

Academia Moderna Charter School

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



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General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

About Our School

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

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

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

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

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

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

2021-22 Student Enrollment by Student Group

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

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

2021-22 Class Assignments

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

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

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

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

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

ELA - Publisher/Text - McGraw-Hill/Wonders

ELD - Publisher/Text - McGraw-Hill/Wonders

Mathematics - Publisher/Text - Savvas Learning/enVision

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

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

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

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

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

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

Year and month in which the data were collected

January 2022

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

January 2020

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

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

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

2021-22 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

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

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

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

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

2022-23 Opportunities for Parental Involvement

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

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

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

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

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

2021-22 Types of Services Funded

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

Types of Services Funded are as follows:

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

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

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

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

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