	a.clark@prepatec.org
School Website	www.prepatec.org
Grade Span	6-8
County-District-School (CDS) Code	19 64733 0127936

2024-25 District Contact Information

District Name	Prepa Tec-LOS ANGELES
Phone Number	(323)8002739
Superintendent	Rachel Villalobos
Email Address	r.villalobos@altaps.org
District Website	www.altaps.org

2024-25 School Description and Mission Statement

The Mission of Prepa Tec Los Angeles is 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), Middle Year Programme (MYP) authorized school. 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 is compromised of 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

2024-25 School Description and Mission Statement

participation. Eighth Grade students are required to complete an individual MYP project focused on community improvement and support. projects will be presented to the community in May of this School year. 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. Through the use of Positive Behavioral Interventions and Supports (PBIS) 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	N/A
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	94
Grade 7	117
Grade 8	115
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	305

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Black or African American	1.3
Hispanic or Latino	98.7
English Learners	28.9
Foster Youth	0.7
Homeless	3.6
Socioeconomically Disadvantaged	96.4
Students with Disabilities	10.2

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/Incomplete/NA	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)	10.60	88.74	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	11.26	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1009.60	3.68	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	11.90	100.00	27426.80	100.00	279044.80	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.

2022-23 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)	11.30	77.88	22355.10	82.56	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	4.63	1596.00	5.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1053.60	3.89	11746.90	4.23
Unknown/Incomplete/NA	2.50	17.49	971.50	3.59	14303.80	5.15
Total Teaching Positions	14.60	100.00	27077.80	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.30	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.30	0.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.20	10.1	11.6
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 /2024 English 3D/ 2022 Variety of Novels 6 Minute Fluency/2024	Yes	0
Mathematics	CPM Educational Program: Course 1,2,and 3 English/Spanish; eBooks Algebra Tiles CPM Toolkits	Yes	0
Science	Amplify iScience, Life Science Amplify iScience, Physical Science Amplify 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	MYP by Concept 1-3 Spanish Language Acquisition Phases 1 & 2 / 2022 MYP by Concept 1-3 Spanish Language Acquisition Phases 3 & 4 / 2022	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	N/A	N/A

Note: Cells with N/A values do not require data.

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 need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Systems are checked on a yearly basis. (Documentation on file)
Interior: Interior Surfaces	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Interior is reviewed on a yearly basis. Documentation on file.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Cleanliness is monitored daily. Documentation on file.
Electrical	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Electical is checked on a semi-annual basis
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. (Daily check)
Safety: Fire Safety, Hazardous Materials	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Checked on a yearly basis.
Structural: Structural Damage, Roofs	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Reviewed on a yearly basis.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The building is currently not in need of repairing, action to be taken, or planned need. The building was constructed from the ground up and completed on August 2021. Reviewed on a yearly basis.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	28	41	43	46	47
Mathematics (grades 3-8 and 11)	6	8	29	32	34	35

2023-24 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	299	298	99.67	0.33	27.95
Female	142	141	99.30	0.70	32.62
Male	157	157	100.00	0.00	23.72
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	295	294	99.66	0.34	28.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	84	84	100.00	0.00	3.57
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	238	99.58	0.42	26.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	6.45

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	299	297	99.33	0.67	7.74
Female	142	141	99.30	0.70	6.38
Male	157	156	99.36	0.64	8.97
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	295	293	99.32	0.68	7.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	84	84	100.00	0.00	1.19
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	237	99.16	0.84	8.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	0.00

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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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.61	5.49	20.46	21.89	30.29	30.73

2023-24 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	92	92	100.00	0.00	5.49
Female	44	44	100.00	0.00	4.65
Male	48	48	100.00	0.00	6.25
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	91	91	100.00	0.00	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	72	100.00	0.00	5.56
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.

2023-24 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.   The administration of the PFT requires only participation results 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	NA	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.

2024-25 Opportunities for Parental Involvement

Prepa Tec Los Angeles recognizes the importance of the partnership between home and school, therefore it is committed to supporting parents/guardians as partners in educating our students. The parent community at Prepa Tec strongly encourages and provides numerous opportunities for parent involvement. The School Site Council is an elected group composed of parents and staff who meet monthly to study the effectiveness of curriculum and instruction throughout our school, review school budget and provide input on parent/student needs. We engage parents/guardians positively in their children's education by hosting a variety of events. 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. The English Learner Advisory Committee is also an elected group of parents and staff who advocate for English learners and provide input on the most effective ways to support full participation of English Learners in all school activities.

Educational Partners consisted of parents, teachers, principal, administrators, and other school personnel are represented in meetings held throughout the year such as the Town Hall Meetings, Coffee with the Principal, Coffee with Alta Schools and staff meetings. All representation of partnerships participate in group discussions, and review of the budget process and data collection. A parent survey is distributed in English and Spanish in order to gather input for programs and services within the that promote students achievement. At Prepa Tec we offer a variety of parent workshops, hold student led conferences, parent classroom "Walk Throughs", and opportunities to volunteer in school events and field trips. Families are encouraged to lead and support school-wide family events; hear from staff, partner organizations, and outside agencies about a variety of topics to support the academic, social, emotional, and physical well-being of their students; and provide additional opportunities to get involved. Parents, families, and our community are invited and welcomed to be involved in all facets of school planning and program implementation, in order to enhance the academic and social success of all students.

Prepa Tec Middle School is currently applying for a School to Community Grant to support continued parental/community involvement. Determination in May 2025

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	323	318	110	34.6
Female	152	149	47	31.5
Male	171	169	63	37.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	319	314	107	34.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	95	92	34	37.0
Foster Youth	--	--	--	--
Homeless	12	12	6	50.0
Socioeconomically Disadvantaged	306	302	105	34.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	32	16	50.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

				Suspensions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.63	1.98	3.1	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

				Expulsions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.10	0.00
Female	2.63	0.00
Male	3.51	0.00
Non-Binary	0.00	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	2.82	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	4.21	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	2.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Prepa Tec Middle School is committed to maintaining a safe and secure campus for all of its pupils and staff. The schools Comprehensive School Safety Plan (CSSP) 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

2024-25 School Safety Plan

safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. All school employees receive training in the CSSP upon joining the school staff, and review any changes to the Plan Annually. The school and its staff members adhere to the 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 for students, staff, parents and community members to 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 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

In order to ensure awareness, Prepa Tec Middle School conducts emergency drills on a regular basis. (Drills focus on fire, earthquake and intruders on Campus)

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	0
Mathematics	21	7	2	0
Science	22	2	1	0
Social Science	22	3	2	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	1	7	0
Mathematics	25	1	7	0
Science	25	1	7	0
Social Science	23	2	4	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	15	2	0
Mathematics	18	10	2	0
Science	26	1	3	0
Social Science	24	3	3	0

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	N/A
Nurse	.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	N/A
Other	N/A

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$75,121.98
District	N/A	N/A	9,920	$85,275
Percent Difference - School Site and District	N/A	N/A	-77.0	-12.7
State	N/A	N/A	$10,771	$101,084
Percent Difference - School Site and State	N/A	N/A	-83.9	-29.5

Fiscal Year 2023-24 Types of Services Funded

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
Foster and Homeless Youth.

Prepa Tec Los Angeles School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$2,568,565 Local Control Funding Formula (LCFF): for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the Local Control Accountability Plan.

Please note, starting in this 2021-22 reporting year, the methodology used to report types of services funded has changed. More specifically, per CDE guidance, programs and services provided through Local Control Funding Formula (LCFF) now includes other LCAP actions funded by LCFF in addition to the unduplicated allocation. This includes actions such as Positive Behaviors Interventions and Supports (PBIS), English Learner Program and materials, Summer School support and interventions
International Baccalaureate Middle Years Program, summer school, IB coordinator and more. The unduplicated LCFF allocation is used for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the Local Control Accountability Plan, and School Plans for Student Achievement.
Mental Health services

$165,247 Title I: Supplemental services and materials to assist at-promise students at risk of not meeting state academic standards. These services can be offered through increased personnel and/or technology

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$52,399	$56,573
Mid-Range Teacher Salary	$83,696	$87,186
Highest Teacher Salary	$103,915	$119,665
Average Principal Salary (Elementary)	$130,400	$148,486
Average Principal Salary (Middle)	$143,735	$154,835
Average Principal Salary (High)	$147,353	$170,008
Superintendent Salary	$440,000	$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

Professional Development

Prepa Tec Middle School's focus for Professional Development for the 2023/24 School Year focused on methodologies to support students learning in the technological world of the 21st Century. The areas of concentration focused on blended learning experiences which integrate technology. Prepa Tec Middle School is working toward ensuring an instructional program personalized learning, in which students proceed at a pace that is cognitively comfortable for them. The outcome of these experiences encourage students to focus on project based learning in which will enable them to enhance their individual real and relevant skills. A second component of PD was to gain knowledge as to the best way, through formal presentations, that students can communicate in a formal presentation outlining what they have learned.

A second major focus for Professional Development during the 2023/24 School Year is how can technology be utilized to make the teacher's job easier in the manner in which they assess their students. The overarching goal was to learn how to automate repetitive tasks. Specifically, the use of Zapier to enhance attendance taking and the use of Turnitin to provide targeted feedback for. students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	40	33

Coversheet

AMCS & PTLA: J-13

Section: III. Action Items
Item: B. AMCS & PTLA: J-13
Purpose: Vote
Submitted by:
Related Material: scanner@prepatec.org_20250124_150800.pdf
                       scanner@prepatec.org_20250124_150728.pdf

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A   *Prepa Tec.*

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code* (EC) sections 41422, 46200, 46391, 46392 and *California Code of Regulations* (CCR), Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/if/r13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:
Prepa Tec Middle School

	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
	16	64733	1542

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:
Ms. Rachel Villalobos

ADDRESS:
8001 Santa Fe Avenue

COUNTY NAME:
Los Angeles

CITY:
Walnut Park

STATE:
Ca.

ZIP CODE:
90255

FISCAL YEAR:
2025

CONTACT NAME:
Rachel Villalobos

TITLE:
Superintendent

PHONE:
(562) 244- 9257

E-MAIL:
r.villalobos@altaps.org

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

☐ **SCHOOL DISTRICT**
Choose one of the following:
☐ All district school sites
☑ Select district school sites

☐ **COUNTY OFFICE OF EDUCATION (COE)**
Choose one of the following:
☐ All COE school sites
☐ Select COE school sites

☑ **CHARTER SCHOOL**

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

☑ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422), without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☑ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and CCR, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and CCR, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ **Not Applicable (Proceed to Section C)**
☐ **Supplemental Page(s) Attached**

The wildfires which occurred in Los Angeles County caused school closure for Los Angeles Unified School District on Thursday, January 9th and Friday, January 10th due to unhealthy air pollution. The governing board for Academia Moderna Elementary School Charter School, aligned with LAUSD and also closed our school on 01/09 & 01/10 due to the same unhealthy air quality conditions

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/fi/f/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Prepa Tec Middle School	0127936	Middle	180	2	0	January 9th & 10th 2025	January 9th & 10th 2025	2

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Prepa Tec Middle School	0127936	N/A	No closure history	N/A	N/A

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Not Applicable (Proceed to Section D)
☐ Supplemental Page(s) Attached

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/if/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0	0
			-			0	0
			-			0	0
			-			0	0
			-			0	0
			-			0	0
			-			0	0
			-			0	0
			-			0	0
Total:	0		-		0		0

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/if/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0	0
						0	0
						0	0
						0	0
Total:	0				0		0

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____

☐ **Not Applicable (Proceed to Section E)**

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of ___Academia Moderna Elementary School___, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	Board Members Signatures
Gregg Tanner, President	
Raul Carranza, Member	
Mary Porras, Member	
Maria Luz, Member	
Mario Castro, Member	

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ____ **Tuesday** ____ day of ____ **January 28** ____ **2025** ____.

Witness: _____ Title: _____ of _____ County, California

(Name)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____

(Name)   (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____

(Name)   (Signature)

Subscribed and sworn (or affirmed) before me, this ____ day of _____.

Witness: _____ Title: _____ of _____ County, California

(Name)   (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Phone: _____ E-mail: _____

Title: _____

PRINT FORM

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A *Academia ModerNA*

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code* (EC) sections 41422, 46200, 46391, 46392 and *California Code of Regulations* (CCR), Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/fr/fr/13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Academia Moderna Elementary School	19	64733	1101

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:		
Ms. Rachel Villalobos		

ADDRESS:		FISCAL YEAR:
2410 Broadway Ave		2025

CITY:	STATE:	ZIP CODE:
Walnut Park	Ca.	90255

CONTACT NAME:	TITLE:	COUNTY NAME:
Rachel Villalobos	Superintendent	Los Angeles

	PHONE:	E-MAIL:
	(562) 244- 9257	r.villalobos@altaps.org

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

☐ SCHOOL DISTRICT
Choose one of the following:
☐ All district school sites
☐ Select district school sites

☐ COUNTY OFFICE OF EDUCATION (COE)
Choose one of the following:
☐ All COE school sites
☐ Select COE school sites

☒ CHARTER SCHOOL

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

☒ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☒ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and CCR, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and CCR, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**
☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

The wildfires which occurred in Los Angeles County caused school closure for Los Angeles Unified School District on Thursday, January 9th and Friday, January 10th due to unhealthy air pollution. The governing board for Academia Moderna Elementary School Charter School, aligned with LAUSD and also closed our school on 01/09 & 01/10 due to the same unhealthy air quality conditions

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/lt/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Academia Moderna Elementary School	0120097	Elementary	180	2	0	January 9th & 10th 2025	January 9th & 10th 2025	2

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Acadmia Moderna Elementary School	0120097	N/A	No closure history	N/A	N/A

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ **Not Applicable (Proceed to Section D)**
☐ **Supplemental Page(s) Attached**

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/if/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0	0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
Total:		0			0	0	0

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/if/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0	0
						0	0
						0	0
						0	0
						0	0
Total:		0			0		0

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

☐ **Not Applicable (Proceed to Section E)**

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of __Academia Moderna Elementary School__, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	Board Members Signatures
Gregg Tanner, President	
Raul Carranza, Member	
Mary Porras, Member	
Maria Luz, Member	
Mario Castro, Member	

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this __Tuesday__ day of __January 28__, __2025__.

Witness: _____ (Name)   _____ (Signature)   Title: _____ of _____ County, California

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ (Name)   _____ (Signature)   Authorizing LEA Name: _____

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ (Name)   _____ (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____,

Witness: _____ (Name)   _____ (Signature)   Title: _____ of _____ County, California

COE contact/individual responsible for completing this section:

Name: _____   Title: _____   Phone: _____   E-mail: _____

PRINT FORM

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