

Prepa Tec Los Angeles (PTLAMs)

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

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

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

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

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

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

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

2021-22 Student Enrollment by Student Group

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

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

2021-22 Class Assignments

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

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

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

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

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

Glencoe Literature Course 1,2

Glencoe Literature Course 1,2 eBooks

Variety of Novels picked by partners and approved by the Board

CPM Educational Program:

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

Algebra Tiles

CPM Toolkits

Glencoe iScience, Life Science

Glencoe iScience, Physical Science

Glencoe iScience, Earth and Space

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

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

El Espanol Para Nosotros, Nivel 1

Asi Se Dice, Level 1

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

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

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

Year and month in which the data were collected

January 2022

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

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

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

2021-22 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

Parent University Workshops

School Events

Academic Parent Evenings

Student-Led Conferences

Coffee with the Principal

Coffee with the Superintendent

Superintendent Council

Back to School Night

Parent Square Messages and Post

Home School Liaison to communicate with parents and community members.

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

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

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

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

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

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

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

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

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

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