

These documents were provided, as is, to the California Department of Education (CDE) by **Prepa Tec Los Angeles High**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

**Governing Board of the Los Angeles Unified School
District (LAUSD)
Regular Meeting Stamped Order of Business**

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District**

REGULAR MEETING STAMPED ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1 p.m., Tuesday, December 8, 2020

Board Members may participate by telephone or teleconference
as allowed by California Executive Order N – 25 – 2
which suspends specific provisions of the Open Meeting Laws.

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Superintendent's Reports

Recognition of Dr. Richard Vladovic for His Service on the Board of Education

Distance Learning Update **POSTPONED TO 12/15/2020**

Public Speaking

The Board of Education encourages public comment on any of the items for action on this agenda. Commenters can email all Board Members at boardmembers@lausd.net, or use the US Mail at the address above, or leave a phone message at (213) 443-4472, or fax (213) 241- 8953. Items received by Monday, 6 p.m., December 8th, will be distributed to all Board Members.

Individuals wishing to address the Board at the beginning of this meeting on items to be voted on should call 1-669-900-6833 and enter Meeting ID 826 8164 8741 from their telephone keypad. Then press #, and then # again when prompted for the Participant ID. Callers will be placed on hold until it is their turn to speak.

For 60 minutes, callers will be selected randomly to speak from the callers on hold. All callers may not be heard by the conclusion of the 60 minutes time period. There will be no advantage to calling early. Each caller will be limited to 3 minutes.

Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press #6 and be brought into the meeting.

Please know that social distancing practices will be followed. You will need to wear a mask whenever you are in District facilities. **For the safety and well-being of others you will be required to wear a mask when addressing the Board at the podium.**

Public Notice of Bargaining Union Initial Proposals

1. Service Employees International Union, Local 99 Initial Bargaining Proposals for 2020 Successor (UIP-004-20/21)
Initial proposals from collective bargaining representatives are made public before negotiations begin.
2. Los Angeles School Police Management Association Initial Bargaining Proposals for 2020 Successor and Reopener (UIP-005-20/21)
Initial proposals from collective bargaining representatives are made public before negotiations begin.

Old Business for Action

3. Board of Education Report No. 105 – 20/21 **WITHDRAWN**
Facilities Services Division
(Employee Housing Initiative) Recommends authorization for District staff to solicit and consider proposals for employee workforce housing at 10 specified sites, to seek to exchange properties for similar purposes, and to engage in all reasonable activities to execute the objectives.

New Business for Action

4. Board of Education Report No. 184 – 20/21 **ADOPTED BY CONSENT VOTE**
Office of Labor Relations
(Associated Administrators of Los Angeles (AALA) Memoranda of Understanding) Recommends adoption of the Memoranda of Understanding for AALA, including Unit J, regarding the reopening of schools.
5. Board of Education Report No. 158 – 20/21 **ADOPTED BY CONSENT VOTE**
Charter Schools Division **PUBLIC HEARING STATEMENT READ**
(Renewal Charter Petition for *Ánimo* Florence-Firestone Charter Middle) Recommends approval of the renewal charter petition, with benchmarks in the area of academics, for *Ánimo* Florence-Firestone Charter Middle, for five years, to serve up to 540 students in grades 6-8 by the end of the charter term, in South Los Angeles at 8255 Beach St., Los Angeles, CA 90001.
6. Board of Education Report No. 160 – 20/21 **ADOPTED BY CONSENT VOTE**
Charter Schools Division **PUBLIC HEARING STATEMENT READ**
(Renewal Charter Petition for *Ánimo* James B. Taylor Charter Middle) Recommends approval of the renewal charter petition, with benchmarks in the area of academics, for *Ánimo* James B. Taylor Charter Middle, for five years, to serve 525 students in grades 6-8, in South Los Angeles at 810 E. 111th Place, Los Angeles, CA 90059.

7. Board of Education Report No. 161 – 20/21
Charter Schools Division
(Renewal Charter Petition for *Ánimo Ralph Bunche Charter High*) Recommends approval of the renewal charter petition, with benchmarks in the area of academics, for *Ánimo Ralph Bunche Charter High*, for five years, to serve 625 students in grades 9-12, in Central Alameda area of Los Angeles at 1655 E. 27th Street, Los Angeles, CA 90011.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
8. Board of Education Report No. 162 – 20/21
Charter Schools Division
(Renewal Charter Petition for *Ánimo Watts College Preparatory Academy*) Recommends approval of the renewal charter petition, with benchmarks in the area of Math, for *Ánimo Watts College Preparatory Academy*, for five years, to serve 575 students in grades 9-12, in South Los Angeles at 12628 Avalon Blvd. Los Angeles, CA 90061.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
9. Board of Education Report No. 163 – 20/21
Charter Schools Division
(Renewal Charter Petition for *Bright Star Secondary Charter Academy*) Recommends approval of the renewal charter petition, with benchmarks in the area of Math, for *Bright Star Secondary Charter Academy*, for five years, to serve 600 students in grades 9-12, in South Los Angeles at 1600 W. Imperial Hwy, Los Angeles, CA, 90047.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
10. Board of Education Report No. 164 – 20/21
Charter Schools Division
(Renewal Charter Petition for *CHIME Institute's Schwarzenegger Community*) Recommends approval of the renewal charter petition, with benchmarks in the area of fiscal operations, for *CHIME Institute's Schwarzenegger Community*, for five years, to serve 772 students in grades TK-8, in Northwest Los Angeles at 19722 Collier St., Woodland Hills, CA, 91364.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
11. Board of Education Report No. 165 – 20/21
Charter Schools Division
(Renewal Charter Petition for *El Camino Real Charter High*) Recommends approval of the renewal charter petition, with benchmarks in the area of academics, for *El Camino Real Charter High*, for five years, to serve 3,800 students in grades 9-12, in Northwest Los Angeles at 5440 Valley Circle Blvd. Woodland Hills, CA 91367.
ADOPTED
PUBLIC HEARING STATEMENT READ
12. Board of Education Report No. 166 – 20/21
Charter Schools Division
(Renewal Charter Petition for *Extera Public*) Recommends approval of the renewal charter petition, with benchmarks in the area of academics, for *Extera Public*, for five years, to serve 546 students in grades TK-8, in East Los Angeles at 2226 E. 3rd Street, Los Angeles, CA 90033 and 1942 E. 2nd Street, Los Angeles, CA 90033.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
13. Board of Education Report No. 167 – 20/21
Charter Schools Division
(Renewal Charter Petition for *Los Angeles Leadership Primary Academy*) Recommends approval of the renewal charter petition for *Los Angeles Leadership Primary Academy*, for five years, to serve 430 students in grades TK-5, in Northeast Los Angeles at 2670 Griffin Avenue, Los Angeles, CA 90031.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ

14. Board of Education Report No. 168 – 20/21
Charter Schools Division
(Renewal Charter Petition for Los Feliz Charter School for the Arts) Recommends approval of the renewal charter petition, with benchmarks in the area of academics and demographics, for Los Feliz Charter School for the Arts, for five years, to serve 520 students in grades TK-5, in Northeast Los Angeles at 2709 Media Center Drive, Los Angeles, CA 90065 and 3838 Eagle Rock Blvd., Los Angeles, CA 90065.
ADOPTED
PUBLIC HEARING STATEMENT READ
15. Board of Education Report No. 169 – 20/21
Charter Schools Division
(Renewal Charter Petition for Multicultural Learning Center) Recommends approval of the renewal charter petition for Multicultural Learning Center, for five years, to serve 533 students in grades TK-8, in Northwest San Fernando Valley at 7510 De Soto Avenue, Canoga Park, CA, 91303 and 8211 Remmet Avenue, Canoga Park, CA, 91304.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
16. Board of Education Report No. 170 – 20/21
Charter Schools Division
(Renewal Charter Petition for Prepa Tec Los Angeles High) Recommends the conditional approval of the renewal charter petition for Prepa Tec Los Angeles High, for five years, to serve 480 students in grades 9-12 in East Los Angeles at 4210 Gage Avenue, Bell, CA 90201 and 6005 Stafford Avenue, Huntington Park, CA 90255.
ADOPTED AS AMENDED (Amend to deny the renewal petition and adopt the board report and attachments as written findings of fact)
PUBLIC HEARING STATEMENT READ
17. Board of Education Report No. 171 – 20/21
Charter Schools Division
(Renewal Charter Petition for Rise Kohyang High) Recommends approval of the renewal charter petition for Rise Kohyang High, for five years, to serve 600 students in grades 9-12, in the Koreatown area of Los Angeles at 600 S. La Fayette Park Place, Los Angeles, CA. 90057.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
18. Board of Education Report No. 172 – 20/21
Charter Schools Division
(Renewal Charter Petition for Rise Kohyang Middle) Recommends approval of the renewal charter petition for Rise Kohyang Middle, for five years, to serve 450 students in grades 6-8, in Los Angeles at 3020 Wilshire Blvd., 2nd Floor, Los Angeles, CA, 90010.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ
19. Board of Education Report No. 173 – 20/21
Charter Schools Division
(Renewal Charter Petition for Valor Academy Elementary) Recommends approval of the renewal charter petition, with benchmarks in the area of academics, for Valor Academy Elementary, for five years, to serve 468 students in grades TK-4, in Arleta at 8755 Woodman Avenue, Arleta, CA 91331.
ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ

20. Board of Education Report No. 174 – 20/21 **ADOPTED AS AMENDED (Amend to deny the renewal petition and adopt the board report and attachments as written findings of fact)**
Charter Schools Division **PUBLIC HEARING STATEMENT READ**
(Renewal Charter Petition for California Collegiate Charter) Recommends the conditional approval of the renewal charter petition for California Collegiate Charter, for two years, to serve 680 students in grades 6-12 in South Los Angeles at 5101 S. Western Ave., Los Angeles, CA 90062.
21. Board of Education Report No. 175 – 20/21 **ADOPTED BY CONSENT VOTE**
Charter Schools Division **PUBLIC HEARING STATEMENT READ**
(Proposed Material Revision to update the Governance Structure and Enrollment Practices of the Nine (9) Bright Star Schools' Charters, and Reduce Grade Levels at Bright Star Secondary Charter Academy) Recommends approval of the proposed material revisions for 9 specified Bright Star Schools charter schools to update governance structure and enrollment practices and preferences and recommends approval of the material revision to Bright Star Secondary Charter Academy to decrease the grade levels served by the charter school from grades 7-12 to grades 9-12.
22. Board of Education Report No. 089 – 20/21 **ADOPTED BY CONSENT VOTE**
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$24.0 million for absence intervention services, STEM curriculum development at one school, HIV/STD intervention program, Oracle systems support, online math tutoring services, and 11, 355 procurement transactions, purchase orders, rental agreements, travel and conference attendance expenses, credit card transactions, general stores provisions and instructional materials purchase orders.

Additionally, recommends approval of professional services contracts goods and general services contracts with agreements and amendments for amounts over \$250,000 not under the delegated authority, as detailed in Attachment B, including a five year contract for SAP Enterprise Resource Planning management software and support for \$20 million, 57 five year contracts for IT services for an aggregate amount of \$167.5 million, a five year contract for parent and community IT help desk support for \$2.1 million, 58 three month contracts for outside legal counsel services for an aggregate amount of \$12.5 million, a three year contract for heating and air conditioner filters for \$37 million, 2 one year contracts to disinfect facilities in response to COVID-19 emergency for an aggregate amount of \$250 million, a three year contract for software licenses and support for BMC products for \$10 million, a six month contract for technical support services to support distance learning for \$3.6 million, the purchase of ten 49 passenger electric school busses for \$3.9 million, and 2 five year contracts for merchant credit card and ACH processing transfer services for \$1.4 million.

Also approves 2 revenue contracts with funds paid to the District for a one year contracts for work experience programs with the City of Los Angeles for an aggregate amount of \$366,430.

23. Board of Education Report No. 079 – 20/21 **ADOPTED BY CONSENT VOTE**
Procurement Services Division - Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of 3 advertised construction contracts for approximately \$6.6 million; 1 job order contract amendment in the amount of \$1 million; 448 change orders for approximately \$5.7 million; the completion of 25 contracts; the award of 42 informal contracts for approximately \$1.8 million; the award of 1 professional and technical services amendment for \$160,325; and extra services and amendments for architectural and engineering contracts for \$566,168.
24. Board of Education Report No. 076 – 20/21 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Resolution of Intention to Dedicate Easements, Required for the Construction of the South Region High School No 9 Project at Legacy High School) Recommends adoption of a resolution of intention to dedicate easements to the Southern California Edison for electrical utility services line purposes at Legacy High School Science Tech Engineering Arts Math and Legacy High School Visual and Performing Arts located at 5225 Tweedy Boulevard in South Gate. Also authorizes the Chief Facilities Executive to execute any related instruments for the project.
25. Board of Education Report No. 077 – 20/21 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Authorization to Execute a Term Extension to the Joint Powers Agreement with the City of Los Angeles for the Continued Operation, Use and Maintenance of the St. Barnabas Senior Services Echo Park Senior Center at Camino Nuevo Charter Academy Sandra Cisneros Campus) Recommends authorization for District staff to execute a five-year term extension of the joint powers agreement with the City of Los Angeles for the continued use, operation and maintenance of St. Barnabas Senior Services Echo Park Senior Center at Camino Nuevo Charter Academy Sandra Cisneros Campus.
26. Board of Education Report No. 107 – 20/21 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Executive Plan to Define and Approve 13 Local District Priority and Board Member Priority Projects) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 13 Local District priority and Board Member projects for a combined budget of \$594,723.
27. Board of Education Report No. 109 – 20/21 **ADOPTED BY CONSENT VOTE**
Facilities Services Division
(Authorization to Negotiate and Execute a Joint Powers Agreement with the City of Bell for Its Use, Operation and Maintenance of the Synthetic Turf Field at Orchard Academies) Recommends authorization for District staff to negotiate and execute a joint powers agreement with the City of Bell for the use, operation and maintenance of the synthetic turf field at Orchard Academies.
28. Board of Education Report No. 159 – 20/21 **ADOPTED BY CONSENT VOTE**
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$ 662,943,021.06; the reissuance of 2 expired warrants totaling \$ 3,533.55; and the acceptance of 4 donations to the District totaling \$ 289,483.79.

29. Board of Education Report No. 144 – 20-21 **ADOPTED BY CONSENT VOTE**
Office of the Chief Financial Officer
(Capital Facilities Fund [Developer/Impact Fees] Annual Report for 2019-20) Recommends adoption of the annual accounting report describing the fees collected for commercial and residential construction projects and beginning and ending balances of the fund, as well as other details regarding the account.
30. Board of Education Report No. 187 – 20/21 **ADOPTED BY CONSENT VOTE**
Office of the Chief Financial Officer
(Confirm and Clarify Use of Developer Fee Proceeds) Recommends approval of clarifying language pursuant to Ed Code Section 17620 developer fee revenue use will be for the permissible construction and reconstruction of school facility projects that have been incorporated into the Facilities Services Division Strategic Execution Plan.
31. Board of Education Report No. 155 – 20/21 **ADOPTED BY CONSENT VOTE**
Human Resources Division
(Routine Personnel Actions) Recommends approval of 1,927 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
32. Board of Education Report No. 156 – 20/21 **ADOPTED**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 6 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
33. Board of Education Report No. 182 – 20/21 **ADOPTED BY CONSENT VOTE**
Division of Special Education
(Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan) Recommends approval of the submission of the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS) for the Los Angeles Unified School District to the California Department of Education.

Board Member Resolutions for Action

34. Ms. Goldberg, Dr. McKenna, Mr. Schmerelson - Affirming the District's Commitment to Adult Education by Supporting Our Adult Education Teachers (Res 039-19/20) (Noticed March 10, 2020 and Discussed at November 17, 2020 Committee of the Whole)

ADOPTED AS AMENDED

Whereas, The Los Angeles Unified School District (the "District")'s Division of Adult and Career Education ("DACE") is both a national and state leader in adult education, serving over 68,000 students annually in programs such as English as a second language, academic and high school studies, and career and technical education;

Whereas, DACE provides access to high quality pre- and post-secondary education and training opportunities in local communities throughout LAUSD, specializing in serving adults with high barriers to employment and higher education;

Whereas, DACE also administers the largest apprenticeship training program in the country with 61 trades and 41 individual program sponsors, serving over 10,000 registered apprentices during the 2018-19 school year alone;

Whereas, There are 11 primary DACE centers and over 140 satellite locations throughout the District, employing approximately 800 active teachers;

Whereas, The District recognizes the great contributions that DACE teachers make to our District and to the lives of their students;

Whereas, More than half of DACE teachers are currently employed as “non-tenure earning probationary” employees who are denied a pathway to earn the benefits of permanent status enjoyed by their peers in DACE and in the District more broadly; and

Whereas, The District affirms the rights of DACE teachers to some of the basic job security enjoyed by their peers throughout the District; now, therefore, be it

Resolved, That Division of Adult and Career Education (DACE) certificated employees whose position or positions require them to serve for at least 75 percent of the number of days the regular schools of the District are maintained shall be classified as “Probationary 1” probationary employees, irrespective of whether their position or positions are categorically funded;

Resolved further, That DACE certificated employees who have been employed by the District for a complete school year as “Probationary 1” probationary employees and received a satisfactory evaluation, if reelected for the next succeeding school year to a position or positions requiring them to serve for at least 75 percent of the number of days the regular schools of the District are maintained, shall be classified as “Probationary 2” probationary employees, irrespective of whether their position or positions are categorically funded;

Resolved further, That DACE certificated employees, after having been employed by the District for two complete consecutive school years as probationary employees (i.e., “Probationary 1” and “Probationary 2”), if reelected for the next succeeding school year to a position requiring certification qualifications, shall, at the commencement of the succeeding school year, be classified as and become a “Permanent” employee of the District, irrespective of whether their position or positions are categorically funded;

~~Resolved further, That the District's Office of General Counsel is directed to immediately engage in settlement negotiations in any litigation concerning the issue of DACE teacher tenure consistent with the intent of this Resolution;~~ and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms the District's commitment to maintaining the most robust adult education program in the Country and commends the service of our DACE teachers to our District and to our adult education students.

Board Member Resolutions Referred to Committee for Discussion

35. Ms. Goldberg, Ms. García - Celebrating March 2020 as School Social Worker Month (Res 041-19/20) (Noticed March 10, 2020 and Referred to Committee Pending the End of the Current State of Emergency)
36. Ms. Goldberg - Creating New School Gardens and Campus and Community-Shared Green Spaces to Provide Outdoor Learning Opportunities and Create Sustainable and Healthy Environments (Res 042-19/20) (Noticed March 10, 2020 and Referred to Committee Pending the End of the Current State of Emergency)

Board Member Resolutions for Initial Announcement

37. Dr. McKenna - Strategic Priorities for Elevating and Advancing Black Student Success (Res-011-20/21)

FOR ACTION 01/12/2021

Whereas, The most widely accepted measure of school and student “success” is the student “proficiency” scores on standardized tests primarily focused on reading, writing and mathematics skills;

Whereas, Black students have consistently had the lowest level of proficiency in English Language Arts (ELA) and Math on State-wide testing;

Whereas, The Distance Learning Update presented to the Committee of the Whole on November 17, 2020 indicates that in 8th grade math, 52 percent of Black students are currently earning D and F grades during distance learning;

Whereas, The Los Angeles Unified School District has been directed by the California Department of Education to take corrective action because of the overrepresentation of Black students in referrals to special education and for disciplinary action;

Whereas, The current climate of racial unrest has amplified the importance for educators to embrace anti-racist and anti-Black practices in school curricula and operating practices;

Whereas, The District’s community of schools and civic partnerships support our students’ in and out of classroom needs;

Whereas, On April 23, 2019, the Governing Board of the Los Angeles Unified School District unanimously adopted the resolution Making Good on Los Angeles Unified School District’s Commitment to All Students: Maximizing the Talents and Gifts of Black Students by Putting Equity into Action (Res-025-18/19);

Whereas, In September 2019 the District launched the Humanizing Education for Equitable Transformation (HEET) Community Schools Plan, a comprehensive, research-based, equity-focused plan to achieve parity for 16 low-performing schools (3 high, 2 middle and 11 elementary schools) in Local District West;

Whereas, School districts serving the largest populations of Black students from low income families receive 13 percent less local funding per student; and

Whereas, The opportunity and access gaps that many students are experiencing via distance learning have accelerated the need to take urgent actions to address the needs of our most vulnerable student body members; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to reaffirm the commitment to fully implement and fund Making Good on Los Angeles Unified School District's Commitment to All Students: Maximizing the Talents and Gifts of Black Students by Putting Equity into Action (Res-025-18/19);

Resolved further, That the Board directs the Superintendent to prepare a status report on the implementation and any funds associated with said implementation of Resolution Number 025-18/19;

Resolved further, That the Board directs the Superintendent to allocate funding to achieve full time staffing, based on student needs and to accelerate academic achievement, at the targeted 16 Humanizing Education for Equitable Transformation (HEET) schools for positions inclusive of:

- School Nurses;
- School Librarians;
- Community School Coordinators;
- Assistant Principal;
- Restorative Justice Counselor;
- Two (2) Parent Representatives per school;
- Academic Counselor with a 1:250 student ratio;
- College Counselors;
- Off-Norm Counselors (secondary);
- Math and Literacy Coaches;
- Academic English Mastery Program (AEMP) Coordinators;
- Psychiatric Social Workers/Pupil Services Workers/School Psychologists; and
- Special Education Instructional Specialist (where more than 4 SPED classes are on campus);

Resolved further, That the Superintendent direct funds to provide HEET Schools five additional days of professional development before school starts;

Resolved further, That the Superintendent direct funds to provide one off-norm teacher at each elementary school and two at each secondary school within the HEET Network; and, be it finally

Resolved, That the Superintendent assign school-based Community School Coordinators to work with the Community of Schools Administrators (COSA) in collaborative teams to ensure alignment and continuity of resources.

Miscellaneous Business

Correspondence and Petitions

38. Report of Correspondence (ROC-005-20/21)

APPROVED BY CONSENT VOTE

Public Hearings

39. Charter Petitions for Public Hearing (024-20/21) PUBLIC HEARING STATEMENT READ
Crenshaw Entrepreneurial Academy
Consideration of the level of support for a start-up independent charter petition requesting a 5-year term to serve up to 450 students in grades TK-6 with a proposed location of 5125 Crenshaw Boulevard in Los Angeles.
40. Resolution of Intention to Dedicate Easements to the City of Maywood at Maywood Center for Enriched Studies (025-20/21) ADOPTED BY CONSENT VOTE
PUBLIC HEARING STATEMENT READ

Special Reports

41. October 15th COPS Sale: Comparison of Good Faith Costs of Issuance Estimates and Actuals (026-20/21) RECEIVED
42. Results of the October 27th General Obligation (GO) Bond Sale and Comparison of Good Faith Costs of Issuance Estimates & Actuals (027-20/21) RECEIVED

Announcements

43. Motion to reschedule the January 5, 2021 Annual Board Meeting to December 15, 2020 at ~~11 a.m~~ 12:30 p.m. Motion to schedule a Regular Board Meeting on December 15, 2020 at ~~1~~ 2 p.m. (028-20/21) ADOPTED AS AMENDED

Public Comment – Speakers will be heard at the beginning of the meeting.

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/12-08-20RegBd>

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

LAUSD's Adopted Board of Education (BOE) Report and Findings



Los Angeles Unified School District

333 South Beaudry Ave
Los Angeles, CA 90017

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Board of Education Report

[Back to Order of Business](#)

File #: Rep-170-20/21, Version: 1

Conditional Approval of the Renewal Petition for Prepa Tec Los Angeles High [PUBLIC HEARING]
December 8, 2020
Charter Schools Division

Action Proposed:

Staff recommends the conditional approval of the renewal petition for Prepa Tec Los Angeles High (“Charter School”), designated by the state as Middle performing, located in Board District 5 and Local District East, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 480 students in grades 9-12 in each year of the charter term. Although the Charter School would otherwise meet the criteria for denial due to findings outlined below and corresponding reports, based on the current unprecedented circumstances related to the COVID-19 pandemic, the District is recommending a conditional approval for this limited period and express purpose. This recommendation and proposed action does not set a precedent or policy beyond the express circumstances stated herein. In two years, the charter school will be agendized at a Board of Education meeting to determine the Charter School’s status in meeting the conditions for the school’s renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions.

Background:

Prepa Tec Los Angeles High is a 9-12 school currently serving 340 students at two private facilities in East Los Angeles; (1) 4210 Gage Avenue, Bell, CA 90201 and (2) 6005 Stafford Avenue, Huntington Park, CA 90255, both in Board District 5 and Local District East. On March 10, 2015, Prepa Tec Los Angeles High was denied by the LAUSD Board of Education by a vote of seven to zero. On May 19, 2015, the Los Angeles County Board of Education voted to deny Prepa Tec Los Angeles High on appeal by a vote of seven to zero. On January 14, 2016, Prepa Tec Los Angeles High was authorized by the California State Board of Education to serve 672 students in grades 9-12. September 2017, the California State Board of Education approved a material revision to decrease the approved enrollment of 672 students to 520 students.

On September 16, 2020, Prepa Tec Los Angeles High submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 15, 2020.

An initial Public Hearing was held on October 27, 2020.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements set forth in the Education Code for denial. However, the current protracted impact of the COVID-19 pandemic presents unanticipated challenges to students across the nation, including students within LAUSD. The closure of schools generally and the immediate transition to distance learning is unprecedented. These impacts to students, together with the Governor’s March 18, 2020 Executive Order suspending all state testing has created unique circumstances for the 2020 petition renewal process.

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File #: Rep-170-20/21, Version: 1

The District is particularly mindful of the need for stability for students and the need to avoid disruption to each student's educational program during these unique and specific times.

Based upon the unique and limited circumstances, and without creating a policy or precedent, and the reasoning above, and in the best interests of students, the District proposes the recommendation of approval of Charter School for a five-year term conditioned upon the following:

After one year (winter 2022), the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:

1. By July 1, 2021, the school's governing board must have adopted, and will provide a five-year balanced budget and cash flow projections (including descriptions of all assumptions), that indicate:
 - a) Monthly positive cash balances and cash reserve levels *(unrestricted ending cash balance as a percentage of total expenditures) at a rate of no less than 5%;
 - b) Secured financing sources supported by complete and executed documentation with financing and repayment terms;
 - c) Positive net asset balances for Fiscal Years 2021-2022 through 2025-2026 for PTLAH;
 - d) Consistent improvement toward the reversal of Alta Public Schools' (CMO) fiscal insolvency by the end of Fiscal Year 2022-2023 (maintaining positive net operational results for both Fiscal Years 2021-2022 and 2022-2023);
 - e) The full settlement of the CMO's and its charter schools' intraorganizational borrowing from related parties and any loans from third-party lenders (i.e., CMO and its charter schools' intraorganizational and third-party loan repayment terms and repayment schedules) by the end of Fiscal Year 2024-2025; and
2. PTLAH and the CMO will provide their respective monthly financial reports, such as balance sheets, income statements, bank statements, bank reconciliation reports, accounts payable aging reports, and other relevant information (e.g., budget vs. actual analysis), from the month ending July 31, 2020 forward, no later than the last calendar day of the month following the end of each month. For example, for the month ending July 31, 2021, the monthly financial reports should be submitted to the CSD no later than August 31, 2021. These financial reports will reflect:
 - a) Monthly positive cash balances and cash reserve levels* at a rate of no less than 5%;
 - b) Positive operational results leading to a positive net asset balance by December 31, 2021 for PTLAH;
 - c) Positive operational results for the six months ending on December 31, 2021 for the CMO;
 - d) All vendors and payroll paid to current; and
3. Beginning on December 15, 2021 and continuing through the end of Fiscal Year 2022-2023, the school's governing board will provide quarterly written reports regarding Alta Public Schools' and Prepa Tec Los Angeles High's progress in successfully executing its revised five-year budgets, as referenced in fiscal condition #1 above.

After two years (winter 2023), as applicable, the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings

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according to statutory and regulatory provisions:

1. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and
2. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and
3. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and
4. The school will meet state testing participation rates schoolwide and for all subgroups; and
5. Meet all applicable requirements in law related to charter school renewals; and
6. All fiscal conditions reviewed for winter 2022 above will apply and be re-evaluated for winter 2023 including: (1) Positive operational results for the twelve months ending and a positive net asset balance on December 31, 2022 for PTLAH; and (2) Positive operational results for the twelve months ending on December 31, 2022 for the CMO.

Statutory Framework

Pursuant to Education Code § 47605, 47607 and 47607.2, the governing board of the school district shall not deny a renewal petition for a middle performing school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

Under Criterion 1:

- The charter school has presented an unsound educational program.
- Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the renewal petition.
- The petition, does not contain reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language.
- The petition does not contain required affirmations, assurances, and declarations.

Under Criterion 2:

- Charter School does not meet academic criteria based on performance indicators as a [low/middle/high] performing school.

Under Criterion 3:

- Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial fiscal and governance factors and has been provided at least 30 days' notice of the alleged violation/s and reasonable opportunity to cure including an opportunity to provide a corrective action plan. Renewal may be denied if the corrective action plan proposed by the

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Charter School has been unsuccessful or the violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

- Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns and has been provided at least 30 days' notice of the alleged violation/s and reasonable opportunity to cure including an opportunity to provide a corrective action plan. Renewal may be denied if the corrective action plan proposed by the Charter School has been unsuccessful or the violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

A renewal petition may also be denied if:

- The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7.

Findings

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following for a Middle performing school:

- (1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- (3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in the school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings:

"Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The LAUSD Board shall only consider verified data adopted by the State Board of Education (SBE) pursuant to Education Code section 47607.2(c). The SBE has not yet adopted the regulations defining "verified data." Until such time that the SBE adopts a pupil-level academic growth measure, the District has defined "one year's progress" as growth in achievement in English Language Arts (ELA) and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein.

Until such time that the SBE provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

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The LAUSD Board may deny a renewal petition of a middle performing charter school pursuant to section 47607.2(b) upon making each of the following written factual findings:

- 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- 2) The closure of the charter school is in the best interest of the pupils; and
- 3) The decision provided greater weight to the performance on the measurements of academic performance.

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the charter school petition application for Prepa Tec Los Angeles High. In consultation with the Office of the General Counsel, Staff has determined that although the charter school has been designated as Middle performing by the state, there are concerns regarding the charter school's academic performance and other indicators. However, Staff has determined that based on the current unprecedented circumstances related to the COVID-19 pandemic and its impact to students and the community as a whole, it is in the best interests of students for the District to recommend a conditional approval for this limited period and express purpose. This recommendation and proposed action does not set a precedent or policy beyond the express circumstances stated herein. (See above and SARR for detailed findings).

As set forth above, the following are conditions for renewal:

1. After two years (winter 2023), the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions; and
2. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and
3. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and
4. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and
5. The school will meet state testing participation rates schoolwide and for all subgroups; and
6. Meet all applicable requirements in law related to charter school renewals.

Due Diligence:

Current Prepa Tec Los Angeles High governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

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The petition is available for perusal in the Charter Schools Division and online at the District's Board of Education website at <http://laschoolboard.org/charterpetitions>.

Expected Outcomes:

Conditional approval will grant the Charter School a renewal period of five years. The Charter School will be agendized at a Board of Education meeting in two years to determine compliance with the conditions of the renewal. Should the Charter School fail to meet the terms of the renewal, Staff will initiate revocation proceedings in accordance with statutory and regulatory provisions.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of conditional approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021. In two years, a Board of Education meeting will be held to determine the Charter School's compliance in meeting the condition for the school's renewal. Should the Charter School fail to meet the terms of the renewal, Staff will initiate revocation proceedings in accordance with statutory and regulatory provisions.

"No" - If the Board does not adopt the recommendation of conditional approval of the renewal petition, the Charter School's term expires June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education ("LACBOE"). If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education ("SBE") which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 170-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

The Board of Education approved the LAUSD Policy for Charter Schools on August 11, 2020, with provisions on renewal criteria. The recommendation could have been for a denial of the renewal petition based on policy and statutory provisions. However, based on unprecedented circumstances presented by COVID-19, and in the best interests of students, the District recommends a conditional approval for this limited period and express purpose. This recommendation and proposed action does not set a precedent or policy beyond the express circumstances stated herein. The Charter School will be agendized at a Board of Education meeting in two years to determine the Charter School's compliance with the conditions of the renewal. Should the Charter School fail to meet the conditions, the District will initiate revocation proceedings pursuant to statutory and regulatory guidelines.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school's petition or operations with significant financial implications would require

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District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to remain with the Los Angeles County Charter SELPA of which it is currently a member, and has signed the applicable Memorandum of Understanding (MOU).

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools (Policy, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, Staff has determined that the unprecedented impact of the COVID-19 pandemic currently faced by students and communities require unique consideration for a conditional approval of the charter school renewal for a five-year term, with a review in two years, as noted above. Should the Charter School fail to implement the conditions of approval, the District will initiate revocation proceedings in accordance with statutory and regulatory provisions.

Issues and Analysis:

Please see above and corresponding material.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/meicpqd2e0tlcky/AAAsCGcHamUevnuu3wnz8ZZDa?dl=0>

Attachments:

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - DFS Data, DFS Resident School Data and High vs Low Performance Data Sets
- Attachment C - Desegregation Impact Statement
- Attachment D - Prepa Tec Los Angeles High Submission of Verified Data

Informatives:

Not applicable


Submitted:

11/18/20

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RESPECTFULLY SUBMITTED,



AUSTIN BEUTNER
Superintendent of Schools

APPROVED & PRESENTED BY:



JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:



DEVORA NAVERA REED
Interim General Counsel

✓ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 170-20/21

December 8, 2020

School Name:	Prepa Tec Los Angeles High		BOARD IS REQUIRED TO TAKE ACTION BY: December 15, 2020
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Alta Public Schools		
Location Code:	N/A		
Type of Site(s):	(1) Private (2) Private		
Site Address(es):	(1) 4210 Gage Avenue, Bell, CA 90201 (2) 6005 Stafford Avenue, Huntington Park, CA 90255		
Board District(s):	5	Local District(s):	East
Grade Levels Served:	9-12	Current Enrollment:	340
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	520 (See proposed change in "Action Proposed" below)
CONSIDERATION:	Renewal		
CDE PERFORMANCE LEVEL:	Middle Performing		
STAFF RECOMMENDATION:	Conditional Approval		
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has not met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Although the Charter School would otherwise meet the criteria for denial due to findings outlined below and corresponding reports, based on the current unprecedented circumstances related to the COVID-19 pandemic and the below stated reasoning, the District is recommending conditional approval of the Charter School's renewal for a five-year term.</p>		

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PROPOSED CONDITIONS:	<p>After one year (winter 2022), the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:</p> <ol style="list-style-type: none">1. By July 1, 2021, the school's governing board must have adopted, and will provide a five-year balanced budget and cash flow projections (including descriptions of all assumptions), that indicate:<ol style="list-style-type: none">a) Monthly positive cash balances and cash reserve levels *(unrestricted ending cash balance as a percentage of total expenditures) at a rate of no less than 5%;b) Secured financing sources supported by complete and executed documentation with financing and repayment terms;c) Positive net asset balances for Fiscal Years 2021-2022 through 2025-2026 for PTLAH;d) Consistent improvement toward the reversal of Alta Public Schools' (CMO) fiscal insolvency by the end of Fiscal Year 2022-2023 (maintaining positive net operational results for both Fiscal Years 2021-2022 and 2022-2023);e) The full settlement of the CMO's and its charter schools' intraorganizational borrowing from related parties and any loans from third-party lenders (i.e., CMO and its charter schools' intraorganizational and third-party loan repayment terms and repayment schedules) by the end of Fiscal Year 2024-2025; and2. PTLAH and the CMO will provide their respective monthly financial reports, such as balance sheets, income statements, bank statements, bank reconciliation reports, accounts payable aging reports, and other relevant information (e.g., budget vs. actual analysis), from the month ending July 31, 2020 forward, no later than the last calendar day of the month following the end of each month. For example, for the month ending July 31, 2021, the monthly financial reports should be submitted to the CSD no later than August 31, 2021. These financial reports will reflect:<ol style="list-style-type: none">a) Monthly positive cash balances and cash reserve levels* at a rate of no less than 5%;b) Positive operational results leading to a positive net asset balance by December 31, 2021 for PTLAH;c) Positive operational results for the six months ending on December 31, 2021 for the CMO;d) All vendors and payroll paid to current; and3. Beginning on December 15, 2021 and continuing through the end of Fiscal Year 2022-2023, the school's governing board will provide quarterly written reports regarding Alta Public Schools' and Prepa Tec Los Angeles High's progress in successfully executing its revised five-year budgets, as referenced in fiscal condition #1 above.
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PROPOSED CONDITIONS:	<p>After two years (winter 2023), as applicable, the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the following conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:</p> <ol style="list-style-type: none">1. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and2. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and3. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and4. The school will meet state testing participation rates schoolwide and for all subgroups; and5. Meet all applicable requirements in law related to charter school renewals; and6. All fiscal conditions reviewed for winter 2022 above will apply and be re-evaluated for winter 2023 including: (1) Positive operational results for the twelve months ending and a positive net asset balance on December 31, 2022 for PTLAH; and (2) Positive operational results for the twelve months ending on December 31, 2022 for the CMO. <p>The Charter School is expected to abide by conditions outlined above. Should the Charter School fail to do so, the District may initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommended non-renewal at the time of its renewal.</p>
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STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends the conditional approval of the renewal petition for Prepa Tec Los Angeles High (“PTLAH” or “Charter School”), located in Board District 5 and Local District East, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 480 students in grades 9-12 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 520 to 480 to align with the school’s current enrollment trends.

The current protracted impact of the COVID-19 pandemic presents unanticipated challenges to closure of schools. This, together with the Governor’s March 18, 2020 Executive Order suspending all state testing has created unique circumstances for the 2020 petition renewal process. The District is also mindful of the need for stability and to avoid disruption to each student’s educational program during these specific times.

The District is particularly mindful of the need for stability for students and the need to avoid disruption to each student’s educational program during these unique and specific times.

Conditions for Renewal Approval:

Although the Charter School would otherwise meet the criteria for denial due to findings outlined below and corresponding reports, based on the current unprecedented circumstances related to the COVID-19 pandemic and the above stated reasoning, the District is recommending approval of the Charter School’s renewal for a five-year term conditioned on the following:

After one year (winter 2022), the charter school will be agendized at a Board of Education meeting to determine the Charter School’s status in meeting the conditions for the school’s renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:

1. By July 1, 2021, the school’s governing board must have adopted, and will provide a five-year balanced budget and cash flow projections (including descriptions of all assumptions), that indicate:
 - a) Monthly positive cash balances and cash reserve levels *(unrestricted ending cash balance as a percentage of total expenditures) at a rate of no less than 5%;
 - b) Secured financing sources supported by complete and executed documentation with financing and repayment terms;
 - c) Positive net asset balances for Fiscal Years 2021-2022 through 2025-2026 for PTLAH;
 - d) Consistent improvement toward the reversal of Alta Public Schools’ (CMO) fiscal insolvency by the end of Fiscal Year 2022-2023 (maintaining positive net operational results for both Fiscal Years 2021-2022 and 2022-2023);
 - e) The full settlement of the CMO’s and its charter schools’ intraorganizational borrowing from related parties and any loans from third-party lenders (i.e., CMO and its charter schools’ intraorganizational and third-party loan repayment terms and repayment schedules) by the end of Fiscal Year 2024-2025; and
2. PTLAH and the CMO will provide their respective monthly financial reports, such as balance sheets, income statements, bank statements, bank reconciliation reports, accounts payable aging

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reports, and other relevant information (e.g., budget vs. actual analysis), from the month ending July 31, 2020 forward, no later than the last calendar day of the month following the end of each month. For example, for the month ending July 31, 2021, the monthly financial reports should be submitted to the CSD no later than August 31, 2021. These financial reports will reflect:

- a) Monthly positive cash balances and cash reserve levels* at a rate of no less than 5%;
- b) Positive operational results leading to a positive net asset balance by December 31, 2021 for PTLAH;
- c) Positive operational results for the six months ending on December 31, 2021 for the CMO;
- d) All vendors and payroll paid to current; and

3. Beginning on December 15, 2021 and continuing through the end of Fiscal Year 2022-2023, the school's governing board will provide quarterly written reports regarding Alta Public Schools' and Prepa Tec Los Angeles High's progress in successfully executing its revised five-year budgets, as referenced in fiscal condition #1 above.

After two years (winter 2023), as applicable, the charter school will be agenda'd at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:

1. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and
2. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and
3. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and
4. The school will meet state testing participation rates schoolwide and for all subgroups; and
5. Meet all applicable requirements in law related to charter school renewals; and
6. All fiscal conditions reviewed for winter 2022 above will apply and be re-evaluated for winter 2023 including: (1) Positive operational results for the twelve months ending and a positive net asset balance on December 31, 2022 for PTLAH; and (2) Positive operational results for the twelve months ending on December 31, 2022 for the CMO.

The Charter School is expected to abide by conditions outlined above. Should the Charter School fail to do so, the District may initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommend non-renewal at the time of its next renewal.

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II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

III. GENERAL SCHOOL INFORMATION

A. School History

	Prepa Tec Los Angeles High
Initial Authorization:	On January 14, 2016, Prepa Tec Los Angeles High was authorized by the California State Board of Education to serve 672 students in grades 9-12.
Most Recent Renewal	N/A
Approved Material Revisions of Current Charter:	On September 14, 2017, the California State Board of Education approved a material revision to decrease its enrollment capacity from 672 students to 520 students.
Board Benchmarks in Current Charter Term:	N/A
Submission of Renewal Petition Application:	Prepa Tec Los Angeles High submitted its renewal petition application on September 16, 2020. The 90-day statutory timeline for Board action on the petition runs through December 15, 2020.

	Prepa Tec Los Angeles High
Concurrent Request for Material Revision:	N/A

B. Educational Program

	Prepa Tec Los Angeles High
Key Features of Educational Program:	<p>Prepa Tec Los Angeles High offers a 9-12 educational program, which includes the following features:</p> <ul style="list-style-type: none"> ◆ International Baccalaureate Middle Years Programme (IBMYB) and International Baccalaureate Diploma Programme (IBDP). ◆ Explorations of (a) Identities and Relationships; (b) Personal and Cultural Expression; (c) Orientations in Space and Time; (d) Scientific and Technical Innovation; (e) Fairness and Development; and (f) Globalization and Sustainability to develop students' understanding of their common humanity and shared guardianship of the planet. ◆ Deliberate strategies titled Approaches to Learning Skills (ATLS) that are embedded in the teaching and learning environment. ◆ Long-term projects where students decide what they want to learn, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing the selected project.
English Learner Master Plan:	<p>Prepa Tec Los Angeles High implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> ◆ Teachers utilize Guided Language Acquisition Design (GLAD) strategies to teach reading, writing, and the structures of the English language to ELs. ◆ Teachers are trained to use a system of instructional differentiation for students not meeting minimum progress expectations.
Special Education SELPA	Prepa Tec Los Angeles High has communicated its intent to remain in the Los Angeles County Charter SELPA.

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C. Student Enrollment and Population

2019-20 Enrollment by Ethnicity and Subgroup	
Enrollment	340
F/R Meal	96.8%
GATE	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.6%
English Learner	24.7%
Filipino	0.0%
Foster Youth	0.6%
Homeless	5.6%
Latino	98.5%
Migrant Education	0.0%
Native Hawaiian or Pacific Islander	0.0%
Not Reported	0.9%
Socio- economically Disadvant- aged	91.5%
Students with Disabilities	12.1%
Two or More Races	0.0%
White	0.9%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

D. Charter School Operator

Prepa Tec Los Angeles High is operated by Alta Public Schools (APS), a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has not met the standards and criteria for renewal. However, based on the unprecedented circumstances brought about by the COVID-19 pandemic and the above stated reasoning, the District is recommending approval of the Charter School’s renewal for a five-year term subject to the above-listed conditions. The Charter School is expected to abide by conditions outlined above. Should the Charter School fail to do so, the District will initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommend non-renewal at the time of its next renewal.

A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

The charter school has presented an unsound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are unlikely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. Please see discussion of the charter school’s record of academic performance in the section below.

B. Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

For Middle performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; 2) The LAUSD Board shall provide greater weight to the

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performance on measurements of academic performance on the California School Dashboard; 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following: a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The Charter School's record of performance during the term of the charter reflects the following specific factors:

1. *Student Achievement and Educational Performance*

a. Summary

Prepa Tec Los Angeles High has been identified by the state as a Middle performing charter school.¹ For reasons more fully set forth below in this Staff Assessment and Recommendation Report, the Charter School has not met the criteria for renewal.

Staff has considered the schoolwide performance and performance of numerically significant subgroups served by the Charter School on the state and local indicators, providing greater weight to performance on measurements of academic performance, including California Assessment of Student Performance and Progress (CAASPP) results for both English Language Arts (ELA) and Math, and English Language Progress Indicator (ELPI), measuring progress toward English language proficiency.

In addition to the state and local indicators, the Staff considered whether there was clear and convincing evidence showing the Charter School demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in the school.

Based on the comprehensive review of the renewal petition, and Charter School's record of academic performance as outlined below, District staff has confirmed that even though the Charter School has been designated by the state as "Middle-Performing," it has not attained measurable increases in academic achievement schoolwide and for numerically significant subgroups, and to meet or make sufficient progress toward meeting standards that provide a benefit to the Charter School's students.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard.

¹ The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/csperformcategory.asp>

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Prepa Tec Los Angeles High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2018	N/A	N/A	NPC	N/A	N/A	N/A	1
2019	NPC	NPC	NPC	N/A	N/A	N/A	5

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018). NPC: No performance color

Please see attached *Prepa Tec Los Angeles High* Data Set.

c. English Language Arts Academic Indicator

The following is taken from the Dashboard data based upon student CAASPP summative assessment results for English Language Arts (ELA) and how far the average student is from meeting the grade-level standard for ELA (“Distance from Standard” or “DFS”).

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Prepa Tec Los Angeles(ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	0	--	--	-6.0	--	93	No Color	-65.7	-2.5	Lower
English Learner	0	--	--	-47.1	--	31	No Color	-126.4	-45.1	Lower
Latino	0	--	--	-31.3	--	92	No Color	-65.4	-26.6	Lower
Socioeconomically Disadvantaged	0	--	--	-34.7	--	85	No Color	-71.3	-30.1	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

In 2018, the school did not have any grade levels eligible to take the ELA CAASPP assessments. The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard in ELA.

As demonstrated by the table above, in 2019, the Charter School’s DFS in ELA was lower than the state’s DFS both schoolwide and for the three numerically significant subgroups served by the Charter School: English Learner (EL), Latino, and Socioeconomically Disadvantaged (SED).

d. Math Academic Indicator

The following is taken from the Dashboard data based upon student CAASPP summative assessment results for Math and how far the average student is from meeting the grade-level standard for Math (“Distance from Standard” or “DFS”).

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Prepa Tec Los Angeles (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	0	--	--	-36.4	--	91	No Color	-169.8	-33.5	Lower
Latino	0	--	--	-65.8	--	90	No Color	-170.2	-62.2	Lower
Socioeconomically Disadvantaged	0	--	--	-67.4	--	83	No Color	-175.6	-63.7	Lower

Data Source: Data Quest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

In 2018, the school did not have any grade levels eligible to take the Math CAASPP assessments. The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard in Math.

As demonstrated by the table above, in 2019 the Charter School's DFS performance in Math was lower than the state's DFS both schoolwide and for two numerically significant subgroups served by the Charter School (Latino and Socioeconomically Disadvantaged). The number of Students with Disabilities tested in Math was below 30 and thus not considered numerically significant.

e. English Learner Progress Academic Indicator

The English Learner Progress Indicator (ELPI) measures how many English Learners (ELs) are making progress toward proficiency based upon their performance on the English Language Proficiency Assessments for California (ELPAC) summative assessment.

Percentage of English Learners Making Progress Toward English Proficiency:

Prepa Tec Los Angeles English Learner Progress Indicator - CA School Dashboard Indicator						
Subgroup	2019 School				2019 State	
	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	63	No Color	42.9%	Low	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As demonstrated in the table above, the 2019 the Charter School's Percentage of English Learners making progress towards English Proficiency was 42.9% with a "Low" performance level. The Charter School was lower than the state percentage of 48.3% with a "Medium" performance level.

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f. Standardized Assessments Participation Rates

In 2019, ELA and Math, the school met the participation rates (of at least 95%) schoolwide and for all numerically significant subgroups; however, the school did not meet the participation rate in the English Learner Progress Indicator (ELPI) at 92%.

g. College/Career Academic Indicator:

Schoolwide and Numerically Significant Student Subgroups

Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	State 2018 percentage of prepared students	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	State 2019 percentage of prepared students	School to State CCI Comparison
All Students	0	--	--	42.2%	--	0	--	--	44.1%	--
American Indian or Alaska Native	0	--	--	25.2%	--	0	--	--	25.9%	--
Asian	0	--	--	74.1%	--	0	--	--	74.0%	--
Black or African American	0	--	--	21.2%	--	0	--	--	23.7%	--
English Learner	0	--	--	14.5%	--	0	--	--	16.8%	--
Filipino	0	--	--	62.7%	--	0	--	--	64.5%	--
Foster Youth	0	--	--	10.4%	--	0	--	--	13.3%	--
Homeless	0	--	--	24.3%	--	0	--	--	25.9%	--
Latino	0	--	--	33.8%	--	0	--	--	36.1%	--
Native Hawaiian or Pacific Islander	0	--	--	31.7%	--	0	--	--	33.5%	--
Socioeconomically Disadvantaged	0	--	--	33.7%	--	0	--	--	35.8%	--
Students with Disabilities	0	--	--	9.2%	--	0	--	--	10.8%	--
Two or More Races	0	--	--	48.6%	--	0	--	--	49.7%	--
White	0	--	--	52.2%	--	0	--	--	53.8%	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

Prepa Tec's first graduating class was in the 2019-2020 school year. Therefore, as seen in the table above, the 2019 California School Dashboard College/Career Indicator does not contain data for this school.

h. Verified Data

As noted above, a charter school classified by the state as Middle Performing may present verified data showing that the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. Pursuant to Education Code Section 47607.2(c)(1), "verified data" means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. The LAUSD Board shall only consider verified data adopted by the State Board of Education (SBE) pursuant to Education Code section 47607.2(c). Until such time that the State Board of Education adopts a pupil-level academic growth measure, the District defines "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.

The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter. Any verified data submitted by a charter school for this purpose must provide a clear explanation as to its alignment with the requirements in the District's Policy. (See *LAUSD Policy and Procedures for Charter Schools*, p. 34.)

The Charter School did not provide clear and convincing evidence, demonstrated by verified data, showing the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. While the Charter School may have met standards for some of the local indicators as reported on the Dashboard based on locally collected data, meeting such standards cannot overcome the significant academic underachievement as described in this Report.

The "verified data" the Charter School provided was Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).

Prepa Tec Los Angeles High provided NWEA/MAP data for fall, winter, and spring terms per grade level for each year of the charter term. Results were reported using RIT (Rausch Units) scores which are designed to predict measurable growth aligning to a student's performance on the CAASPP.

The school also provided RIT growth scores and NWEA national percentile ranks to assess PTLAH students' performance compared to the NWEA national standards. This data showed that some students met expected growth goals in ELA and Math for some of the years of the charter term, however, the data was not clear and convincing. For example, the school did not report NWEA data for one of its largest numerically significant subgroups, Latinos, 98.5% of its student population.

In summary, the data indicates mixed results and does not provide clear and convincing evidence of students achieving one year's progress for each year in school and demonstrating either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.

- i. Postsecondary Outcomes [HS only]
Prepa Tec's first graduating class was in the 2019-2020 school year. The school did not provide any postsecondary outcome data.
- j. Local Indicators
Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.
- k. "May Deny" Analysis for Middle Performing Charter Schools [if applicable]
Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering verified data provided by the charter school, staff determined that the school's performance in the area(s) of ELA and Math, requires further review. Pursuant to the applicable renewal criteria for middle performing schools, staff proceeded to the step of considering the "may deny" conditions to complete the review of academic achievement.

The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings: 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; 2) The closure of the charter school is in the best interest of the pupils; and, 3) The decision provided greater weight to the performance on the measurements of academic performance. a. When determining whether

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to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g. reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the California Assessment of Student Performance and Progress (CAASPP) as compared to the state averages, California School Dashboard data, four-year cohort graduation rates).

Having considered the Charter School's schoolwide performance and performance of all of its subgroups on the Dashboard, while providing "greater weight to performance on measurements of academic performance," and considering the lack of clear and convincing evidence showing the Charter School achieved measurable increases in academic achievement, defined as one year's progress for each year of the school, the District has determined that non-renewal and closure of the Charter School is not in the best interest of its students due to the current challenges presented by the COVID-19 pandemic, as noted above. However, the school must meet the specific conditions cited earlier in the report.

The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including reclassification rates, Long-Term English Learner (LTEL) rates, and California School Dashboard data, and comparison of the percentages of students who Met or Exceeded Standards as measured on the CAASPP as compared to the state averages.

Resident Schools Analysis

The following demonstrates that in 2019, the Charter School's CAASPP results show levels of academic performance that are far below the Resident Schools Median (RSM) in both English Language Arts (ELA) and in Math. The Charter School's LTEL percentage (17.4%) was higher than the RMS (8.3%) in 2019, the Charter School's Reclassification Rate (0.0% and 3.8%) was significantly lower than the RSM (16.6% and 15.5%) in both 2018 and 2019.

ELA Distance from Standard Schoolwide and Resident Schools Median:

Prepa Tec Los Angeles (ELA Grades) Academic Indicator - CA School Dashboard Indicator						
Subgroup	2018			2019		
	Number of Students with Scores	2018 Color	School 2018 Average DFS	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	--	--	--	93	No Color	-65.7
Resident Schools Median	143	3	-6.5	166	3	-4.0

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As shown in the table above, when comparing the school to the Resident Schools Median (RSM), the Charter School's student performance on California School Dashboard in 2019 is lower than the RSM in ELA when measuring DFS.

Math Distance from Standard Schoolwide and Resident Schools Median:

Prepa Tec Los Angeles (MATH Grades) Academic Indicator - CA School Dashboard Indicator						
Subgroup	2018			2019		
	Number of Students with Scores	2018 Color	School 2018 Average DFS	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	--	--	--	91	No Color	-169.8
Resident Schools Median	143	2	-96.7	165.5	2	-92.3

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As shown in the table above, when comparing the Charter School to the Resident Schools Median (RSM), the Charter School's student performance on California School Dashboard in 2019 is significantly lower than the RSM in Math when measuring DFS.

ELA Smarter Balanced Assessment Data

Met or Exceeded Percentages:

Prepa Tec Los Angeles English Language Arts/Literacy						
School	Subgroup	2017-18		2018-19		School change from 2018-19
		Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
Prepa Tec	All Students	--	--	96	24.47%	--
Resident Schools Median	All Students	144	45.64%	200	46.29%	0.65%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, the Charter School's percentage of CAASPP Met or Exceeded in ELA was lower than the Resident Schools Median (RSM) in 2019.

Math Smarter Balanced Assessment Data

Met or Exceeded Percentages:

Mathematics						
School	Prepa Tec Los Angeles	2017-18		2018-19		Change from 2018-19
		Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
Prepa Tec Los Angeles	All Students	--	--	92	3.26%	--
Resident Schools Median	All Students	141	15.32%	174	17.93%	2.61%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, the Charter School's percentage of CAASPP Met or Exceeded in Math was lower than the Resident Schools Median (RSM) in 2019.

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1. Suspension Rate Indicator: Schoolwide and Numerically Significant Subgroups
 Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Prepa Tec Los Angeles High School Suspension Rate Indicator - CA School Dashboard Indicator											
Subgroup	Number of Students	2018 Color	School Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison	
All Students	426	Red	6.5%	3.5%	Higher	331	Blue	1.5%	3.4%	Lower	
English Learner	62	Orange	8.1%	3.0%	Higher	85	Green	2.4%	3.1%	Lower	
Latino	244	Red	6.6%	3.6%	Higher	319	Blue	1.3%	3.5%	Lower	
Socioeconomically Disadvantaged	220	Red	7.3%	4.4%	Higher	302	Green	1.7%	4.3%	Lower	
Students with Disabilities	29	No Color	13.8%	6.8%	--	33	No Color	3.0%	6.2%	Lower	

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 the school had a higher percentage of student suspended at least once than the state, schoolwide and for all numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged.) In 2019, the school had a lower percentage of student suspended at least once than the state, schoolwide and for all numerically significant subgroups than the state.

Change Level Schoolwide and Numerically Significant Subgroups

Prepa Tec Los Angeles High School Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	School Change	School Change Level	State Change	State Change Level	Number of Students	2019 Color	School Change	School Change Level	Change	Change Level
All Students	426	Red	4.9%	Increased	-0.1%	Maintained	331	Blue	5.0%	Declined	-0.1%	Maintained
English Learner	62	Orange	8.1%	Increased	-0.1%	Maintained	85	Green	5.7%	Declined	0.1%	Maintained
Latino	244	Red	4.9%	Increased	-0.1%	Maintained	319	Blue	5.3%	Declined	-0.1%	Maintained
Socioeconomically Disadvantaged	220	Red	5.5%	Increased	-0.2%	Maintained	302	Green	5.6%	Declined	-0.1%	Maintained
Students with Disabilities	29	No Color	13.8%	Increased	0.3%	Declined	33	No Color	-10.8%	Declined	0.6%	Declined

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 the Charter School's Change Level Increased schoolwide and for all numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged.) In 2019, the school Declined schoolwide and for all numerically significant subgroups.

m. Graduation Rate Indicator [HS only]
 Schoolwide and Numerically Significant Subgroups

Prepa Tec Los Angeles High School Graduation Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School Percentage of graduated students	State Percentage of graduated students	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	School Percentage of graduated students	State Percentage of graduated students	School to State Graduated Students Comparison
All Students	0	--	--	83.5%	--	0	--	--	85.9%	--
English Learner	0	--	--	70.9%	--	0	--	--	72.7%	--
Latino	0	--	--	81.2%	--	0	--	--	83.8%	--
Socioeconomically Disadvantaged	0	--	--	80.8%	--	0	--	--	83.3%	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>

As seen in the table above, Prepa Tec Los Angeles High did not have a 2019 Graduation Rate to compare to the state's Graduation Rate of 85.9%. PTLAH had its first graduating class in the 2019-2020 school year.

n. Chronic Absenteeism Indicator
 N/A

o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	School	State	School to State REEP Comparison
2018-19	17-18 EL #	55	1,271,150	Lower
	18-19 Reclass #	0	175,746	
	18-19 Reclass Rate	0	13.8	
2019-20	18-19 EL #	79	1,195,988	Lower
	19-20 Reclass #	3	164,653	
	19-20 Reclass Rate	3.8	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files
<https://www.cde.ca.gov/ds/sd/filesreclass.asp>

As noted in the table above, in 2019-2020 and 2018-2019, the Charter School's reclassification rate of 0.0% and 3.8%, respectively, were lower than the state's rate at 13.8%. Although it is not one of the measurements of academic progress, the Charter School's reclassification rate has remained lower than the state's rate for the term of the charter.

The school acknowledges that the cause of the lower rates of reclassification compared to the state's rates of reclassification is due their lack of fidelity to systems and processes required to reclassify English Learners. The school further explains that its teachers lacked readiness to prepare students to improve their language development year after year." Moving forward, by Spring of 2021, the school seeks to increase reclassification to 6.0%, above the state's reclassification by "providing meaningful access to the full

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curriculum including identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework as outlined in the school's Master Plan for English Learners.”

Prepa Tec Los Angeles' reclassification criteria are as follows:

- Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
- Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
- Parent/guardian opinion and consultation
- Comparison of student performance in basic skills

Long-term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	PTLAHS		State		PTLAHS		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	2	0.9%	220,738	9.5%	4	1.6%	130,783	5.7%
LTEL 6+ Years	59	26.6%	342,983	14.7%	45	17.4%	204,042	8.9%

Data Source: DataQuest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesltel.asp>

In 2018-2019, Prepa Tec Los Angeles' LTEL percentage of 26.6% was higher than the state's percentage of 14.7%, and in 2019-2020, the school's percentage at 17.4% was higher than the state's 8.9%. In 2019-2020, the school had 1.6% “At-Risk” lower than the state's rate of 5.7%. In 2018-2019, the school had 0.9% “At-Risk,” lower than the state at 9.5%.

2. Annual Oversight Results

Prepa Tec Los Angeles High is currently authorized and overseen by the California State Board of Education (SBE). Charter Schools Division (CSD) staff have communicated with, and received documents from, staff at the California Department of Education (CDE).

a. Student Achievement and Educational Performance

Prepa Tec Los Angeles' current charter term has been under the authorization and oversight of the California State Board of Education.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Prepa Tec Los Angeles' current charter term has been under the authorization and oversight of the California State Board of Education.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Governance	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Prepa Tec Los Angeles' current charter term has been under the authorization and oversight of the California State Board of Education.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
Prepa Tec	340	86.8%	0.0%	0.0%	0.0%	0.6%	24.7%	0.0%	0.6%	5.6%	98.5%	0.0%	0.0%	0.9%	91.5%	12.1%	0.0%	0.9%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
LAUSD	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll #	SPED Enroll #	SPED Enroll %	% High Incidence	% Low Incidence	# AUT	# O/B	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Prepa Tec	340	41	12.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

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According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Prepa Tec Los Angeles High has a 12.1% Special Education enrollment, which is higher than the state's percentage of 11.7%, and lower than the District's percentage of 13.9%. The CSD has conferred with LACOE, and they shared no concerns.

iii. Additional Information

On October 15, 2020, the CSD issued a of Notice of Alleged Violation and Opportunity to Cure ("NOV") to Prepa Tec Los Angeles High in relation to substantial fiscal and governance issues (such as the school's poor financial condition since its inception, as noted by the CDE, and the weak fiscal condition of the charter operator Alta Public Schools, without its charter schools). On November 13, 2020, the CSD received school's response to the October 15, 2020 NOV and its five-year budget and cash flow projections. Please see further information in the Fiscal Operations section below.

On October 23, 2020, the CSD issued a Notice of Alleged Violation and Opportunity to Cure to Prepa Tec Los Angeles High regarding Proposition 39 overallocation obligations, which served as a notification of an alleged violation and provided a reasonable opportunity for Prepa Tec Los Angeles High to cure the violation. On November 4, 2020, District Accounting has confirmed receipt of Prepa Tec Los Angeles High's check of \$28,414.40 for the over-allocated space reimbursement obligations. Please see Fiscal Operations section below.

C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

**D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?
*Yes, the petition contains the required declaration.***

3. Fiscal Operations

Prepa Tec Los Angeles High is currently authorized and overseen by the California State Board of Education. District staff has communicated with and reviewed documents from staff at the California Department of Education. Please see the review of the school's performance in fiscal operations below.

- a. Summary
N/A

b. Fiscal Condition

Prepa Tec Los Angeles High's fiscal condition has been negative since its inception (i.e., Fiscal Year 2016-2017). According to the 2018-2019 independent audit report, the school had negative net assets of (\$489,792) and net income of \$389,923. The 2019-2020 Unaudited Actuals projected negative net assets and net income.

The CDE considers Prepa Tec Los Angeles High as having been in "poor fiscal condition" since the school's first year of operation, Fiscal Year 2016-2017, due to its negative net asset balances and zero percent cash reserve levels.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	N/A	(\$331,283)	(\$879,715)	(\$489,792)	(\$485,718)
Net Income/Loss	N/A	(\$331,283)	(\$548,432)	\$389,923	\$4,074
Transfers In/Out	N/A	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0

According to Alta Public Schools' independent audit report for the Fiscal Year ended June 30, 2019, Prepa Tec Los Angeles High is one of three schools operated by Alta Public Schools. Alta Public Schools' fiscal condition is weak. Alta Public Schools and its charter schools reported positive net assets of \$1,035,599 and net income of \$1,003,872. Alta Public Schools, without its charter schools, reported negative net assets of (\$905,149) and net income of \$8,853.

During 2019-2020, Prepa Tec Los Angeles High paid annual management fees which amounted to 17% to Alta Public Schools for administrative services such as: payroll, benefits administration, facilities, contract negotiations, fiscal and compliance reporting, accounting, professional development training, fundraising and marketing, and charter petition preparation and submission. These management fees were calculated based on the total revenues of the school.

c. 2018– 2019 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: Yes. Four audit findings were noted. Three of these findings were due to inaccurate reporting regarding: 1) The Child Nutrition Clusters Program, 2) Unduplicated Local Control Funding Formula Pupil Counts, and 3) Average Daily Attendance (ADA) Reporting. The fourth audit finding pertained to non-compliance with the minimum required number of annual instruction minutes.

Going Concern: None Reported

All items noted in the audit findings have been addressed. Alta Public School provided the CSD and CDE with the corrective action plans implemented by the organization to improve their practices and avoid similar audit findings in the future. This included the submission

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of corrected reports for the school's ADA calculations as well as a plan to increase instructional minutes during the 2020-2021 and 2021-2022 school years to remediate the insufficient instructional minutes audit finding.

d. Other Significant Fiscal Information

As of the date of this report, Prepa Tec Los Angeles High owes the District Proposition 39 over-allocated space reimbursements totaling \$28,414.40 for the 2017-2018 Fiscal Year.

On September 20, 2019, the District issued a written notice to Prepa Tec Los Angeles High regarding its Proposition 39 over-allocated space reimbursement obligations for the 2017-2018 school year, in which the District detailed how over-allocated space is defined by law, provided specific ADA data indicating that Charter School was over-allocated space, applied the regulatory formula to show the exact reimbursement amount owed, and provided specific payment instructions. The reimbursements were not paid, and on or about December 23, 2019, the District initiated the Dispute Resolution Process for Proposition 39 disputes set forth in Prepa Tec Los Angeles High's operative Charter. On February 6, 2020, the District and Prepa Tec Los Angeles High participated in an Issue Conference with respect to the reimbursements owed. The Dispute was not resolved by mutual agreement at the Issue Conference, and the District requested that the Dispute be resolved by mediation. In March 2020, following the onset of the coronavirus pandemic, the District and Prepa Tec Los Angeles High entered into a tolling agreement that preserved their existing claims and defenses against each other related to the Dispute during the applicable tolling period. Pursuant to Education Code section 47607(e), on October 23, 2020, the CSD issued a Notice of Alleged Violation ("NOV") to Prepa Tec Los Angeles High, which served as a notification of an alleged violation and provided a reasonable opportunity for Prepa Tec Los Angeles High to cure the violation. The deadline for Prepa Tec Los Angeles High's response to the NOV is November 23, 2020. On November 4, 2020, District Accounting has confirmed receipt of Prepa Tec Los Angeles High's check of \$28,414.40 for the over-allocated space reimbursement obligations.

Per Alta Public Schools, the charter operator secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). Alta Public Schools stated that the charter operator submitted its PPP loan application on April 3, 2020 (seeking to borrow \$1,483,566) and received loan proceeds of \$1,483,500 on April 16, 2020. The CSD was advised that Alta Public Schools' governing board voted to pursue the PPP loan on May 12, 2020. Alta Public Schools' documentation reflects that \$407,784 of the loan proceeds have been allocated to Prepa Tec Los Angeles High and were spent primarily on payroll-related expenditures.

On October 15, 2020, the CSD issued a Notice of Alleged Violation and Opportunity to Cure in relation to substantial fiscal and governance issues (such as the school's poor financial condition since its inception, as noted by the CDE, and the weak fiscal condition of the charter operator Alta Public Schools, without its charter schools). The response deadline for the Notice of Alleged Violation is November 14, 2020.

As noted in the October 15, 2020 NOV, PTLAH's poor fiscal condition may impact the school's ability to successfully implement its educational program. The school's documented fiscal challenges dating back to Fiscal Year 2016-2017, insufficient liquid assets to satisfy its current liabilities, and inadequate cash reserves to address financial contingencies, all illustrate that substantial doubts remain regarding PTLAH's fiscal

sustainability. As outlined in the table above, PTLAH has had negative net asset balances since its inception.

PTLAH is currently under the authorization and oversight of the SBE. On August 1, 2020, a Memorandum regarding "Financial Condition of State Board of Education-Authorized Charter Schools – Fiscal Year 2019-20" from the State Superintendent of Public Instruction to the members of the SBE summarized the financial condition of all SBE authorized charter schools, for Fiscal Year 2019-2020. This Memorandum described PTLAH as being in poor fiscal condition, which, according to the CDE, means that PTLAH is "in danger of jeopardizing [its] fiscal operations going forward. "The CDE further explained that schools it described as being in poor fiscal condition "are in danger of jeopardizing their fiscal operations going forward. Timely and appropriate action by the charter school's board is critical in addressing and mitigating the charter school's serious decline in financial condition. Specifically, charter schools in poor financial condition have a negative fund balance and no reserves. These schools do not have an adequate cash level and have a high debt level."

"Furthermore, CDE issued fiscal Letters of Concern to PTLAH in each of the last four years (September 9, 2017, July 5, 2018, June 14, 2019, and August 18, 2020). Despite the CDE's issuance of multiple letters to PTLAH citing fiscal concerns, the Charter School has continued to maintain negative net asset balances, no cash reserves, and has been considered in poor fiscal health.

Most recently, on August 18, 2020 the CDE issued a Letter of Concern to PTLAH noting the following fiscal concerns/observations:

- PTLAH reported a zero percent cash reserve for Fiscal Year 2020–2021; PTLAH's expected reserve level is five percent.
- PTLAH projects a negative year-end fund balance of \$416,573 for Fiscal Year 2020- 2021. The CDE notes that a negative year-end fund balance could jeopardize PTLAH's fiscal sustainability, since the school's liabilities could not be satisfied, even if all of PTLAH's assets were liquidated.
- As of May 31, 2020, PTLAH's had a negative net asset balance of -\$185,981. Further, PTLAH's debt ratio at that time was 2.34, meaning that PTLAH's total liabilities more than doubled the value of its assets.

Due to these fiscal concerns/observations regarding PTLAH's poor financial condition, CDE directed PTLAH's governing board to provide the CDE with a Fiscal Corrective Action Plan and relevant documents within five weeks from the date of the Letter. Specifically, the PTLAH governing board was directed to: "provide the CDE with a Board-approved Fiscal Corrective Action Plan (FCAP) that addresses each of the noted observations with specific explanations, actions, and timeframes for improving PTLAH's financial condition."

By correspondence dated September 14, 2020, Alta Public Schools responded to the August 18, 2020, Letter of Concern from CDE. In the response letter, Alta Public Schools

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stated that the Fiscal Year 2020-2021 preliminary budget assumed a 7.92% reduction in State funding based on the Governor's May 2020 revision (approximately \$339,000 based on projected Average Daily Attendance of 336 students), which was later reinstated. Alta Public Schools also projected the receipt of additional funding from the CARES Act. Additionally, Alta Public Schools received a loan of \$1.5 Million from the Paycheck Protection Program (PPP) which, if forgiven, would provide PTLAH with an additional \$400,000 in revenue for Fiscal Year 2020-2021. The Charter School also projects an increase in student enrollment beginning in Fiscal Year 2021-2022, based on the completion of the organization's new middle school facility financed by a recent bond transaction, which is expected to attract additional students that would matriculate from the middle school to PTLAH. Alta Public Schools further stated that the organization projects a greater operating surplus for PTLAH and significant improvement to PTLAH's year-end fund balance by the end of Fiscal Year 2020-2021.

In an email communication dated October 6, 2020, received by LAUSD from CDE, it was noted that with respect to the fiscal corrective action plan submitted to CDE by the Charter School to address CDE's observations with specific explanations, actions, and timeframes for improving PTLAH's financial condition, "It appears that they remedied the financial issues and tried improving its fiscal condition." However, within this communication, CDE also indicated that, due to COVID-19 and cash deferrals, CDE stated that the Charter School may actually begin to incur operating losses, which will worsen PTLAH's projected year-end negative fund balance for Fiscal Year 2020-2021.

As noted above, according to Alta Public Schools' independent audit report dated June 30, 2019, Alta Public Schools, without including its charter schools, reported negative net assets of (\$905,149) and net income of \$8,853. This Audit Report indicated that, as of June 30, 2019, Alta Public Schools had a cash balance of \$6,496. Similar concerns were noted in the Findings of Fact for Denial of the petition originally submitted to LAUSD for the establishment of PTLAH, adopted by the LAUSD Board of Trustees on March 15, 2015.

Information provided by Alta Public Schools indicates that, as of April 30, 2020, Alta Public Schools (the charter operator and other schools/segments of the organization) owed (\$893,402) to one of the other schools that it operates, Academia Moderna. As a result of this borrowing, Academia Moderna is owed significant sums. A summary of this data, as part of the April 30, 2020 Financial Package, is provided below.

Charter School:	Amount Owed to Charter School:	Authorizer:
Academia Moderna	\$893,402	LAUSD
Charter School/Entity	Amount Owed by Charter School or Entity:	Authorizer:
Prepa Tec Los Angeles Middle School	(\$119,866)	LAUSD
Prepa Tec Los Angeles High School	(\$398,363)	SBE
Alta Public Schools (Charter Operator)	(\$288,295)	N/A
Prepa Tec Los Angeles, LLC	(\$86,878)	N/A

As a result of the Charter School's consistently-low cash reserve levels, it has continually relied upon intraorganizational borrowing (most frequently from one of its sister schools, Academia Moderna). Per the Charter School's independent audit reports, the school's cash reserve levels (ending cash balance as a percentage of total expenditures) were 2.44%, 0.14%, and 2.44% for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, respectively.

The LAUSD CSD noted "Intraorganizational Borrowing" as an Area Noted for Further Growth and/or Improvement in both Academia Moderna's and Prepa Tec Los Angeles Middle School's Fiscal Year 2019-2020 Annual Performance-Based Oversight Visit Reports.

Alta Public Schools' independent audit report for Fiscal Year 2018-2019 stated that, as of June 30, 2019, Prepa Tec Los Angeles High's intraorganizational loan balance was (\$847,797).

Summary of Intraorganizational Borrowing (Alta Public Schools CMO)					
Intercompany Receivables/ (Intercompany Payables)* per Audit Reports					
Fiscal Year	Academia Moderna	Prepa Tec L.A.	Prepa Tec L.A. High School	Central Office	Prepa Tec L.A. LLC
2016-2017	\$279,043	\$1,387,407	(\$1,064,776)	(\$601,674)	\$0
2017-2018	\$766,882	\$909,861	(\$1,310,246)	(\$366,497)	\$0
2018-2019	\$760,318	\$139,519	(\$847,797)	(\$52,040)	\$0
*Information obtained from the annual independent audit reports					
Intercompany Receivables/(Intercompany Payables) as of 4/30/2020 Interim Financials					
2019-2020	\$893,402	(\$119,866)	(\$398,363)	(\$288,295)	(\$86,878)

PTLAH anticipates borrowing an additional \$500,000 from "related parties" in the current Fiscal Year 2020-2021 (likely from Academia Moderna) to meet its financial obligations, as noted in the Charter School's renewal petition and the accompanying budget and cash flow documents.

Due to the weak fiscal condition of Alta Public Schools, and given the organization's established practice of intraorganizational borrowing, the burden of providing financial support to PTLAH will fall on Academia Moderna as it will likely assume the burden of diverting funds from its cash reserves to PTLAH to address PTLAH's financial obligations.

On November 13, 2020, the CSD received the organization's response to the October 15, 2020 Notice of Alleged Violation and Opportunity to Cure. Alta Public Schools' response included a 5-year budget pertaining to PTLAH for Fiscal Years spanning from 2020-2021 through 2024-2025, which projects net income in each of the five years and positive year-end net assets of \$133,970 (based on the assumption of PPP loan forgiveness in the amount

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of \$407,784) at the end of Fiscal Year 2020-2021, increasing to \$297,133, \$499,131, \$672,854, and \$785,744 for Fiscal Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025, respectively. The school projects enrollment of 370 students for Year 1 (i.e., Fiscal Year 2021-2022), representing an increase of 36 students from Fiscal Year 2020-2021, and 380 students for Years 2 through 5 (i.e., Fiscal Years 2022-2023 through 2024-2025). The school's 5-year budget reflects that, in Fiscal Year 2020-2021, the school would utilize intraorganizational borrowing of \$599,532 and third-party financing/borrowing of \$1.6M to cover its deteriorating cash position, primarily caused by State revenue deferrals. The school stated that it is currently evaluating a variety of funding sources, including factoring receivables, California School Finance Authority's Charter School Pooled Tax and Revenue Anticipation Note Program (ASAP), and the California State Deferral Financing Program. While the school might have applied for or received and evaluated the proposals relating to these funding sources, all these funding sources have yet to be secured as of the date of this report. The school projects repayment of the \$1.6M in deferred State revenues in Fiscal Year 2021-2022. The school also projects repayments to reduce the intraorganizational loan balances in the amounts of \$100,000, \$300,000, and \$300,000 in Fiscal Years 2021-2022, 2022-2023, and 2023-2024, respectively. The school's bank statement and bank reconciliation report for the month of October 2020 reflect that the school had a cash ending balance of \$407,772, which included the First Apportionment for Learning Loss Mitigation Funding of \$389,267 received in September 2020. Both cash and fund reserves are projected to equal or exceed 5% for Fiscal Years from 2021-2022 through 2024-2025. The school states that it will continue to monitor its expenditures to maintain a healthy financial condition.

The CSD recommends approval with conditions that require the monitoring of the school's progress in the areas noted above. Please see the Proposed Conditions section above for a detailed description of these requirements.

**Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
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and Petitioner's Responses**

ATTACHMENT B

**Prepa Tec Los Angeles
Academic Performance - English Language Arts**

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

(ELA Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	-6.0	2.2	Maintained	--	93	No Color	-65.7	--	--	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	0	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	0	--	--	--	--	-47.6	3.7	Increased	--
				English Learner	0	--	--	--	--	-47.1	3.3	Increased	--	31	No Color	-126.4	--	--	-45.1	3.1	Increased	Lower
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-79.2	1.4	Maintained	--	1	No Color	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	0	--	--	--	--	-31.3	3.2	Increased	--	92	No Color	-65.4	--	--	-26.6	4.5	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-34.7	4.0	Increased	--	85	No Color	-71.3	--	--	-30.1	4.4	Increased	Lower
				Students with Disabilities	0	--	--	--	--	-95.5	2.1	Maintained	--	12	No Color	-149.7	--	--	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	0	--	--	--	--	30.7	3.4	Increased	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

English Language Arts Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	100%	--	--	--	100%	--	100%	--	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	--	--	--	Yes	--	Yes	--	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
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Prepa Tec Los Angeles
Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math Grades Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	-36.4	1.3	Maintained	--	91	No Color	-169.8	--	--	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	0	--	--	--	--	-91.5	0.2	Maintained	--	0	--	--	--	--	-87.9	2.8	Maintained	--
				English Learner	0	--	--	--	--	-69.9	1.5	Maintained	--	29	No Color	-220.8	--	--	-68.6	2.2	Maintained	--
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	0	--	--	--	--	-114.0	-0.5	Maintained	--	1	No Color	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	0	--	--	--	--	-65.8	1.7	Maintained	--	90	No Color	-170.2	--	--	-62.2	3.4	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-67.4	2.3	Maintained	--	83	No Color	-175.6	--	--	-63.7	3.4	Increased	Lower
				Students with Disabilities	0	--	--	--	--	-125.3	0.8	Maintained	--	11	No Color	-257.2	--	--	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	0	--	--	--	--	-1.0	0.6	Maintained	--	0	--	--	--	--	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	Mathematics Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	98%	--	--	--	94%	--	100%	--	98%	--	98%	92%	--	--
Participation Rate Met 2019	Yes	--	--	--	No	--	Yes	--	Yes	--	Yes	No	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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Prepa Tec Los Angeles
English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																
LD	BD	Loc Code	School	Subgroup	2018 School			2018 State		2019 School			2019 State			
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
--	--	SBE	Prepa Tec Los Angeles	English Learner	N/A						63	No Color	42.9%	Low	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10'=Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29'=Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up'=At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

ELPAC Participation Rate	
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	92%
Participation Rate Met 2019	No

Student English Language Acquisition Results			
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.			
2018 Student English Language Acquisition Results		2019 Student English Language Acquisition Results	
Prepa Tec Los Angeles		State	
Level 4 - Well Developed	27.5%	38.0%	42.9%
Level 3 - Moderately Developed	31.4%	4.7%	5.3%
Level 2 - Somewhat Developed	21.6%	33.3%	31.5%
Level 1 - Beginning Stage	19.6%	23.8%	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Academic Performance - College / Career**

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	State 2018 percentage of prepared students	Change	Change Level	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level	State 2019 percentage of prepared students	Change	Change Level	School to State CCI Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	42.2%	1.1%	Maintained	--	0	--	--	--	--	44.1%	1.8%	Maintained	--
				American Indian or Alaska Native	0	--	--	--	--	25.2%	0.1%	Maintained	--	0	--	--	--	--	25.9%	0.5%	Maintained	--
				Asian	0	--	--	--	--	74.1%	0.7%	Maintained	--	0	--	--	--	--	74.0%	-0.2%	Maintained	--
				Black or African American	0	--	--	--	--	21.2%	0%	Maintained	--	0	--	--	--	--	23.7%	2.4%	Increased	--
				English Learner	0	--	--	--	--	14.5%	1.9%	Maintained	--	0	--	--	--	--	16.8%	2.1%	Increased	--
				Filipino	0	--	--	--	--	62.7%	-0.3%	Maintained	--	0	--	--	--	--	64.5%	1.7%	Maintained	--
				Foster Youth	0	--	--	--	--	10.4%	1.3%	Maintained	--	0	--	--	--	--	13.3%	2.8%	Increased	--
				Homeless	0	--	--	--	--	24.3%	-1.3%	Maintained	--	0	--	--	--	--	25.9%	1.4%	Maintained	--
				Latino	0	--	--	--	--	33.8%	1.2%	Maintained	--	0	--	--	--	--	36.1%	2.2%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	33.7%	1.5%	Maintained	--	0	--	--	--	--	35.8%	2.0%	Increased	--
				Students with Disabilities	0	--	--	--	--	9.2%	1.9%	Maintained	--	0	--	--	--	--	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	--	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	0	--	--	--	--	52.2%	1.2%	Maintained	--	0	--	--	--	--	53.8%	1.4%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/ilesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	426	Red	6.5%	4.9%	Increased	Yellow	3.5%	-0.1%	Maintained	Higher	331	Blue	1.5%	5.0%	Declined	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	1	No Color	--	--	--	Yellow	7.2%	0.3%	Declined	--	--	--	--	--	--	Orange	7.2%	0.1%	Maintained	Higher
				Asian	0	--	--	--	--	Blue	1.0%	0.0%	Maintained	--	0	--	--	--	--	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	0	--	--	--	--	Orange	9.4%	0.4%	Declined	--	2	No Color	--	--	--	Orange	8.8%	0.6%	Declined	--
				English Learner	62	Orange	8.1%	8.1%	Increased	Yellow	3.0%	-0.1%	Maintained	Higher	85	Green	2.4%	5.7%	Declined	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	--	0	--	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	3	No Color	--	--	--	Red	15.2%	0.1%	Maintained	--	3	No Color	--	--	--	Orange	14.6%	0.6%	Declined	--
				Homeless	0	--	--	--	--	Orange	5.6%	-0.1%	Maintained	--	2	No Color	--	--	--	Orange	6.2%	0.5%	Increased	--
				Latino	244	Red	6.6%	4.9%	Increased	Yellow	3.6%	-0.1%	Maintained	Higher	219	Blue	1.3%	5.3%	Declined	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	220	Red	7.3%	5.5%	Increased	Yellow	4.4%	-0.2%	Maintained	Higher	202	Green	1.7%	5.6%	Declined	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	29	No Color	13.8%	13.8%	Increased	Yellow	6.8%	0.3%	Declined	--	33	No Color	3.0%	-10.8%	Declined	Yellow	6.2%	0.6%	Declined	Lower
				Two or More Races	0	--	--	--	--	Yellow	3.4%	0.0%	Maintained	--	7	No Color	--	--	--	Yellow	3.3%	-0.1%	Maintained	--
				White	1	No Color	--	--	--	Yellow	3.0%	-0.1%	Maintained	--	3	No Color	--	--	--	Yellow	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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Prepa Tec Los Angeles
 Graduation Rate Indicator

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	State 2018 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level	State 2019 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	Yellow	83.5%	-0.9%	Maintained	--	0	--	--	--	--	Green	85.9%	2.7%	Increased	--
				American Indian or Alaska Native	0	--	--	--	--	Orange	74.4%	1.8%	Declined	--	0	--	--	--	--	Yellow	78.4%	4.7%	Increased	--
				Asian	0	--	--	--	--	Green	93.4%	0%	Maintained	--	0	--	--	--	--	Green	93.9%	0.6%	Maintained	--
				Black or African American	0	--	--	--	--	Orange	72.1%	3.4%	Declined	--	0	--	--	--	--	Yellow	78.7%	6.7%	Increased	--
				English Learner	0	--	--	--	--	Orange	70.9%	0%	Maintained	--	0	--	--	--	--	Yellow	72.7%	1.7%	Increased	--
				Filipino	0	--	--	--	--	Green	92.7%	-0.9%	Maintained	--	0	--	--	--	--	Green	93.9%	1.3%	Increased	--
				Foster Youth	0	--	--	--	--	Red	59.0%	1.0%	Increased	--	0	--	--	--	--	Red	64.2%	5.0%	Increased	--
				Homeless	0	--	--	--	--	Orange	76.0%	-2.5%	Declined	--	0	--	--	--	--	Yellow	77.8%	2.2%	Increased	--
				Latino	0	--	--	--	--	Yellow	81.2%	-0.8%	Maintained	--	0	--	--	--	--	Green	83.8%	3.0%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	81.0%	-2.6%	Declined	--	0	--	--	--	--	Green	85.1%	4.3%	Increased	--
				Socioeconomically Disadvantaged	0	--	--	--	--	Yellow	80.8%	-0.4%	Maintained	--	0	--	--	--	--	Green	83.3%	2.8%	Increased	--
				Students with Disabilities	0	--	--	--	--	Orange	71.4%	0.7%	Maintained	--	0	--	--	--	--	Orange	70.7%	1.3%	Declined	--
				Two or More Races	0	--	--	--	--	Yellow	84.7%	-0.7%	Maintained	--	0	--	--	--	--	Green	86.9%	2.6%	Increased	--
				White	0	--	--	--	--	Orange	87.7%	1.2%	Declined	--	0	--	--	--	--	Green	89.1%	1.7%	Increased	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
--	--	SBE	Prepa Tec Los Angeles	340	86.8%	0.0%	0.0%	0.0%	0.6%	24.7%	0.0%	0.6%	5.6%	98.5%	0.0%	0.0%	0.9%	91.5%	12.1%	0.0%	0.9%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
--	--	SBE	Prepa Tec Los Angeles	288	82.6%	0.0%	0.0%	0.0%	0.7%	27.4%	0.0%	0.7%	0.3%	98.3%	0.0%	0.0%	0.3%	89.2%	11.1%	0.0%	0.0%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Prepa Tec Los Angeles
 RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
--	--	SBE	Prepa Tec Los Angeles	2018-19	17-18 EL #	55	1,271,150	Lower
					18-19 Reclass #	0	175,746	
					18-19 Reclass Rate	0	13.8	
				2019-20	18-19 EL #	79	1,195,988	Lower
					19-20 Reclass #	3	164,653	
					19-20 Reclass Rate	3.8	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

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Prepa Tec Los Angeles
"At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
--	--	SBE	Prepa Tec Los Angeles	EL 0-3 Years	18	8.1%	607,888	26.1%	11	4.3%	576,805	25.3%
				At-Risk 4-5 Years	2	0.9%	220,738	9.5%	4	1.6%	130,783	5.7%
				LTEL 6+ Years	59	26.6%	342,983	14.7%	45	17.4%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	24	9.3%	236,394	10.4%
				EL total	79	35.6%	1,195,988	51.4%	84	32.6%	1,148,024	50.3%
				RFEP	143	64.4%	1,131,988	48.6%	174	67.4%	1,133,977	49.7%
				Total (Ever)	222	100.0%	2,327,080	100.0%	258	100.0%	2,282,001	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesitel.asp>

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**Prepa Tec Los Angeles
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. **Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*).** Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
--	--	SBE	Prepa Tec Los Angeles	340	41	12.1%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
--	--	SBE	Prepa Tec Los Angeles	347	32	9.2%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767	0	8,197	36,245	99,480	8,007	298,868	130,441	1,395	2,953
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511	4	1,069	4,154	9,951	1,712	32,950	8,756	93	330

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

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Prepa Tec Los Angeles
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Language Arts/Literacy													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
--	--	SBE	Prepa Tec Los Angeles	All Students	--		3,177,420	49.88%	96	24.47%	3,162,910	51.10%	--
				American Indian or Alaska Native	--		16,100	37.42%	--		15,667	38.41%	
				Asian	--		294,323	76.41%	--		294,155	77.05%	
				Black or African American	--		170,923	32.27%	--		167,470	33.19%	
				English Learner	--		530,808	12.62%	25		511,094	12.81%	
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		113,303	32.86%	
				Latino	--		1,740,220	39.16%	94	25.00%	1,742,382	40.81%	--
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	--		1,951,520	37.69%	84	23.17%	1,928,948	39.19%	--
				Students with Disabilities	--		354,484	14.98%	12		365,765	16.35%	
				Two or More Races	--		117,713	64.75%	--		124,922	65.74%	
				White	--		728,987	64.85%	--		713,484	65.64%	

Mathematics													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				Change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
--	--	SBE	Prepa Tec Los Angeles	All Students	--		3,184,720	38.65%	94	3.26%	3,170,971	39.73%	--
				American Indian or Alaska Native	--		16,082	25.68%	--		15,629	26.58%	
				Asian	--		297,422	73.54%	--		296,878	74.37%	
				Black or African American	--		170,417	19.74%	--		166,870	20.55%	
				English Learner	--		541,399	12.57%	23		523,959	12.58%	
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		114,801	22.69%	
				Latino	--		1,744,154	26.65%	92	3.33%	1,748,298	28.05%	--
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	--		1,956,639	26.23%	82	2.50%	1,934,051	27.48%	--
				Students with Disabilities	--		353,174	11.89%	11		364,341	12.61%	
				Two or More Races	--		117,518	54.41%	--		124,685	55.26%	
				White	--		729,186	53.57%	--		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFiles?ps=true&testYear=2019&testType=BA&testCountry=0&testDistrict=00000&testSchool=0000000>

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Prepa Tec Los Angeles
 Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	--	--	--	93	No Color	-65.7	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	117	Red	-92.5	-42.9	Declined Significantly	160	Red	-101.2	-11.8	Declined
E	5	8536	Bell Senior High	All Students	559	Yellow	6.8	-23.5	Declined Significantly	494	Yellow	5.6	-0.6	Maintained
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	103	Yellow	-37.5	8.5	Increased	89	Yellow	-16.8	19.9	Increased Significantly
S	7	8721	David Starr Jordan Senior High	All Students	70	Yellow	-24.0	20.6	Increased Significantly	79	Yellow	-12.5	10.4	Increased
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	96	Orange	-23.8	-49.4	Declined Significantly	88	Red	-50.0	-27.9	Declined Significantly
C	7	7722	Dr. Maya Angelou Community High	All Students	131	Orange	-47.1	8.8	Increased	218	Red	-76.3	-29.3	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	777	Yellow	-48.2	13.6	Increased	773	Yellow	-31.9	16.2	Increased Significantly
E	5	8700	Huntington Park Senior High	All Students	289	Yellow	-11.3	4.4	Increased	294	Yellow	-6.2	3.2	Increased

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ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	496	Green	1.6	21.3	Increased Significantly	499	Yellow	-1.7	-3.3	Declined
S	7	8650	John C. Fremont Senior High	All Students	314	Orange	-44.8	-32.0	Declined Significantly	415	Red	-46.4	-1.6	Maintained
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	Blue	38.1	24.4	Increased Significantly	157	Green	43.7	5.8	Increased
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	145	Green	32.8	11.3	Increased	172	Green	31.7	-1.1	Maintained
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	113	Blue	31.4	19.8	Increased Significantly	152	Yellow	8.0	-22.6	Declined Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	136	Orange	-13.1	-12.7	Declined	109	Orange	-34.7	-21.6	Declined Significantly
C	2	8716	Santee Education Complex	All Students	356	Green	32.3	14.8	Increased	401	Yellow	19.9	-9.5	Declined
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	144	Green	31.7	0.0	Maintained	120	Green	35.9	4.3	Increased
E	5	8881	South East High	All Students	344	Green	37.5	-4.9	Declined	412	Green	33.0	-2.0	Maintained
E	5	8871	South Gate Senior High	All Students	597	Orange	-1.6	-27.1	Declined Significantly	471	Green	21.9	24.0	Increased Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	120	Red	-65.3	-43.8	Declined Significantly	139	Red	-71.5	-8.3	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	100	Yellow	1.6	-11.5	Declined	90	Green	18.9	17.4	Increased Significantly
Resident Schools Median					143	Yellow	-6.5	2.2	Increased	166	Yellow	-4.0	-1.4	Maintained
Los Angeles Unified					226,587	Yellow	-29.2	5.6	Increased	223,502	Yellow	-23.7	5.5	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	--	--	--	91	No Color	-169.8	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	120	Red	-160.3	-11.6	Declined	159	Red	-177.2	-21.5	Declined Significantly
E	5	8536	Bell Senior High	All Students	556	Orange	-70.8	-19.3	Declined Significantly	490	Yellow	-64.3	6.5	Increased
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	104	Yellow	-113.4	4.1	Increased	88	Orange	-113.9	-1.7	Maintained
S	7	8721	David Starr Jordan Senior High	All Students	70	Red	-138.2	-4.9	Declined	79	Orange	-120.6	15.4	Increased Significantly
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	95	Yellow	-81.3	16.6	Increased Significantly	89	Orange	-101.5	-21.0	Declined Significantly
C	7	7722	Dr. Maya Angelou Community High	All Students	131	Orange	-137.5	16.9	Increased Significantly	216	Red	-166.1	-28.6	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	781	Orange	-99.9	8.5	Increased	772	Yellow	-85.0	14.4	Increased
E	5	8700	Huntington Park Senior High	All Students	287	Red	-117.2	-6.0	Declined	290	Yellow	-89.8	24.4	Increased Significantly

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MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	496	Orange	-68.8	-8.7	Declined	499	Yellow	-65.1	3.7	Increased
S	7	8650	John C. Fremont Senior High	All Students	313	Red	-132.3	-14.6	Declined	410	Orange	-125.7	6.6	Increased
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	Yellow	-61.3	20.5	Increased Significantly	159	Green	-44.3	17.2	Increased Significantly
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	145	Green	-39.5	22.7	Increased Significantly	172	Yellow	-37.0	2.5	Maintained
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	113	Orange	-85.6	-2.7	Maintained	151	Orange	-103.8	-19.7	Declined Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	132	Red	-126.9	-12.1	Declined	108	Orange	-115.3	11.6	Increased
C	2	8716	Santee Education Complex	All Students	355	Yellow	-96.0	7.3	Increased	399	Orange	-94.7	-1.8	Maintained
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	144	Green	-58.9	28.7	Increased Significantly	120	Orange	-60.2	-1.3	Maintained
E	5	8881	South East High	All Students	344	Yellow	-69.8	20.9	Increased Significantly	410	Yellow	-65.0	5.1	Increased
E	5	8871	South Gate Senior High	All Students	598	Orange	-97.3	-19.0	Declined Significantly	466	Yellow	-80.9	16.3	Increased Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	122	Red	-143.0	-16.0	Declined Significantly	139	Red	-148.3	-7.8	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	98	Yellow	-92.0	22.8	Increased Significantly	89	Yellow	-79.2	12.8	Increased
Resident Schools Median					143	Orange	-96.7	0.7	Increased	166	Orange	-92.3	4.4	Increased
Los Angeles Unified					226,587	Yellow	-29.2	5.6	Increased	223,082	Yellow	-54.1	5.2	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
English Learner Progress Indicator**

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Learner Progress Indicator - CA School Dashboard Indicator													
LD	BD	Loc Code	School	Subgroup	2018 School				2019 School				
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	
SBE	SBE	SBE	Prepa Tec Los Angeles	English Learner	--					63	No Color	42.9%	Low
Resident Schools													
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	English Learner	155					148	Orange	38.5%	Low
E	5	8536	Bell Senior High	English Learner	217					169	Orange	46.2%	Low
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	English Learner	114					63	Orange	38.1%	Low
S	7	8721	David Starr Jordan Senior High	English Learner	154					122	Red	19.7%	Very Low
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	92					58	Red	24.1%	Very Low
C	7	7722	Dr. Maya Angelou Community High	English Learner	285					254	Orange	40.6%	Low
E	5	3548	Elizabeth Learning Center	English Learner	351					236	Yellow	47.5%	Medium
E	5	8700	Huntington Park Senior High	English Learner	244					163	Orange	38.7%	Low

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English Learner Progress Indicator - CA School Dashboard Indicator												
LD	BD	Loc Code	School	Subgroup	2018 School				2019 School			
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
E	5	8701	International Studies Learning Center at Legacy High School Complex	English Learner	27				31	Red	25.8%	Very Low
S	7	8650	John C. Fremont Senior High	English Learner	379				338	Red	32.8%	Very Low
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	English Learner	58				34	Orange	50.0%	Low
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	English Learner	49				38	Orange	44.7%	Low
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	English Learner	53				55	Red	27.3%	Very Low
C	5	7614	NAVA College Preparatory Academy	English Learner	133				132	Red	22.0%	Very Low
C	2	8716	Santee Education Complex	English Learner	394				336	Orange	36.0%	Low
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	English Learner	41				35	Orange	54.3%	Low
E	5	8881	South East High	English Learner	239				176	Orange	41.5%	Low
E	5	8871	South Gate Senior High	English Learner	220				142	Red	33.8%	Very Low
C	5	8714	Thomas Jefferson Senior High	English Learner	148				117	Red	34.2%	Very Low
E	5	7664	Visual and Performing Arts at Legacy High School Complex	English Learner	38				24	Red	33.3%	Very Low
Resident Schools Median					151				127	Orange	37.1%	Low
Los Angeles Unified					100,639				68,139	Yellow	45.0%	Medium

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Academic Performance - College / Career**

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

College / Career Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	0	--	--	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	145	Orange	15.9%	-5.0%	Declined	130	Yellow	20.0%	4.1%	Declined
E	5	8536	Bell Senior High	All Students	755	Green	44.0%	5.7%	Increased	696	Orange	40.9%	-3.0%	Maintained
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	110	Green	41.8%	11.3%	Increased Significantly	131	Yellow	42.0%	0.2%	Maintained
S	7	8721	David Starr Jordan Senior High	All Students	117	Orange	22.2%	-4.6%	Declined	99	Orange	21.2%	-1.0%	Declined
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	Red	28.2%	-10.1%	Declined Significantly	108	Green	41.7%	13.5%	Maintained
C	7	7722	Dr. Maya Angelou Community High	All Students	224	Orange	19.6%	-3.8%	Declined	236	Orange	17.4%	-2.3%	Declined
E	5	3548	Elizabeth Learning Center	All Students	182	Green	52.2%	10.0%	Increased Significantly	162	Yellow	53.7%	1.5%	Maintained
E	5	8700	Huntington Park Senior High	All Students	434	Orange	30.2%	-4.6%	Declined	361	Green	37.4%	7.2%	Maintained
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	79	Blue	72.2%	10.0%	Increased Significantly	91	Blue	71.4%	-0.7%	Increased Significantly

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College / Career Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level
S	7	8650	John C. Fremont Senior High	All Students	449	Orange	30.1%	-2.6%	Declined	510	Orange	25.3%	-4.8%	Declined
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	152	Orange	49.3%	-10.2%	Declined Significantly	142	Blue	74.6%	25.0%	Increased Significantly
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	137	Green	61.3%	6.3%	Increased	142	Blue	70.4%	9.1%	Increased Significantly
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	141	Yellow	44.0%	1.0%	Maintained	135	Orange	39.3%	-4.7%	Maintained
C	5	7614	NAVA College Preparatory Academy	All Students	220	--	35.9%	--	No Data	171	Green	38.0%	2.1%	Maintained
C	2	8716	Santee Education Complex	All Students	339	Yellow	34.8%	3.7%	Increased	456	Green	39.0%	4.2%	Maintained
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	119	Orange	53.8%	-4.8%	Declined	141	Orange	51.8%	-2.4%	Maintained
E	5	8881	South East High	All Students	565	Orange	37.9%	-5.8%	Declined	400	Green	42.8%	4.9%	Maintained
E	5	8871	South Gate Senior High	All Students	622	Yellow	38.4%	1.7%	Maintained	609	Yellow	37.8%	-0.7%	Maintained
C	5	8714	Thomas Jefferson Senior High	All Students	172	Orange	28.5%	-4.3%	Declined	148	Yellow	31.8%	3.3%	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	97	Orange	26.8%	-8.8%	Declined	117	Green	41.9%	15.1%	Maintained
Resident Schools Median					162	Orange	36.9%	-3.8%	Declined	145	Yellow	40.1%	1.8%	Maintained
Los Angeles Unified					31,962	Yellow	38.2%	-0.3%	Maintained	31,390	Yellow	37.7%	-0.7%	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Suspension Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	426	Red	6.5%	4.9%	Increased	331	Blue	1.5%	5.0%	Declined
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	839	Orange	2.1%	0.6%	Increased	818	Orange	4.3%	2.1%	Maintained
E	5	8536	Bell Senior High	All Students	2,717	Blue	0.2%	0.1%	Maintained	2,461	Blue	0.4%	0.2%	Declined Significantly
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	591	Green	0.7%	0.2%	Maintained	577	Blue	0.3%	-0.3%	Declined Significantly
S	7	8721	David Starr Jordan Senior High	All Students	611	Blue	0.0%	-1.7%	Declined	598	Blue	0.0%	0.0%	Declined Significantly
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	562	Blue	0.0%	0.0%	Maintained	557	Blue	0.0%	0.0%	Declined Significantly
C	7	7722	Dr. Maya Angelou Community High	All Students	1,191	Blue	0.0%	-0.4%	Declined	1,144	Blue	0.0%	0.0%	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	1,932	Blue	0.0%	-0.1%	Maintained	1,870	Blue	0.0%	0.0%	Declined Significantly
E	5	8700	Huntington Park Senior High	All Students	1,630	Blue	0.2%	0.0%	Maintained	1,534	Blue	0.4%	0.2%	Declined Significantly
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	829	Blue	0.1%	-0.5%	Declined	874	Blue	0.0%	-0.1%	Declined Significantly

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Suspension Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc. Code	School	Subgroup	2018					2019				
					Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
S	7	8650	John C. Fremont Senior High	All Students	2,117	Blue	0.1%	-0.3%	Declined	2,290	Blue	0.1%	0.0%	Declined Significantly
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	768	Blue	0.0%	0.0%	Maintained	793	Green	0.3%	0.3%	Declined Significantly
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	713	Blue	0.1%	-0.3%	Declined	730	Blue	0.0%	-0.1%	Declined Significantly
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	696	Blue	0.0%	-0.2%	Maintained	751	Green	0.5%	0.5%	Declined Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	843	Blue	0.5%	-1.4%	Declined	796	Blue	0.3%	-0.2%	Declined Significantly
C	2	8716	Santee Education Complex	All Students	2,051	Blue	0.0%	-0.9%	Declined	2,070	Blue	0.0%	0.0%	Declined Significantly
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	599	Blue	0.0%	-0.2%	Maintained	619	Yellow	0.8%	0.8%	Declined
E	5	8881	South East High	All Students	2,262	Blue	0.1%	0.0%	Maintained	2,180	Blue	0.0%	-0.1%	Declined Significantly
E	5	8871	South Gate Senior High	All Students	2,915	Yellow	0.7%	0.6%	Increased	2,595	Blue	0.2%	-0.5%	Declined Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	748	Blue	0.5%	-1.5%	Declined	734	Yellow	0.8%	0.3%	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	522	Blue	0.2%	0.0%	Maintained	482	Blue	0.4%	0.2%	Declined Significantly
Resident Schools Median					834	Blue	0.1%	-0.2%	Maintained	807	Blue	0.3%	0.0%	Declined Significantly
Los Angeles Unified					488,944	Blue	0.5%	-0.1%	Maintained	475,140	Blue	0.4%	-0.1%	Maintained

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Graduation Rate Indicator**

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Graduation Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	--	--	--	--	--	--	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	145	Orange	76.6%	-6.2%	Declined	132	Yellow	79.6%	2.7%	Increased
E	5	8536	Bell Senior High	All Students	755	Yellow	82.8%	0.5%	Maintained	703	Orange	81.8%	-1.2%	Declined
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	110	Green	86.4%	12.9%	Increased	131	Orange	71.8%	-15.2%	Declined
S	7	8721	David Starr Jordan Senior High	All Students	117	Yellow	68.4%	2.3%	Increased	100	Yellow	71.0%	2.1%	Increased
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	Orange	79.1%	0.1%	Maintained	110	Green	86.4%	7.1%	Increased
C	7	7722	Dr. Maya Angelou Community High	All Students	224	Yellow	67.4%	6.3%	Increased Significantly	238	Red	62.6%	-5.1%	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	182	Green	85.2%	1.4%	Increased	164	Orange	84.2%	-1.3%	Declined
E	5	8700	Huntington Park Senior High	All Students	434	Green	85.7%	1.4%	Increased	363	Orange	83.8%	-2.0%	Declined
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	79	Yellow	93.7%	-4.4%	Declined	91	Orange	86.8%	-6.9%	Declined

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Graduation Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
S	7	8650	John C. Fremont Senior High	All Students	449	Orange	80.6%	-2.2%	Declined	514	Red	73.7%	-7.0%	Declined Significantly
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	152	Green	86.2%	1.4%	Increased	143	Blue	95.1%	8.7%	Increased
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	137	Blue	97.1%	3.0%	Increased	143	Blue	98.6%	1.5%	Increased
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	141	Green	88.7%	4.4%	Increased	135	Green	90.4%	1.7%	Increased
C	5	7614	NAVA College Preparatory Academy	All Students	220	No Color	89.5%	--	No Data	173	Orange	85.6%	-4.0%	Declined
C	2	8716	Santee Education Complex	All Students	339	Orange	77.0%	-3.5%	Declined	460	Yellow	78.7%	1.1%	Increased
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	119	Orange	87.4%	-6.6%	Declined	141	Green	90.8%	3.2%	Increased
E	5	8881	South East High	All Students	565	Green	88.7%	3.4%	Increased	401	Green	89.8%	1.1%	Increased
E	5	8871	South Gate Senior High	All Students	622	Yellow	86.8%	-0.1%	Maintained	612	Green	88.7%	1.8%	Increased
C	5	8714	Thomas Jefferson Senior High	All Students	172	Yellow	73.3%	3.1%	Increased	149	Orange	73.2%	-0.6%	Maintained
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	97	Orange	72.2%	-14.5%	Declined	118	Green	82.2%	9.5%	Increased
Resident Schools Median					162	Yellow	85.5%	1.4%	--	146	Yellow	84.0%	1.1%	Increased
Los Angeles Unified					31,962	Green	82.7%	1.7%	Increased	31,649	Yellow	82.1%	-0.5%	Maintained

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
2019-20 Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/sc/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
SBE	SBE	SBE	Prepa Tec Los Angeles	340	86.8%	0.0%	0.0%	0.0%	0.6%	24.7%	0.0%	0.6%	5.6%	98.5%	0.0%	0.0%	0.9%	91.5%	12.1%	0.0%	0.9%
Resident Schools																					
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	648	98.0%	5.1%	0.0%	0.2%	19.9%	24.4%	0.0%	1.2%	2.3%	78.5%	0.0%	0.2%	0.3%	98.6%	19.9%	0.6%	0.3%
E	5	8536	Bell Senior High	2,312	92.2%	22.9%	0.1%	0.2%	0.1%	7.9%	0.0%	0.2%	0.8%	95.5%	0.5%	0.1%	0.0%	93.4%	10.2%	0.1%	3.9%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	505	94.7%	10.9%	0.0%	0.0%	3.8%	24.4%	0.0%	0.8%	1.4%	92.3%	0.2%	0.0%	0.0%	95.8%	12.9%	0.0%	4.0%
S	7	8721	David Starr Jordan Senior High	534	98.7%	6.2%	0.2%	0.0%	16.7%	28.1%	0.0%	2.6%	3.7%	82.2%	0.2%	0.0%	0.2%	98.7%	24.7%	0.2%	0.6%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	556	96.8%	13.8%	0.0%	0.2%	4.1%	14.4%	0.0%	0.4%	2.3%	94.6%	0.0%	0.0%	0.0%	97.7%	12.2%	0.4%	0.7%
C	7	7722	Dr. Maya Angelou Community High	1,094	96.9%	7.0%	0.0%	0.0%	7.4%	34.5%	0.0%	0.5%	0.4%	91.3%	0.1%	0.0%	0.1%	97.8%	13.8%	0.2%	1.0%
E	5	3548	Elizabeth Learning Center	1,708	96.6%	7.6%	0.2%	0.1%	0.2%	20.1%	0.2%	1.1%	1.8%	97.5%	0.0%	0.1%	0.1%	97.0%	10.8%	0.0%	1.7%
E	5	8700	Huntington Park Senior High	1,486	95.2%	11.1%	0.0%	0.1%	1.0%	15.9%	0.1%	0.8%	1.6%	97.8%	0.5%	0.0%	0.0%	95.8%	13.7%	0.1%	0.8%
E	5	8701	International Studies Learning Center at Legacy High School Complex	906	84.0%	23.6%	0.0%	0.1%	0.6%	4.7%	0.1%	0.2%	0.6%	98.7%	0.2%	0.0%	0.0%	86.4%	8.2%	0.1%	0.4%
S	7	8650	John C. Fremont Senior High	2,125	96.4%	12.0%	0.0%	0.0%	9.6%	20.9%	0.0%	0.8%	0.8%	89.5%	0.0%	0.0%	0.0%	97.4%	13.8%	0.0%	0.9%
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	786	94.9%	22.0%	0.0%	0.1%	0.1%	4.2%	0.0%	0.4%	0.6%	99.2%	0.4%	0.0%	0.1%	96.7%	8.3%	0.1%	0.3%
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	695	88.3%	23.6%	0.0%	0.4%	0.0%	6.2%	0.0%	0.1%	1.3%	98.7%	0.3%	0.0%	0.0%	91.1%	9.6%	0.0%	0.9%
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	666	96.8%	13.4%	0.0%	0.0%	0.3%	11.7%	0.0%	0.2%	0.3%	98.6%	0.5%	0.2%	0.0%	97.6%	11.3%	0.5%	0.5%
C	5	7614	NAVA College Preparatory Academy	702	98.4%	16.0%	0.1%	0.1%	2.6%	23.4%	0.0%	0.4%	2.1%	96.3%	0.6%	0.0%	0.1%	98.9%	9.3%	0.0%	0.7%
C	2	8716	Santee Education Complex	1,788	98.0%	12.5%	0.0%	0.1%	5.2%	21.1%	0.0%	0.2%	0.8%	93.0%	0.2%	0.1%	0.1%	98.3%	13.1%	0.1%	1.5%
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	585	84.3%	25.0%	0.0%	0.3%	0.2%	5.1%	0.0%	0.2%	2.1%	98.5%	0.5%	0.0%	0.0%	86.5%	9.9%	0.0%	1.0%
E	5	8881	South East High	1,995	94.6%	17.4%	0.0%	0.1%	2.4%	10.7%	0.0%	0.3%	0.1%	96.4%	0.3%	0.0%	0.0%	95.1%	11.3%	0.0%	1.1%
E	5	8871	South Gate Senior High	2,179	88.6%	16.7%	0.1%	0.0%	0.4%	8.0%	0.0%	0.7%	1.2%	98.6%	0.5%	0.0%	0.0%	90.2%	11.4%	0.0%	0.7%
C	5	8714	Thomas Jefferson Senior High	709	98.0%	10.6%	0.0%	0.0%	9.0%	32.9%	0.1%	0.8%	16.4%	88.9%	0.3%	0.0%	0.3%	98.3%	14.0%	0.1%	1.6%
E	5	7664	Visual and Performing Arts at Legacy High School Complex	454	91.2%	14.1%	0.0%	0.2%	1.1%	8.6%	0.4%	0.9%	0.4%	96.9%	0.0%	0.0%	0.0%	92.3%	12.3%	0.2%	1.1%
Resident Schools Median				748	95.8%	13.6%	0.0%	0.1%	1.8%	15.1%	0.0%	0.5%	1.3%	96.4%	0.2%	0.0%	0.0%	96.8%	11.8%	0.1%	0.9%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Prepa Tec Los Angeles
 RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
SBE	SBE	SBE	Prepa Tec Los Angeles	55	0	0	79	3	3.8
Resident Schools									
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	190	30	15.8	192	38	19.8
E	5	8536	Bell Senior High	303	70	23.1	220	28	12.7
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	124	20	16.1	104	20	19.2
S	7	8721	David Starr Jordan Senior High	172	36	20.9	143	3	2.1
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	101	12	11.9	78	14	17.9
C	7	7722	Dr. Maya Angelou Community High	342	29	8.5	314	36	11.5
E	5	3548	Elizabeth Learning Center	441	151	34.2	346	60	17.3
E	5	8700	Huntington Park Senior High	294	75	25.5	228	20	8.8
E	5	8701	International Studies Learning Center at Legacy High School Complex	46	21	45.7	38	7	18.4

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LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
S	7	8650	John C. Fremont Senior High	455	86	18.9	425	54	12.7
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	71	18	25.4	48	13	27.1
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	53	9	17	45	7	15.6
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	65	14	21.5	78	12	15.4
C	5	7614	NAVA College Preparatory Academy	143	18	12.6	149	8	5.4
C	2	8716	Santee Education Complex	467	59	12.6	443	69	15.6
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	44	7	15.9	42	6	14.3
E	5	8881	South East High	289	37	12.8	231	41	17.7
E	5	8871	South Gate Senior High	317	69	21.8	241	77	32.0
C	5	8714	Thomas Jefferson Senior High	195	20	10.3	160	13	8.1
E	5	7664	Visual and Performing Arts at Legacy High School Complex	43	3	7	34	2	5.9
Resident Schools Median				181	25	16.55	154.5	17	15.5
Los Angeles Unified				143,196	32,647	22.8	123,579	19,510	15.8

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesreclass.asp>

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Prepa Tec Los Angeles

2019-20 "At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners								EL Total	EL Percent	RFEP	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent					
SBE	SBE	SBE	Prepa Tec Los Angeles	11	4.3%	4	1.6%	45	17.4%	24	9.3%	84	32.6%	174	67.4%	258
Resident Schools																
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	72	16.3%	9	2.0%	59	13.3%	18	4.1%	158	35.7%	284	64.3%	442
E	5	8536	Bell Senior High	31	2.1%	25	1.7%	94	6.4%	33	2.2%	183	12.4%	1,287	87.6%	1,470
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	66	17.2%	10	2.6%	34	8.9%	13	3.4%	123	32.0%	261	68.0%	384
S	7	8721	David Starr Jordan Senior High	44	12.1%	8	2.2%	85	23.4%	13	3.6%	150	41.3%	213	58.7%	363
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	21	5.0%	6	1.4%	43	10.3%	10	2.4%	80	19.2%	336	80.8%	416
C	7	7722	Dr. Maya Angelou Community High	169	18.5%	30	3.3%	138	15.1%	40	4.4%	377	41.2%	538	58.8%	915
E	5	3548	Elizabeth Learning Center	181	15.8%	43	3.8%	74	6.5%	46	4.0%	344	30.1%	798	69.9%	1,142
E	5	8700	Huntington Park Senior High	108	10.3%	19	1.8%	89	8.5%	20	1.9%	236	22.6%	810	77.4%	1,046
E	5	8701	International Studies Learning Center at Legacy High School Complex	3	0.6%	1	0.2%	26	5.4%	13	2.7%	43	8.9%	442	91.1%	485
S	7	8650	John C. Fremont Senior High	187	12.0%	58	3.7%	149	9.5%	50	3.2%	444	28.4%	1,119	71.6%	1,563
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	8	1.5%	7	1.3%	14	2.6%	4	0.7%	33	6.1%	507	93.9%	540

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LD	BD	Loc Code	School	English Learners								EL Total	EL Percent	RFEP	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent					
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	23	4.5%	0	0.0%	15	3.0%	5	1.0%	43	8.5%	465	91.5%	508
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	29	5.7%	5	1.0%	33	6.4%	11	2.1%	78	15.2%	435	84.8%	513
C	5	7614	NAVA College Preparatory Academy	83	14.3%	17	2.9%	49	8.4%	15	2.6%	164	28.2%	417	71.8%	581
C	2	8716	Santee Education Complex	154	10.6%	32	2.2%	139	9.5%	53	3.6%	378	25.9%	1,079	74.1%	1,457
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	4	1.2%	3	0.9%	18	5.6%	5	1.6%	30	9.3%	292	90.7%	322
E	5	8881	South East High	47	3.5%	17	1.3%	110	8.3%	40	3.0%	214	16.1%	1,118	83.9%	1,332
E	5	8871	South Gate Senior High	67	5.1%	14	1.1%	71	5.4%	23	1.8%	175	13.4%	1,132	86.6%	1,307
C	5	8714	Thomas Jefferson Senior High	125	22.8%	8	1.5%	79	14.4%	21	3.8%	233	42.4%	316	57.6%	549
E	5	7664	Visual and Performing Arts at Legacy High School Complex	16	6.3%	1	0.4%	18	7.0%	4	1.6%	39	15.2%	217	84.8%	256
Resident Schools Median				56.5	8.3%	9.5	1.6%	65	8.3%	16.5	2.6%	161	20.9%	454	79.1%	545
Los Angeles Unified				70,004	24.3%	15,980	5.5%	18,011	6.2%	15,631	5.4%	119,626	41.5%	168,945	58.5%	288,571

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/df/files/tel.asp>

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**Prepa Tec Los Angeles
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
SBE	SBE	SBE	Prepa Tec Los Angeles	340	41	12.1%	90.2%	9.8%	2	0	0	0	0	2	0	4	0	32	1	0	0
Resident Schools																					
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	648	129	19.9%	65.1%	34.9%	18	0	0	4	0	2	14	17	6	67	0	0	1
E	5	8536	Bell Senior High	2,312	236	10.2%	77.5%	22.5%	28	0	0	1	0	2	18	18	1	161	4	1	2
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	505	65	12.9%	67.7%	32.3%	19	0	0	0	0	1	1	7	0	35	2	0	0
S	7	8721	David Starr Jordan Senior High	534	132	24.7%	55.3%	44.7%	18	0	0	2	0	0	30	19	9	54	0	0	0
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	556	68	12.2%	69.1%	30.9%	3	0	0	1	0	0	14	7	2	40	0	0	1
C	7	7722	Dr. Maya Angelou Community High	1,094	151	13.8%	73.5%	26.5%	12	0	0	0	0	2	24	19	2	92	0	0	0
E	5	3548	Elizabeth Learning Center	1,708	184	10.8%	84.8%	15.2%	24	0	0	1	0	2	0	8	0	124	24	1	0
E	5	8700	Huntington Park Senior High	1,486	203	13.7%	71.9%	28.1%	36	0	0	3	0	1	14	21	3	125	0	0	0
E	5	8701	International Studies Learning Center at Legacy High School Complex	906	74	8.2%	87.8%	12.2%	9	0	0	0	0	0	0	10	0	53	2	0	0
S	7	8650	John C. Fremont Senior High	2,125	293	13.8%	71.7%	28.3%	53	0	0	4	0	7	15	35	3	174	1	1	0
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	786	65	8.3%	78.5%	21.5%	4	0	0	1	0	0	1	5	8	45	1	0	0
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	695	67	9.6%	70.1%	29.9%	13	0	0	0	0	1	5	6	1	41	0	0	0
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	666	75	11.3%	80.0%	20.0%	6	0	0	0	0	1	4	9	4	50	1	0	0
C	5	7614	NAVA College Preparatory Academy	702	63	9.0%	93.7%	6.3%	2	0	0	0	0	0	0	8	2	51	0	0	0
C	2	8716	Santee Education Complex	1,788	235	13.1%	63.0%	37.0%	49	0	0	4	0	3	25	24	6	123	1	0	0
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	585	58	9.9%	74.1%	25.9%	13	0	0	1	0	1	0	8	0	33	2	0	0
E	5	8881	South East High	1,995	225	11.3%	74.7%	25.3%	24	0	0	4	0	2	19	29	7	136	3	1	0
E	5	8871	South Gate Senior High	2,179	249	11.4%	67.9%	32.1%	52	0	0	2	0	3	19	28	3	141	0	1	0
C	5	8714	Thomas Jefferson Senior High	709	99	14.0%	81.8%	18.2%	6	0	0	0	0	0	7	11	4	70	0	0	1
E	5	7664	Visual and Performing Arts at Legacy High School Complex	454	56	12.3%	78.6%	21.4%	6	0	0	3	0	0	0	5	1	38	1	0	2
Resident Schools Median				748	114	11.8%	73.8%	26.2%	15.5	0	0	1	0	1	10.5	10.5	2.5	60.5	1	0	0
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

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2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

English Language Arts/Literacy

LD	BD	Loc Code	School	Subgroup	2017-18		2018-19		School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	94	24.47%	--
Resident Schools									
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	132	19.70%	161	22.98%	3.28%
E	5	8536	Bell Senior High	All Students	561	56.15%	495	54.95%	-1.20%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	107	40.19%	92	43.47%	3.28%
S	7	8721	David Starr Jordan Senior High	All Students	77	44.16%	85	51.76%	7.60%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	104	47.12%	91	32.96%	-14.16%
C	7	7722	Dr. Maya Angelou Community High	All Students	135	38.52%	226	23.89%	-14.63%
E	5	3548	Elizabeth Learning Center	All Students	812	29.19%	794	36.14%	6.95%
E	5	8700	Huntington Park Senior High	All Students	299	48.49%	296	51.36%	2.87%
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	498	51.81%	505	49.11%	-2.70%
S	7	8650	John C. Fremont Senior High	All Students	326	38.65%	438	34.70%	-3.95%
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	68.09%	155	74.19%	6.10%
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	147	65.31%	174	63.80%	-1.51%
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	115	67.83%	154	54.54%	-13.29%
C	5	7614	NAVA College Preparatory Academy	All Students	138	53.62%	111	37.84%	-15.78%
C	2	8716	Santee Education Complex	All Students	367	68.12%	401	60.35%	-7.77%
Resident Schools Median				All Students	141	48.49%	174	49.11%	0.62%
Los Angeles Unified				All Students	225,279	42.31%	248,161	44.11%	1.80%

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Mathematics									
LD	BD	Loc Code	School		2017-18		2018-19		Change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	92	3.26%	--
Resident Schools									
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	135	4.44%	161	5.59%	1.15%
E	5	8536	Bell Senior High	All Students	558	29.39%	492	32.73%	3.34%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	109	11.01%	93	10.76%	-0.25%
S	7	8721	David Starr Jordan Senior High	All Students	77	9.09%	85	9.41%	0.32%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	102	25.49%	93	26.89%	1.40%
C	7	7722	Dr. Maya Angelou Community High	All Students	135	8.15%	220	1.82%	-6.33%
E	5	3548	Elizabeth Learning Center	All Students	816	15.32%	800	19.88%	4.56%
E	5	8700	Huntington Park Senior High	All Students	298	11.41%	290	17.93%	6.52%
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	498	28.71%	506	28.06%	-0.65%
S	7	8650	John C. Fremont Senior High	All Students	324	11.73%	430	13.95%	2.22%
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	29.79%	156	35.26%	5.47%
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	147	29.25%	174	38.51%	9.26%
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	115	21.74%	152	15.14%	-6.60%
C	5	7614	NAVA College Preparatory Academy	All Students	136	3.68%	110	14.55%	10.87%
C	2	8716	Santee Education Complex	All Students	365	18.63%	400	20.25%	1.62%
Resident Schools Median				All Students	141	15.32%	174	17.93%	2.61%
Los Angeles Unified				All Students	256,285	31.62%	249,763	33.47%	1.85%

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

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AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

KEY	
Color	CA Dashboard Indicator rating. For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	No Performance Color when student groups are not numerically significant.
--	0
Missing Data	CALPADS error; Test Irregularities; or No CDE data
N/A	Not Applicable (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "HIGH PERFORMING" (HP) or "LOW PERFORMING" (LP)

HP1a [LP1a] - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Prepa Tec Los Angeles High				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	N/A	N/A	NPC	N/A
2019	NPC	NPC	NPC	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.
2. If "NO" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - Did the charter school receive the *two highest [LP1b – two lowest]* performance levels schoolwide on *all* state indicators included on the California Dashboard (all *blue* and/or *green*) [*LP1b – all red and/or orange*] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Prepa Tec Los Angeles High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	N/A	N/A	NPC	N/A	N/A	N/A	1
2019	NPC	NPC	NPC	N/A	N/A	N/A	5

1. If "YES" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2. If "YES" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

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However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
 - 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school;
OR
 - b. Strong postsecondary outcomes equal to similar peers.
 3. If **"NO"** - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.
- * **HP1b** -
- * **LP1b** -

HP2a [LP2a] - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	0	
ELA 2019	0	
Math 2018	0	
Math 2019	0	
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	0	
College/Career 2019	0	

1. If **"YES"** – proceed to **HP2b [LP2b]** below.
2. If **"No"** – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

*

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HP2b [LP2b] - Did the charter school receive performance levels schoolwide (all students) that are the *same or higher* [LP2b – *same or lower*] than the state average *for all four* measurements of academic performance? **YES – NO**

Indicator	Prepa Tec Los Angeles High		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	N/A	--	2	-6.0	N/A
ELA 2019	NPC	-65.7	4	-2.5	Lower
Math 2018	N/A	--	2	-36.4	N/A
Math 2019	NPC	-169.8	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	NPC	42.9%	3	48.3%	Lower
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

1. If **“YES”** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2. If **“YES”** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3. If **“No”** – If all of the performance levels schoolwide are the “Same” or a combination of **“Higher”** and **“Lower”** proceed to the “Middle Performing” analysis.

HP2b -

LP2b -

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	2	-6.0		93	NPC	-65.7	4	-2.5	
English Learner	--	--	--	3	-47.1		31	NPC	-126.4	3	-45.1	
Foster Youth	--	--	--	1	-79.2		1	NPC	--	2	-71.9	
Homeless	--	--	--	3	-51.0		--	--	--	3	-46.7	
Socioeconomically Disadvantaged	--	--	--	3	-34.7		85	NPC	-71.3	3	-30.1	
Students with Disabilities	--	--	--	1	-95.5		12	NPC	-149.7	2	-88.1	
African American	--	--	--	2	-51.8		--	--	--	3	-47.6	

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ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	2	-36.8		--	--	--	2	-34.1	
Asian	--	--	--	5	62.4		--	--	--	5	64.8	
Filipino	--	--	--	4	44.0		--	--	--	5	46.7	
Latino	--	--	--	3	-31.3		92	NPC	-65.4	3	-26.6	
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	--	--	--	4	27.7		--	--	--	4	30.7	
Two or More Races	--	--	--	4	28.6		--	--	--	4	30.3	

MATH												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	2	-36.4		91	NPC	-169.8	2	-33.5	
English Learner	--	--	--	2	-69.9		29	NPC	-220.8	2	-68.6	
Foster Youth	--	--	--	1	-114.0		1	NPC	--	2	-107.2	
Homeless	--	--	--	2	-81.0		--	--	--	2	-77.7	
Socioeconomically Disadvantaged	--	--	--	2	-67.4		83	NPC	-175.6	3	-63.7	
Students with Disabilities	--	--	--	1	-125.3		11	NPC	-257.2	2	-119.4	
African American	--	--	--	2	-91.5		--	--	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	--	--	--	5	56.7		--	--	--	5	59.8	
Filipino	--	--	--	4	13.1		--	--	--	4	18.0	
Latino	--	--	--	2	-65.8		90	NPC	-170.2	3	-62.2	
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	--	--	--	3	-1.0		--	--	--	4	1.4	
Two or More Races	--	--	--	4	1.9		--	--	--	4	2.5	

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EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	--	N/A	N/A	NPC	N/A		63	2	42.9%	3	48.3%	Lower

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	3	42.2%		--	--	--	3	44.1%	
English Learner	--	--	--	2	14.5%		--	--	--	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	--	--	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	--	--	--	2	33.7%		--	--	--	4	35.8%	
Students with Disabilities	--	--	--	1	9.2%		--	--	--	2	10.8%	
African American	--	--	--	2	21.2%		--	--	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		--	--	--	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	--	--	--	4	62.7%		--	--	--	4	64.5%	
Latino	--	--	--	2	33.8%		--	--	--	4	36.1%	
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		--	--	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>



ATTACHMENT C

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
PREPA TEC LOS ANGELES HIGH
BOARD OF EDUCATION REPORT 170 – 20/21
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Prepa Tec Los Angeles High, beginning July 1, 2021 until June 30, 2026 to serve 480 students in grades 9-12 in each year of its charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Prepa Tec Los Angeles High for five (5) years beginning July 1, 2021 until June 30, 2026.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

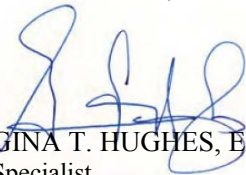
V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.


VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:


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Specialist
Charter Schools Division

APPROVED BY:


KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

ATTACHMENT D



CHARTER PETITION RENEWAL RESPONSES

**Xavier Reyes, Chief Executive Officer
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(323) 800-2743**

**Responses to Data
Submitted to the Los Angeles Unified School District,
Charter Schools Division, 20th Floor
3333 S. Beaudry Ave., Los Angeles, CA 90017**

**October 7, 2020
for
Renewal Term July 1, 2021-June 30, 2026**

by



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Establishing "Verified" Data

CSD Prompt #1

Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

PTLAH Response

NWEA MAP Alignment to Common Core

The Measures of Academic Progress (MAP) assessments developed and published by the Northwest Evaluation Association (NWEA) are used at Prepa Tec Los Angeles High School for the purposes of identifying areas of success and areas needing improvement within English Language Arts and Mathematics in grades 9-11. The test is given three times per year: Fall, Winter, Spring, at the intervals recommended by the publisher's window for each testing period. Fall testing generally takes place after 7 weeks of instruction, Winter administration is after eighteen weeks of instruction and finally, the Spring assessment is after 28 weeks of instruction. The periods in between the administration of the assessments is valuable time to recover unfinished learning as indicated by the results of the MAP testing.

When choosing an assessment to use to identify areas needing particular attention, PTLAHS identified four key design factors to consider. The first factor is if the assessment design of the content reflected the various levels of skills and depth of knowledge which is required of California Common Core. Further, another key element which needed to be available in the benchmarking assessment was the agility of the assessment, from the student's perspective, to respond similarly to the Smarter Balanced Assessment used in the California Assessment of Student Performance and Progress (CAASPP). Then the benchmarking test needed to have alignment to and predictability of a student's future performance on the CAASPP. Lastly, the assessment's database needed to provide educators with a reasonably user friendly process to identify key unfinished learnings in order for the teachers in the classroom to make informed decisions regarding closing student's learning gaps.

As California schools closed in March of 2020 due to the COVID-19 virus pandemic, no one could have ever anticipated there would not be a state recognized, valid, and verified assessment for the junior class. As had been the practice of Prepa Tec Los Angeles High School, the MAP growth test was administered to all students in grades 9-12 in the Fall and Winter of the 2019-2020 school year. The school was not able to deliver the Spring assessment due to the shift to Distance Learning.

Because there is a lack of State valid and verified achievement data on which to base the full scope of learning that has occurred within the charter's first term, Prepa Tec Los Angeles High School submits for consideration an analysis of the valid, unverified data collected from the MAP growth assessments in English Language Arts and Mathematics.

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The argument the NWEA's MAP growth assessment data should be considered valid consists of the following factors:

- It is a nationally norm referenced test
- Its design is computer adaptive much like the CAASPP assessments
- There is a linear achievement scale which spans grade levels (RIT)
- It has a predictable measure aligning to a student's performance on the CAASPP

Nationally Normed Referenced Test

In 2015, the Glossary of Education Reform defines a norm referenced test as standardized assessments in which student scores can be compared and ranked to an average student, typically in the same age group or grade, who has already taken the test (Retrieved on August 29, 2020). In NWEA's 2020 MAP Growth Normative Data overview, the company indicates that randomized samples of assessments were sampled from between 3.6 million and 5.5 million test scores representing, "500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states." These scores then went through the appropriate processes which were aligned to the same methodology used for the 2015 norming. The goal was to ensure the norms accurately represent the K-12 student population in the United States

Computer Adaptive Testing (CAT) and Rasch Unit (RIT)

According to NWEA, because the MAP assessments are computer adaptive, the Rasch Unit (RIT) scores were developed for each subject matter test and are on a scale of 100 to 350. Similar to the CAASPP, developed by the Smarter Balanced Assessment Consortium (SBAC), this scale is cumulative over the student's educational journey

Predictor of Student Performance on CAASPP

NWEA published its initial correlation of RIT cut scores to the CAASPP in English Language Arts and Mathematics in May 2015. These cut scores for grades 2-11 were associated with the first published performance levels of the SBAC tests in the same two subjects. When these first correlations were made, they used the best data at the time (there was not a norm referenced linking study, nor was there enough information gathered from the SBAC) to establish a predictive tool for future student performance based on RIT scores in all three seasons of testing: Fall, Winter, Spring.

In late 2015, NWEA published their linking study which took the norm referenced cut scores of 2015 and correlated them to Grades 3-8 SBAC performance levels. An analysis by Johns Hopkins School of Education in 2016 indicates that the correlation coefficient of the NWEA MAP Growth assessments to the SBAC was between 0.80 - 0.89, where it is generally accepted that a result of 0.70 is highly correlated. Further, the analysis determined that the MAP Growth assessments yielded an 84% and 88% predictability on the English Language Arts and mathematics SBAC assessments, respectively.

In 2017, the Harvard University Center for Education Policy Research published the SDP Fellowship Capstone Report which included results from the winter NWEA Map Growth assessments for the West Linn-Wilsonville School District the correlation coefficient

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ranged from 0.65 to 0.74 indicating a high moderate to strong correlation. Later in the analysis, Yiu, et al (2017), tie the areas of greatest need within the goal areas of the NWEA MAP Growth assessments align to the SBAC claims and targets. Instructional decisions can be made based upon the analysis of the relationship between the goals and claims and targets.

In July 2020, using similar structures as it did in 2015, NWEA updated norm cut-off RIT scores to identify percentile ranks for each of the three administrations of the MAP Growth assessments. Further, NWEA has published updated correlation charts which now include college and career readiness (CCR) associated with the SAT and ACT. With this information, it is likely if a student reaches a RIT score correlated to the "proficiency" status of the SAT and ACT in 10th grade, they will also have "met standard" on the CAASPP in their junior year.

The preceding information was assembled in order to show NWEA is a valid source of data to use when looking at student performance and progress. As students grow, they are coming closer to meeting standards. We now have an effective tool to use when planning for instruction and targeting the specific needs of each student as they progress through Prepa Tec Los Angeles High School.

CSD Prompt #2

Describe how the data submitted shows one year's progress as growth in achievement in ELA and Math from one academic year to the next.

PTLAH Response

The comparative report used to determine growth of student achievement in NWEA is called the Student Growth Report. These data compare the tested school with how similar students performed who were included in NWEA's 2020 Norm Study. According to NWEA, the study was completed for the Fall of 2015 to the Spring of 2018. These comparisons of year to year growth can be made from Fall administration to Fall administration or Winter to Winter, thus showing a group's growth over one year. The enrolled term associated with the report indicates the student's grade level. For example in looking at a report with an enrolled term of 2019-2020 and a comparison of Fall 2019 to Fall 2018, the growth represents one year of data for each grade level.

CSD Prompt #3

Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter term.

PTLAH Response

School Norms Section

The Map Growth Student Growth Report School Norms section ranks grade-level growth among the growth observed across all matching schools within the NWEA norms study. The components of this section include Projected Growth, School Conditional Growth Index and School Conditional Growth Percentile.

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Projected Growth

The Projected Growth is based upon two factors including the number of instructional weeks prior to the administration of the testing and the mean RIT score of the tested group and the 2020 Norms research.

School Conditional Growth Index

This indicators levels the playing field for groups within grade levels. This measure ranks growth our students made compared to similar groups based on the 2020 Norms research. A value of "0" in this indicator means that tested students mean performance met exactly the projected expected growth.

School Conditional Growth Percentile

This indicator translates the School Conditional Growth index into a percentile. An index of "0" is the 50th percentile.

Student Norms Section

The Map Growth Student Growth Report Student Norms section shows how many students collectively met or exceeded their individual growth projections. This indicator is intended for evaluating the growth within each grade, but not for comparing grades. There are four sections in this comparison: Count with Projection, Count Met Projection, Percent Met Projection, and Student Median Conditional Growth Percentile.

Count Met Projection

This indicates the number of students with valid projection scores.

Count and Percent Met Projection

This indicates the number and percent of students who met the projection

Student Median Conditional Growth Percentile

Percentile that falls in the middle of all the Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms. The student norms percentile is often larger than the school norms percentile, because individual students' growth rates are typically larger than a grade can grow as a whole.

CSD Prompt #4

Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition, if applicable.

PTLAH Response

Post Secondary Outcomes

Prepa Tec Los Angeles High School's first graduating class was in 2020, there are no indicators available for post secondary outcomes. The school is subscribing to the National Clearinghouse Database and will track the results moving forward. It is evident by college acceptance letters and students successfully completing college courses while attending PTLAH.

Student Performance Data

I. English Language Arts

The NWEA Data for the following school years supports that students are learning and that there is consistent growth toward the norm. The learning gap is closing for PTLAH students.

Table 1: NWEA ELA 4 Year Comparison

NWEA ELA - 4 year Comparison	Group	2016-2017	2019-2020	Growth +/-
	ALL STUDENTS	210.7	216.9	6.2
	Economically Disadvantaged	212.5	214.9	2.4
	Students with Disabilities	199.0	197.4	-1.6
	ELL	189.5	205.8	15.3

Local NWEA Results August 2020

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Table 2: English Language Arts-Reading Fall NWEA Data

NWEA Reading Overall										
Fall	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020	Student results data to be generated this school year									
2019	3	90	0	17	1	6	6	98		
2018	0	20	5	94	ND	ND				
2017	3	46	ND	ND						
2016	3	39								

Table 3: English Language Arts-Reading Winter NWEA Data

NWEA Reading Overall										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021	Student results data to be generated this school year									
2020	2	80	4	70	3	26	-1	1		
2019	2	31	-1	1	ND	ND				
2018	7	99	ND	ND						
2017	0	1								

PTLAH NWEA Data 2020

The NWEA data for English Language Arts (ELA)-Reading comparing the Fall and Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Fall:** For Class of 2020 RIT Growth 3, National Percentile Rank 90. Class of 2021 RIT Growth 0, National Percentile Rank 17. Class of 2022 RIT Growth 1, National Percentile Rank 6. Class of 2023 RIT Growth 6, National Percentile Rank 98. **Winter:** Class of 2020 RIT Growth 2, National Percentile Rank 80. Class of 2021 RIT Growth 4, National Percentile Rank 70. Class of 2022 RIT Growth 3, National Percentile Rank 26. Class of 2023 RIT Growth -1, National Percentile Rank 1. For School Year 2018-2019 **Fall:** Class of 2020 RIT Growth 0, National Percentile Rank 20. Class of 2021 RIT Growth 5, National Percentile Rank 94. **Winter:** Class of 2020 RIT Growth 2, National Percentile Rank 31. For School Year 2017-2018: **Fall:** Class of 2020 RIT Growth 3, National Percentile Rank 46. **Winter:** Class of 2020 RIT Growth 7, National Percentile Rank 99. For School Year 2016-2017: **Fall:** Class of 2020 RIT Growth 3, National Percentile Rank 39. **Winter:** Class of 2020 RIT Growth 0, National Percentile Rank 1.

The classes of 2020, 2021, and 2023 have shown the ability to perform at levels in the high 90's percentile ranking when compared to students like them nationally. This indicates that our students can reach designated targets over time.

By outpacing national norms for RIT growth in English Language Arts-Reading, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis

In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores. Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. Notwithstanding, the percentile of performance, the groups of All Students, Hispanic, and ELL increased their RIT score above those in the 2020 normed 50th percentile. Overall, the data reflects that students are moving at or better than the norm. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

Furthermore, the Economically Disadvantaged grew, although not at the rate of the aforementioned groups. With dedicated intervention and support, they continue to increase their progress. The Special Education group declined in performance. Consideration should be made within the IEPs for the use of designated supports while testing. It is important to remember that MAP NWEA is just one way to measure the abilities of students. Many students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA. Thus considering the tests results that may not reflect their full capabilities and/or abilities. Hence, Prepa Tec Los Angeles High School uses portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests.

Goals for English Language Arts

The following charts provide the baseline data and annual goals for the next five years which will be adjusted depending on each year's outcomes. The charts are based on grade and include the significant sub groups, baseline RIT Score, and 5 consecutive years that demonstrate an increase in scores to reach the five year goal in the monitored area such as reading.

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Table 4: 9th Grade Baseline Reading Data and 5 Year Goals

9th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline RIT	21-22	22-23	23-24	24-25	25-26
Reading	All Students	208.2	212	215	218	220	222
	ELLs	195.7	201	207	212	217	222
	Students with Disabilities	202.8	207	212	216	219	222
	Economically Disadvantaged	206.5	211	215	218	220	222

Table 5: 10th Grade Baseline Reading Data and 5 Year Goals

10th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Reading	All Students	211.9	214	217	220	222	225
	ELLs	193.0	199	205	211	218	225
	Students with Disabilities	198.6	204	210	215	220	225
	Economically Disadvantaged	212.7	215	218	221	223	225

Table 6: 11th Grade Baseline Reading Data and 5 Year Goals

11th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26

Reading	All Students	214.0	216	218	220	223	225
	ELs	203.8	208	213	217	221	225
	Students with Disabilities	208.0	212	216	219	222	225
	Economically Disadvantaged	214.0	216	218	220	223	225

The academic growth for students in reading is based upon our internal assessment, the MAP growth from NWEA. With the correlation study to the SBAC discussed in the petition, the strategy for the school is to ensure that all students reach the RIT score of 225 in reading by the Spring Assessment of students' junior year.

Subgroup Analysis

Table 7: English Learners NWEA-Reading

English Learners NWEA- Reading										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021	Student results data to be generated this school year 2020-2021									
2020	3	89	10	99	ND	ND	-3	1		
2019	6	89	3	12	ND	ND				
2018	10	99	ND	ND						
2017	ND	ND								

PTLAH NWEA Database 2020

The NWEA data for English Learners English Language Arts (ELA)-Reading Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Winter**: Class of 2020 RIT Growth 3, National Percentile Rank 89. Class of 2021 RIT Growth 10, National Percentile Rank 99. Class of 2022 No Score. Class of 2023 RIT Growth -3, National Percentile Rank 1. For School Year 2018-2019 **Winter**: Class of 2020 RIT Growth 10, National Percentile Rank 99.

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Table 8: Low Socio-Economically Disadvantaged NWEA-Reading

Low Socio-Economically Disadvantaged NWEA-Reading										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021	Student results data to be generated this school year									
2020	4	89	4	71	5	75	-1	1		
2019	2	36	-1	1	ND	ND				
2018	6	95	ND	ND						
2017	0	1								

PTLAH NWEA Database 2020

The NWEA data for Low Socio-Economically Disadvantaged English Language Arts (ELA)-Reading Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Winter**: Class of 2020 RIT Growth 4, National Percentile Rank 69. Class of 2021 RIT Growth 4, National Percentile Rank 71. Class of 2022 RIT Growth 5, National Percentile Rank 75. Class of 2023 RIT Growth -1, National Percentile Rank 1. For School Year 2018-2019 **Winter**: Class of 2020 RIT Growth 6, National Percentile Rank 95. For School Year 2016-2017 Class of 2020 RIT Growth 0, National Percentile Rank 1.

Table 9: Special Education NWEA-Reading

Special Education NWEA-Reading										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021	Student results data to be generated this school year									
2020	ND	ND	7	96	ND	ND	ND	ND		
2019	ND	ND	-1	1	ND	ND				
2018	11	99	ND	ND						
2017	ND	ND								

PTLAH NWEA Database 2020

The NWEA data for Special Education English Language Arts (ELA)-Reading Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020 due to the "Pandemic". Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Winter**: Class of 2021 RIT Growth 7, National Percentile Rank 96. . Class of 2022 No Scores Class of 2023 No Scores. For School Year 2018-2019 **Winter**: Class of 2020 No Scores. For School Year 2016-2017 Class of 2021 RIT Growth -1, National Percentile Rank 1.

Leveraged Resources

Among the resources available to increase student academic achievement in Reading. Some of the strategies are from Creative Commons Attribution 4.0 International License.

- Teachers build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of reading comprehension.
- Reading comprehension development activities build opportunities to engage with grade-level texts.
- With the use of NewsELA, materials gradually advance the level of reading practices, analytical skills, and conceptual understanding of content
- Teachers provide scaffolding and create tasks that lead students to build an increased understanding of complex grade-level text over time.
- Teachers engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time.
- Materials reflect an asset based model of teaching and learning, and provide guidance for creating instructional opportunities that reflect that perspective.
- Teacher training to provide guidance for instructional practices that promote student agency and learner autonomy.
- Teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understanding.
- Scaffolding vocabulary to build academic language prior to reading the text.
- Vertical Articulation was established and is continuing where teachers meet by content to ensure skills and content is addressed in sequential order via backwards planning curriculum alignment
- Professional Development for both teachers and administrators in data analysis to make data-driven decisions.
- Common conference period was established to allow English teacher collaboration and data driven instructional planning
- Instituted Professional Learning Communities, where grade levels: Establishment of the use of ManageBac, an information management systems where teachers create their units and are required to address the needs of Students with Disabilities, English Language Learners and other identified subgroups.
- Professional Development in both International Baccalaureate and CA Common Core Standards, emphasizing on IB being the "how" the CA Common Core Standards are the "what" is being taught enhanced with Learner Profile attributes and Approaches To Learning (ATL) skills.
- Professional Development on both scaffolding and differentiation for students to be taught grade level standards and at the same time reinforcing what has been learned.
- Students who are English Learners are provided with specialized instruction that supports their development of proficiency in the four domains of language: speaking, reading, listening, and writing.
- An inclusivity policy was developed by all staff and stakeholders to be inclusive of all learners.

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Instructional Strategies to Address Gaps

During the 3rd year in session, PTLAH embarked upon aligning the instructional program with the IB Programme that more specifically addresses both the MYP and DP.

This process also involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.

During the 2019-20 school year, the results on the SBAC for Cohort 1 students who graduated again triggered a review of current practices and approaches that resulted in programmatic and instructional changes. Although data indicates that students were working toward the norm, there was a significant gap in testing results. The following systemic changes have been implemented:

- Checking for understanding of the reading comprehension
- Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners.
- Allowance of time for students to process and demonstrate understanding
- Inquire different levels of depth of knowledge questions
- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Continuation of learning through homework and practice
- Cooperative/collaborative learning
- Setting objectives and providing feedback
- Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class.
- Currently teachers are providing targeted interventions after school
- Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation.
- Facilitate Data driven instruction.
- Opportunities for peer review and collaboration among teachers, administrators and staff.
- Teachers work on interdisciplinary units of study.
- Professional development is focused on increasing student academic achievement.

This year, students were identified for targeted support based on the Winter NWEA results. At present, PTLAH staff is in the process of administering the NWEA. Below we have set goals for targeted support. After the fall 2020 NWEA results are in, the staff will disaggregate the data in order to identify student growth needs and work with the students to establish individualized goals; as well as, arrange groups of students to work with based on identified needs.

PTLAH promotes and emphasizes that regardless of where the student's academic achievement level is, each student will be supported to become proficient in their learning. Specifically, in addressing Mathematics and English Language Arts, the subgroups to be focused on are English Learners, Students with Disabilities, Hispanics and Economically Disadvantaged.

II. Mathematics

Academic performance of PTLAH students in Mathematics who met or exceeded the standard on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show a group of students at PTLAH far behind comparable LAUSD and State students, as shown in Table below. Further, the results for this first SBAC, 2018-2019, show in the area of Mathematics for All Students scoring 3.26% Above Standard, as compared to the State at 32.24% and LAUSD at 31.86%, respectively.

Table 10: NWEA Mathematics 4 Year Comparison

	Group	2016-2017	2019-2020	Growth +/-
NWEA Mathematics - 4 year Comparison	ALL STUDENTS	215.2	219.6	4.2
	Economically Disadvantaged	216.8	220	3.2
	Students with Disabilities	213.0	206.8	-6.2
	ELL	195.6	209.8	14.2

Cde.ca.gov Dataquest 2020

Table 11: Mathematics NWEA Fall Data

Overall Math NWEA										
Fall	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020										
2019	-2	12	0	11	2	41	4	81		
2018	3	77	7	99	ND	ND				
2017	2	21	ND	ND						
2016	0	3								

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Table 12: Mathematics NWEA Winter Data

Overall Math NWEA										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021										
2020	0	29	3	74	3	78	2	19		
2019	2	52	2	30	ND	ND				
2018	5	98	ND	ND						
2017	1	4								

PTLAH NWEA Data 2020

The NWEA data for Mathematics comparing the Fall and Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the **School Year 2019-2020** results for the RIT Growth and PTLAH's National Percentile Ranks are as follows: **Fall-For** Class of 2020 RIT Growth -2, National Percentile Rank 12. Class of 2021 RIT Growth 0, National Percentile Rank 11. Class of 2022 RIT Growth 2, National Percentile Rank 41. Class of 2023 RIT Growth 4, National Percentile Rank 81. **Winter** Class of 2020 RIT Growth 0, National Percentile Rank 20 Class of 2021 RIT Growth 3, National Percentile Rank 74. Class of 2022 RIT Growth 3, National Percentile Rank 78. Class of 2023 RIT Growth 2, National Percentile Rank 19. For **School Year 2018-2019 Fall**: Class of 2020 RIT Growth 3, National Percentile Rank 77. Class of 2021 RIT Growth 0, National Percentile Rank 11. Class of 2022 RIT Growth 2, National Percentile Rank 41. Class of 2023 RIT Growth 4, National Percentile Rank 81. **Winter**: Class of 2020 RIT Growth 2, National Percentile Rank 52. Class of 2021 RIT Growth 2, National Percentile Rank 30. For **School Year 2017-2018 Fall**: Class of 2020 RIT Growth 2, National Percentile Rank 21. **Winter**: Class of 2020 RIT Growth 5, National Percentile Rank 98. For **School Year 2016-2017 Fall**: Class of 2020 RIT Growth 0, National Percentile Rank 3. **Winter**: Class of 2020 RIT Growth 1, National Percentile Rank 4.

Each class going through PTLAH has shown the ability to outperform the norm in one testing season or another. This shows that under the right conditions our students can and do perform in this manner. Some classes have shown to compare to their peers in the 95th percentile or above while others have shown in the 74th percentile and the 78th percentile. Overall, growth is happening within each class.

By outpacing national norms for RIT growth in Mathematics, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis

In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores. Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade.

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Notwithstanding, the percentile of performance, the groups of All Students, ELL increased their RIT score above those in the 2020 normed 50th percentile. Overall, the data reflects that students are moving at or better than the norm, with the exception of the school year 2019-2020. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

With dedicated intervention and support, all students will increase their progress. Although the Special Education group declined in performance, considerations should be made within the IEPs for the use of designated supports while testing. It is important to remember that MAP NWEA is just one way to measure the abilities of students. Many students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA. Thus considering the tests results that may not reflect their full capabilities and/or abilities. Hence why at Prepa Tec Los Angeles High School, we use portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests.

Goals for Mathematics

The following charts provide the baseline data and annual goals for the next five years which will be adjusted depending on each year's outcomes. The charts are based on grade and include the significant sub groups, baseline RIT Score, and 5 consecutive years that demonstrate an increase in scores to reach the five year goal in the monitored area such as reading.

The analysis of the data concludes PTLAH underperformed LAUSD and the State in all groups identified for analysis.

Mathematics Grade Level Goals

The academic growth for students in mathematics is based upon our internal assessment, the MAP growth from NWEA. With the correlation study to the SBAC discussed in the petition, the strategy for the school is to ensure that all students reach the RIT score of 242 in mathematics by the Spring Assessment of students' junior year.

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Mathematics Subgroup Analysis

Table 13: Mathematics English Learners Winter NWEA Data

English Learners NWEA Math											
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024		
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	
2021											
2020	1	12	4	93	6	99	5	71			
2019	7	99	2	47	ND	ND					
2018	7	99	ND	ND							
2017	ND	ND									

Local NWEA Data

Overall, students in class 2020 have shown that in 2018, they were in the 99th percentile nationally ranked. In 2018, the students demonstrated they had a 99th percentile nationally ranked. In 2020, the students were in the 12th percentile nationally ranked. The class of 2021 demonstrated to move up from 47th percentile in 2019 to 93rd percentile in 2020. The class of 2022 was in the 99th percentile in the year 2020.

Table 14: Mathematics Low Socio-Economically Disadvantaged NWEA Winter Data

Low Socio-Economically Disadvantaged NWEA Math											
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024		
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	
2021											
2020	1	50	3	76	1	17	5	71			
2019	1	23	1	26	ND	ND					
2018	5	96	ND	ND							
2017	3	26									

Local NWEA Data

The low socio-economically disadvantaged subgroup, class of 2020, were in the 26th percentile. However, they grew to the 96th percentile in 2018. In 2019, they were in the 23rd percentile and grew again to the 50th percentile in 2020. The class of 2021 was in the 26th percentile in 2019 and grew to the 76th percentile in 2020.

Table 15: Mathematics Special Education NWEA Winter Data

Special Education NWEA-Math										
2020 - 2021										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	ND	ND	-1	2	ND	ND	ND	ND		
2019	ND	ND	2	53	ND	ND				
2018	5	97	ND	ND						
2017	ND	ND								

Local NWEA Data

The students with disabilities, class of 2020, performed in the 97th percentile in 2018. The class of 2021, they performed in the 53rd percentile in 2019. Then, in 2020, they performed in the 2nd percentile.

Leveraged Resources

Among the resources available to increase student academic achievement in Mathematics. Some of the resources were attained by edutopia.com.

- Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in mathematics.
- Through professional development of International Baccalaureate - Middle Years Programme and Diploma Programme, teachers participate in professional development to create Inquiry based teaching and learning that encourages questioning and makes space for curiosity while students are learning mathematics.
- Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas.
- Teachers provide their students with authentic problems that increase students' drive to engage with mathematics because we understand applying math to real-world problems helps increase both student interest and understanding.
- Through the use of IB Learner Profile attributes, teachers share positive attitudes about math.
- Teachers explicitly teach students the IB Approaches to Learning Skills that enable them to tackle math with confidence.

Instructional Strategies

To facilitate mathematical instructional strategies, the process involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.

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- Checking for understanding of the mathematical reasoning and numerical expressions, (numeracy).
- Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners.
- Allowance of time for students to process and demonstrate understanding
- Inquire different levels of depth of knowledge questions
- Identifying real life situations
- Demonstrating knowledge by writing how the students arrived at the answers.
- Reinforcing effort and providing recognition
- Continuation of learning through homework and practice
- Cooperative/collaborative learning
- Setting objectives and providing specific feedback
- Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class.
- Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation.
- Facilitate Data driven instruction.
- Opportunities for peer review and collaboration among teachers, administrators and staff.
- Teachers work on interdisciplinary units of study.
- Professional development is focused on increasing student academic achievement.

Table 16: 9th Grade Mathematics Baseline Data and 5 Year Goals

9th Grade Baseline Data and 5 Year Goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Math	All Students	215.0	219	223	224	231	236
	ELLs	203.8	210	2147	224	230	236
	Students with Disabilities	213.1	218	223	228	232	236
	Economically Disadvantaged	216.5	220	224	228	232	236

PTLAH's 9th Grader Goals, for *Mathematics* is 236 and above over the course of five years in order to ensure that all our students are able to attain "Met or Exceed Standard" on the SBAC as 11th graders.

Table 17: 10th Grade Mathematics Baseline Data and 5 Year Goals

10th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Math	All Students	214.7	219	224	229	234	239
	ELLs	203.7	211	219	225	232	239
	Students with Disabilities	206.0	213	220	227	233	239
	Economically Disadvantaged	215.2	220	225	230	235	239

PTLAH's 10th Grader Goals, for Mathematics is 239 and above; over the course of five years in order to ensure that all our students are able to attain "Met or Exceed Standard" on the SBAC as 11th graders.

Table 18: 11th Grade Mathematics Baseline Data and 5 Year Goals

11th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Math	All Students	220.4	225	230	234	238	242
	ELLs	212.4	218	224	230	236	242
	Students with Disabilities	207.9	214	221	228	235	242
	Economically Disadvantaged	222.9	227	232	235	239	242

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Among PTLAH's 11th Grader Goals, for *Mathematics* the goal is 242 and above; over the course of five years in order to ensure that all our students are able to attain "Met or Exceed Standard" on the SBAC as 11th graders

Results for All Grades:

PTLAH's students will continue to be supported by the efforts described above and given the fact that over 90% of both teachers and administration have remained on staff and are committed to increasing student academic achievement by meeting the needs of the students and intervening early based on data analyses and interventions. The school's initiatives implemented by teachers as a result of following the International Baccalaureate approaches to teaching and learning, including the use of format and terminology such as "Claims" and use of required language and critical thinking results in order to score at "Proficiency" level on the SBAC, SAT and ACT. In addition, it better prepares our students to successfully complete the requirements for the IB Diploma Programme.

SMART Goal # 1

CAASPP – LEA % Standard Met and Standard Exceed for ELA and Mathematics

LCFF, Priority #1 and 2, Outcome # 1, #2, #4:

Outcome #1: 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

Metric/Method for Measuring: Verification of credential/certification using the Commission on Teacher Credentialing, and PTLAH's Master Schedule.

Curriculum is an important component in the effective implementation of CCSS. PTLAH will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, supporting NEXT Generation Science Standards program, and accompanying digital curricula, platforms, and e-texts.
- Supported by the International Baccalaureate programme, and protocols.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving PTLAH's unduplicated students and students with special needs. As part of our whole child approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter

III. English Learner Progress Indicator

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency,

at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate "Change". Because only two years of ELPAC data are currently available, only "Status" will be reported for the 2019 Dashboard.

State "Verified" Data Results for English Learners

With 63 students identified as English learners in 2019 at PTLAH, 42.9% are making progress towards English language proficiency. This anomaly results in a Low performance level as shown in Table below.

Table 19: ELPAC Results

English Language Acquisition Status

ELPI Level	Prepa Tec	State	LAUSD
Progressed at Least One ELPI Level	38.00%	42.90%	42.10%
Maintained ELPI Level 4	4.70%	5.30%	2.90%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.30%	31.50%	35.40%
Decreased at Least One ELPI Level	23.80%	20.10%	19.40%

cde.ca.gov Dataquest August 2020

During the 2018-2019 school year, students' ELD curriculum was delivered in an embedded model within the student's ELA class. This was identified as a root cause to why the performance of ELs were what they were. Beginning in the 2019-2020 school year, PTLAH determined to implement both designated and integrated ELD as prescribed in the California ELD standards. With the COVID-19 interruption, summative testing for ELs was paused in the Spring of 2020. Currently in order to provide the opportunity to see progress for the 2019-2020 school year, the ELPAC can be administered to English learners until October 30, 2020. The current climate in Los Angeles has provided permission through the L.A. County's Department of Health to have live, in person testing in small groups. However, many parents and students are very concerned to resume any service through an in-person environment. PTLAH is carefully monitoring the situation and will make decisions on their ability to summatively test our EL population in partnership with leaders from Alta Public Schools, the school's parent organization.

Leveraged Resources

Our goal is to help our EL students make rapid progress out of Emerging and Expanding into Bridging and eventually to re-designation. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students master listening, speaking, reading and writing in English, PTLAH students will be immersed in English, with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a moderate EL population is to embed CCSS English Language Development (ELD) principles in all aspects of the curriculum.

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The EL Master Plan will be used as a resource guide for curriculum planning. PTLAH teachers will be trained to use the English Language Development standards of the state. Teachers will receive professional development in the area of teaching students who are English Learners. PTLAH will facilitate the following steps in reclassifying English Language Learner students:

- (1) Review the annual ELPAC results for English-language proficiency. In order to be reclassified, a student must meet the ELPAC definition of proficiency. If the student meets this criterion, we will move on to the next step in the reclassification process otherwise the student will remain as an English learner.
- (2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student's results on the latest approved SBE/CDE accountability system assessment in English-language arts. If the student attains at least "Standard Met" on the results of the latest approved SBE/CDE accountability system assessment (Smarter Balanced) we will move on to the next step in the decision process. If this criterion is not met, the student would remain an English learner.
- (3) Review teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school, which include the student's grades in English Language Arts. If the student attains a grade of at least "C" we will move on to the next step in the reclassification process. If not, the student would remain an English learner.
- (4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians should be notified, school records would be updated, and the student's progress would be monitored for two years after they have been reclassified to be certain the student's academic achievement and progress is continuing. PTLAH has implemented the use of the CA Common Core English Language Development monitoring of the reclassification student will be conducted through internal Benchmarks, NWEA results, as well as CDE identified measures. Students will have an ILP with performance level goals. Students will take a diagnostic assessment as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic results.

Should the reclassified student's progress indicate the student is not achieving, the Response to Intervention (RTI) model will be used, as well as support through SDAIE strategies and identified research-based support. PTLAH will provide additional and appropriate education services that EL's are required to receive under federal and state law. Support for students will be provided at each level of need to ensure continued growth and educational success. The reclassified student will be monitored for progress for two-years where continued support and intervention would be provided.

Instructional Strategies

PTLAH is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PTLAH shall submit a certification to the California Department of Education that certifies that they will either adopt and implement CDE's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

PTLAH shall provide a copy of its entire, current plan upon request such as during the annual oversight review process.

PTLAH shall administer the ELPAC annually. PTLAH shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

IV. College and Career

PTLAH's mission is to prepare students for higher education. Data results were prepared using the 2019 California Dashboard Technical Guide and steps were followed to ensure those students who are in the combined 4 and 5 year cohort are the total numbers of students in consideration. In 2020, PTLAH had a total of 66 students. Of those 66 students, 25 of them met the prepared criteria #8 (19 students through college credit and 6 through the Smarter Balanced assessment). The only state "verified" data available is for 2018-2019. PTLAH graduated its first class in 2020. Therefore, Table below, indicates the years being compared.

Results

PTLAH is slightly above LAUSD and slightly lower than the State in students being prepared for college and careers. The College and Career Indicator at Prepared Level shows the following: All students for PTLAH 37.9%, State 44.1% and LAUSD 37.7%. Hispanic students for PTLAH 38.6%, State 36.1% and LAUSD 36.7%. Economically

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Disadvantaged students for PTLAH 38.5%, State 35.8% and LAUSD 37.1%. Students with Disabilities students for PTLAH 00.0%, State 10.8% and LAUSD 7.3%. ELL students for PTLAH 00.0%, State 16.8% and LAUSD 12.1%.

Table 20: PTLAH College and Career Indicator at Prepared Level

	2019-2020	*2018-2019	School
		Year	
Group	Prepa Tec	State	LAUSD
ALL STUDENTS	37.9%	44.1%	37.7%
Hispanic	38.5%	36.1%	36.7%
Economically Disadvantaged	38.5%	35.8%	37.1%
Students with Disabilities	0.0%	10.8%	7.3%
ELL	0.0%	16.8%	12.1%

cde.ca.gov Dataquest September 2020

The table below further shows the percent of students who are prepared for College and Career in the “approaching prepared” at 62.1% for PTLAH, 17.1% and 21.3% for the State and LAUSD, respectively. Finally, not prepared is 0% for PTLAH, 38.8% and 41.1% for the State and LAUSD, respectively.

Table 21: PTLAH College and Career Indicator By Level

2019-2020 *2018-2019 School Year

College and Career Indicator By Level	Group	Prepa Tec	State	LAUSD
	Prepared	37.9%	44.1%	37.7%
	Approaching Prepared	62.1%	17.1%	21.3%
	Not Prepared	0.0%	38.8%	41.1%

cde.ca.gov Dataquest September 2020

Root Cause Analysis

PTLAH has established A-G graduation requirements for all students, which means all students who complete will automatically fall into the Approaching Prepared level. PTLAH wants to maintain this level of performance, more than one criteria in preparation needs to be explored. Comparing the data the high school has with the most recent Dashboard data, the school has exceeded LAUSD with a greater percentage of students prepared. The school needs to plan to close the 7.8% gap they have with the State in terms of prepared. With the balance of PTLAH's approaching prepared, the school can employ strategic actions to move them into prepared.

Considering significant groups of students, PTLAH is falling short with Students with Disabilities and English Learners, as shown in Table 1.5 above, special attention will be placed in the improvement plan to address the needs of students with disabilities and English learners in College and Career readiness.

Leveraged Resources

Moreover, in the "low-income" students category, 24% of them were IBDP candidates and 26% of IBDP course students in all U.S. high schools. PTLAH reported 54% IBDP candidates and 56% course students in 2019, a sizable number above the national trend. (<https://ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf>). For PTLAH, out of 157 eligible students in 2019, i.e., students from the 11th and 12th grade class, 44.58% of them were taking an IBDP course or chose to pursue DP candidacy. This is double the national average for "low-income" students, "low income" as determined by the Federal Free or Reduced meal program participation data. Additionally, PTLAH has continued to see an increase of students taking DP courses or enrolling in the DP as candidates, as shown in Table below..

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V. Long Term English Learners (LTELs)

Table 22: "At RISK" Long Term English Learners 2019-2020

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	1	13	7	23	44	67
10	3	0	8	3	14	35	49
11	4	1	10	12	27	52	79
12	2	2	14	2	20	43	63

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	11	4	45	24	84	174	258
SBE - Prepa Tec Los Angeles High	11	4	45	24	84	174	258
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546	585,321
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977	2,282,001

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

"At Risk" Long Term English Learners for 2018-2019 does not have data- **Subgroup filters have been disabled to protect student privacy**

Table 23: "At RISK" Long Term English Learners 2017-2018

Subgroup filters have been disabled to protect student privacy.

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	7	1	9	11	28	58	86
10	5	1	19	2	27	57	84

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	12	2	28	13	55	115	170
SBE - Prepa Tec Los Angeles High	12	2	28	13	55	115	170
Los Angeles County	167,776	33,017	51,881	52,636	305,310	327,537	632,847
State	658,390	144,146	218,135	250,479	1,271,150	1,104,495	2,375,645

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

Root Cause Analysis

PTLAH follows a detailed EL master plan describing support for LTELs, including who will be responsible for monitoring the progress of Long Term English Learners. Included is an update on the school's implementation of Designated English Language Development (ELD) time. The PTLAH will monitor the progress of our LTELs together with all teachers, and assessments are reviewed to ensure that all English Learners are making progress. PTLAH is implementing a designated period to support LTELs in reading and comprehension three times a week. This is a needs-based intervention program that begins mid-semester based on a needs assessment and available staffing. Meetings were held with English Learners and their parents to inform them of their English Proficiency status and the criteria for reclassification, which included English course grades, NWEA MAPs English results, Lexile levels, CAASPP Interim results, and ELPAC results.

During these meetings, parents are informed of the importance of reclassification of our students. English Learners with a greater need for support through instruction in Spanish

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paired with English have been intentionally scheduled to travel as a mini cohort through courses with bilingual teachers when possible. Tutoring and additional supports will work closely with this group of students during some of their classes. Teachers use culturally and linguistically responsive teaching strategies that facilitate access to content, tasks, and discussions in English, including hand-s-on learning, conferencing, small group instruction, accessing prior knowledge, differentiation, and Total Physical Response (TPR).

Leveraged Resources

As PTLAH continues to work with our LTELs, the following strategies are in place to help them successfully reclassify, reflecting progressive mastery of English as indicated by the ELPAC:

- Teachers write exemplars to set the bar for excellence for LTELs
- Students have opportunities to write first, talk second, share with peers third. The power is in the conversation.
- Teachers monitor aggressively to check independent student work to determine whether they are learning what is being taught
- Implementation of the Read 180 program. Teachers continue to receive training
- Implementation with fidelity of the IB Program per annual teacher training
- Use opportunities to read news-related non-fiction at their independent reading level via NewsELA.
- Focus on the use of Project- Based-Learning instruction to ensure explicit literacy instruction.
- Peer-assisted and small group learning.
- Academic Language support during content area instruction.
- Appropriate assessment in various forms to understand and support student learning (formative, summative, benchmark, California Interim Assessments, NWEA, etc.).
- Learning activities related to social-emotional development and identity formation.
- Increased focus on best practices for ELs during PTLAH's professional development meetings.
- An increased focus on IB Program literacy strategies (Clarifying, Predicting, Questioning, and Summarizing) and writing in all content areas, along with collaborative work in pairs and groups.

Instructional Strategies to Address Gaps

As a result of the following California State of Education initiatives PTLAH has modified its ELD program to better serve our English Learners. The following Principles are used in order to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. <https://www.cde.ca.gov/sp/el/rm/>. Additionally, PTLAH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school or district to implement the process all at once. Therefore, PTLAH will annually select a focus to determine priority and then design a path of improvement, which will be included in the Charter School's academic achievement plan. PTLAH will use The California English Learner Roadmap teacher Toolkit to support that process.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, establishing a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respecting the value of English learners' primary language and culture, which is in complete alignment with IB. On July 1, 2018, the California Department of Education regulations for implementing Prop. 58, which established programs for English Learners that promote proficiency in multiple languages and leverages students' home language as an asset, specifically addresses the following principles as outlined at cde.ca.gov:

Principle One: Assets-Oriented and Needs-Responsive Schools^[1]

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access^[2]

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness^[3]

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems^[4]

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for

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college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Cde.ca.gov Dataquest 2012018 <https://caaspp.cde.ca.gov/sb2018>

PTLAH will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. PTLAH teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

Administration, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).

VI. Reclassification

Root Cause Analysis

Table 24: Reclassification for 2019-2020

<u>School</u>	<u>CDSCode</u>	<u>Enrollment</u>	<u>English Learners</u>	<u>Fluent-English-Proficient Students</u>	<u>Students Redesignated FEP</u>
Prepa Tec Los Angeles High	19769920133900	340	84 (24.7 %)	188 (55.3 %)	3 (3.8 %)
<u>District Total:</u>		0	84 (24.7 %)	188 (55.3 %)	3 (3.8 %)
<u>County Total:</u>		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
<u>State Total:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

In 2019-2020 Reclassification was realized at 3 (3.8%) for PTLAH.

Table 25: PTLAH Reclassification for 2018-2019

<u>School</u>	<u>CDSCode</u>	<u>Enrollment</u>	<u>English Learners</u>	<u>Fluent-English-Proficient Students</u>	<u>Students Redesignated FEP</u>
Prepa Tec Los Angeles High	19769920133900	288	79 (27.4 %)	155 (53.8 %)	0 (0.0 %)
<u>District Total:</u>		0	79 (27.4 %)	155 (53.8 %)	0 (0.0 %)
<u>County Total:</u>		1,464,002	272,914 (18.6 %)	426,824 (29.2 %)	53,901 (17.7 %)
<u>State Total:</u>		6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

In 2018-2019 Reclassification was realized at 0 (0.0%) for PTLAH.

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Table 26: PTLAH Reclassification for 2017-2018

School	CDSCode	Enrollmen t	English Learners	Fluent-English- Proficient Students	Students Redesignated FEP
Prepa Tec Los Angeles High	197699201339 00	224	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
<u>District Total:</u>		0	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
<u>County Total:</u>		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
<u>State Total:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

In 2017-2018 Reclassification was realized at 3 (12.0%) for PTLAH.

Leveraged Resources

The use of ELPAC to support and accelerate student progress towards English proficiency PTLAH will use the results of the most current ELPAC results and work with the students to set goals for the Spring ELPAC summative assessment in the following ways:

1. Identify English Learners and the areas of need
2. To support students in establishing goals for Reclassification
3. Place students in the appropriate educational program
4. Develop lessons and units embedding the areas of language needs
5. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Students are provided meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework and as outlined in the Master Plan for English Learners.

The use of the Common Core State Standards ELD instruction which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than exposing students to abundant English and incidentally addressing specific forms. All teachers are supported

to understand and use ELD standards and planning instructional scaffolds during core courses. Teachers are supported to use students' output (speaking and writing) to monitor student progress on a daily basis through formative assessments to strategically target student language needs.

Instructional Strategies to Address Gaps

PTLAH implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction. (Due to the IB MYP required eight courses, the 9th graders receive ELD within their ELA class; however from 10th grade on EL students are assigned an ELD class period.)
2. ELD instruction emphasizes listening and speaking and incorporates reading and writing
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions)
4. ELD instruction is planned and delivered with specific language objectives for each lesson
5. ELD instruction integrates meaning and communication to support explicit teaching of language
6. ELD instruction includes carefully planned interactive activities among students
7. ELD instruction provides students with corrective feedback on form
8. ELD teachers attend to communication and language-learning strategies during instruction
9. ELD instruction emphasizes academic language as well as conversational language
10. ELD instruction continues until students meet reclassification criteria
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, PTLAH implements the following strategies when planning instruction for English Language Learners.

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- | | |
|---|-------------------------------|
| 1) modeling | 7) bridging |
| 2) contextualizing | 8) building schema |
| 3) reframing | 9) developing metacognition |
| 4) checking for comprehension | 10) monitoring/assessing |
| 5) questioning | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting |

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Technology in the classroom provides the tools, including software that allows learning that meets the needs of the individual student, which is crucial for our path forward for our EL students.

On an annual basis (on or about October 1), PTLAH shall submit a certification to the California Department of Education that certifies that they will adopt and implement English Learner Master Plan which aligns with the state guidelines for reclassification and encompasses the following:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
- ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:
 - Score of Basic or above on the most recent California Content Standards Test CAASPP/ Smarter Balanced in English-language arts
 - English proficiency on the ELPAC overall level of Early Advanced (level 4) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
 - Teacher evaluation based on student grades/progress report marks
 - Parent consultation and approval

Process for monitoring progress of ELs and Reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions.
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs

- e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments; as well as, internal formative assessment to determine English learner progress and provide the necessary intervention support.
3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

PTLAH addresses student's linguistic diversity with a positive, additive orientation. PTLAH affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepares graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

VII. Graduation

SMART Goal # 2

LCFF Priority #3, Outcome # 10:

Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs

4-Year Graduation Rate

PTLAH has one of the highest Graduation Rates in the region. After reviewing the inclusion and exclusion criteria reported in the 2019 California Dashboard Technical Guide for PTLAH's first graduating class of 2020, there are 73 total students in the cohort. Of the 73 students, 65 graduated producing a cohort graduation rate of 89.0%, 5 students continued to be 5th year seniors, representing 6.8%, and 3 students are considered drop-outs, representing a 4.1% drop-out rate, as shown in Table 1.10.

4 and 5 Year Graduation Rate

In the Fall of 2020 when the Dashboard is released, PTLAH expects to see a Combined Cohort Graduation Rate of 89.1% calculated by 1 student in the 2018-2019 (due to the student's entrance into PTLAH within the four years of the start of the Cohort) Cohort plus 73 students in the 2019-2020 Cohort totaling 74 students. The combined cohort for both years is equal to 74, with 66 students successfully completing within 4 or 5 years of the entrance into their cohort. When the combined cohort graduation rate is published in the Fall of 2021, the expectation is that all five students from the 2019-2020 cohort will have been successful in graduating from PTLAH. They will be added to the 2020-2021 Cohort in order to include in the calculation for the combined cohort.

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Graduation Rate in 2020

Table 27: PTLAH 2019-2020 4 year Graduation Rate, State and LAUSD

4 Year Cohort	2019-2020	*2018-2019		
Graduation Rate	Student Groups	Prepa Tec LA	State	LAUSD
	All Students	89%	84.5%	78.0%
	Hispanic	89%	82.1%	77.7%
	Economically Disadvantaged	90.3%	81.1%	78.3%
	Students with Disabilities	66.7%	67.7%	60.9%
	ELL	80%	68.7%	52.7%

Cde.ca.gov Dataquest

Post Secondary Enrollment (2 or 4 year institution)

Class of 2019-2020 Seniors:

- Highest Rates of College Acceptance in the Region, at 61.2% or forty-one (41) students have been accepted to various in-state and out-of-state colleges and universities.
- 3% or two (2) students have enlisted in the armed forces
- 28.4% or nineteen (19) students took 1 or more Community College Courses while in High School

All PTLAH Students:

- 100% of PTLAH's students take a College Preparatory Scope and Sequence of UC-approved A through G courses in order to graduate with a diploma.
- The International Baccalaureate Diploma Program currently has 70 students enrolled, a 14.95% increase from the 2019-20 school year

Table 28: Prepa Tec Los Angeles High Comparable College-Going Result

College-going Culture	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College	2-Year College
Prepa Tec 2019*	67	41	61.19%	1	6	32	0	0	2
Huntington Park HS	376	188	50.00%	20	73	91	3	1	0
Freemont HS	370	164	44.30%	11	61	86	5	0	1
South Gate HS	549	280	51.00%	38	118	118	3	2	0
Jordan HS	83	22	26.50%	2	14	5	0	1	0
Bell HS	659	316	48.50%	51	137	115	5	7	1
Jefferson HS	130	67	51.50%	10	28	27	1	1	0
Marquez Magnet A	134	59	44.00%	7	23	26	2	1	0
Maywood Academy	288	104	38.80%	4	32	65	0	2	1
Diego Rivera Magnet	135	59	43.70%	8	29	21	0	1	0
LAUSD Median	288	104	44.30%	10	32	65	5	2	0
LAUSD	26,633	13,524	50.80%	1,721	4,395	6,164	539	657	68
State	391,666	257,788	65.80%	28,162	47,623	142,433	12,600	24,982	1,788

Dataquest, 2017-2018 College-going Rates,

<https://dq.cde.ca.gov/dataquest/DQCensus/CGRLevels.aspx?agglevel=District&cds=1964733&year=2017-18>

Graduation Requirements

CA State minimum Graduation Requirements - This option is available to students eligible for Special Education services and must be written into the student's IEP prior to the first day of the student's senior year should it be found through an IEP team appropriate for the student. Through AB 216, AB 1806 and AB 167, students are foster, homeless or probationary youth who are either removed from their home under Cal. Welf. & Inst. Code § 309 or subject to a petition under Cal. Welf. & Inst. Code § 300 or 602, regardless of where they live. Once a youth is found eligible, they remain eligible, even if they transfer schools again, return to their biological parents' care, or their court case closes.

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Beginning with the graduating class of 2020, the student who graduates from Prepa Tec Los Angeles High School will:

- Earn at minimum 220 credits, including credits for certain required courses.
- Complete a Senior Creativity, Activity and Service Expo
- Be encouraged to take courses necessary for success in college and career pathway thus earning more than the minimum number of credits for graduation.

	UC/CSU Required	UC/CSU Recommended	AB216/ 1806	LAUSD	PTLAHS
English	30	40	30	40	40
Math	30	40	20	30	30
*Social Science	30	NA	30	30	40
Science	20	30	20	20	20
Foreign Lang.	20	30	10	20	20
VAPA	10	NA		10	10
PE/Health	NA	NA	20	20	20
ELECTIVES	NA	NA	NA	40	40
TOTAL minimum graduation credits			130	210	220

* Students who transfer into the school in grade 10 through 12 may take another elective in lieu of the 9th grade IB required Geography course.

VIII. Chronic Absenteeism

California Department of Education/State “Verifiable” Data Results for Chronic Absenteeism

Source:

<https://dg.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=School&cde=19769920133900&year=2018-19> reflect zero Chronic absenteeism. However, the 2019-20 CALPADS report via https://www.calpads.org/Report/Snapshot/14_1_StudentAbsenteeismCount Indicates the following:

Table 29: Chronic Absenteeism

	<i>Group</i>	<i>Prepa Tec 2019-2020 CALPADS</i>	<i>State 2018-19 Dataquest</i>	<i>LAUSD 2018-19 Dataquest</i>
<i>Chronic Absenteeism</i>	<i>ALL STUDENTS</i>	13.9%	12.10%	13.80%
	<i>Hispanic</i>	12.7%	13.40%	20.20%
	<i>Economically Disadvantaged</i>	13.0%	15.20%	19.60%
	<i>Students with Disabilities</i>	12.8%	19.50%	25.70%
	<i>ELL</i>	10.6%	12.50%	18.9%

Root Cause Analysis:

Absenteeism

Per data reported in CALPADS and Dataquest PTLAH had a 0% Chronic Absenteeism Rate in 2018-2019. Table below indicates that PTLAH is well under the percentages of Chronic Absenteeism, including subgroups, than LAUSD at 13.80%, and the State at 12.10%.

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Table 30: 2018-2019 School Year Chronic Absenteeism

2018-2019 School Year				
	Group	Prepa Tec	State	LAUSD
Chronic Absenteeism	ALL STUDENTS	0.00%	12.10%	13.80%
	Hispanic	0.00%	13.40%	20.20%
	Economically Disadvantaged	0.00%	15.20%	19.60%
	Students with Disabilities	0.00%	19.50%	25.70%
	ELL	0.00%	12.50%	18.9%

Cde.ca.gov Dataquest Dashboard August 2020

Leveraged Resources

During the 2017-2018 school year, Chronic Absenteeism reflected an increased rate of 24.3%, a significant decrease was realized in the school year 2018-2019 to 0.0%. According to the CALPADS Data, there was Decrease in Chronic Absenteeism from 2017-18 to 2019-20. Please note that Dataquest has not posted the 2019-20 Chronic Absenteeism data. However, the CALPADS data reflects the following:

- All students went from 24.3 to 13.9%
- Latino students went from 25.5% to 12.7%
- Economically Disadvantaged went from 24.8% to 13.0%
- Students with Disabilities went from 37.9% to 12.8%
- ELL went from 32.8% to 10.6%

This change was realized and sustained by creating an environment where all students experience a sense of belonging, with the implementation of the Multi-Tiered System of Supports (MTSS), specifically the use of Positive Behavioral Interventions and Supports (PBIS) in which students are recognized for their growth and accomplishments, along with a strong partnership with parents, teachers and our community.

Targeted Group Analysis

The school expects similar results to the 2019-20 school year for 2020-2021. Several factors contribute to the similar expectations is as follows:

Factor #1: PTLAH has realized these results by providing a school culture and success based on a stable team; leadership team, administration, teachers and staff. Moving from the 2019-2020 school year to present, PTLAH has a 91.3% teacher retention rate. PTLAH's administration and central service office administration has maintained 90.9% stability for three years. The community of Prepa Tec Los Angeles High School is committed to the program identified within the School Improvement Plan. This plan has been vetted by the school's School Site Council; as well as, the school's governing body, the Alta Public Schools' board. Further, the testament of the commitment of educators is noted through the retention rate of educators within the system.

Factor #2: The High School's P2 in February 2020 was 317.30 (92% ADA) which was used to calculate the base funding for 2020-2021.

Instructional Strategies to Address Gaps

Factor #3: As a result of the before-school-year teacher preparation, PTLAH has had a strong beginning attendance rate in spite of distance learning instructional structure. For the first month of the school year, there was a 90.91% attendance rate for all students in our first week; 95.86% in our second week; 95.93% in our third week; and 97.48% in our fourth week, and finally week eight reflects ADA at 98.13% as shown in Table below.

Table 31: PTLAH Distance Learning Attendance 2020-2021

School	Week 1	Week 2	Week 3	Week 4	Week 8 As of 10/7/2020
	8/11 - 8/18	8/19-8/25	8/26-9/01	9/02-9/08	9/30-10/7
Prepa Tec High	90.91%	95.86%	95.93%	97.48%	98.13%

PTLAH Powerschool 2020

Daily students attendance is monitored by the teacher each period via the Student Information system, PowerSchool, in which teachers take daily attendance. Partnership with students, teachers and parents as outlined in LCAP Priority 3, Outcome 4:

Attendance is monitoring using the following:

- Attendance Clerk will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SW PBIS Training.

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- Teachers will be trained in the Schoolwide Behavior Support Plan; as well as, implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.

School will use the Family Support Team process that mirrors the School Support Team model.

IX. Student Suspension

Root Cause Analysis

Suspension Rate “Verifiable” Data Results

PTLAH suspended less students than the state and more than LAUSD. The Table below, references the suspension rate. The school posts a 1.5% rate as compared to the State at 3.6% and LAUSD at 0.4%.

Table 32: 2018-2019 School Year Suspensions

<i>2018-2019 School Year</i>				
<i>Suspension Rate</i>	<i>Group</i>	<i>Prepa Tec</i>	<i>State</i>	<i>LAUSD</i>
	<i>ALL STUDENTS</i>	<i>1.50%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Hispanic</i>	<i>0.30%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Economically Disadvantaged</i>	<i>0.00%</i>	<i>4.40%</i>	<i>0.40%</i>
	<i>Students with Disabilities</i>	<i>0.00%</i>	<i>6.40%</i>	<i>1.30%</i>
	<i>ELL</i>	<i>0.00%</i>	<i>3.20%</i>	<i>0.50%</i>

Cde.ca.gov Dataquest Dashboard August 2020

PTLAH has reduced Suspensions by 5 percentage points between 2017-18 at 6.6% and 2018-19 at 1.3%.

Leveraged Resources

Beginning in 2018-19, PTLAH initiated the implementation of the Multi-Tiered System of Supports (MTSS), specifically focusing on Positive Behavioral Interventions and Supports

(PBIS). In addition, professional development focused on developing a Growth Mindset by Carol Dweck was initiated. PTLAH believes that all students can learn when provided appropriate instruction, support and interventions in order to develop the social and academic skills to reach their fullest social-emotional and academic potential. PTLAH is committed to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Supports, or MTSS. PTLAH is able to utilize Positive Behavior Interventions and Supports (PBIS) strategies to support the behavioral and academic needs of all students.

Targeted Group Analysis

PTLAH should continue to meet local indicators. The 2019-20 was the second school year in which the school met all indicators. The school expects the same result for 2020. Practices are already built into the culture of the school in order to maintain the same performance results.

Instructional Strategies to Address Gaps

Positive Behavioral Interventions and Supports (PBIS) throughout the school community. PTLAH has a team of staff who is in its 3rd year of training through LACOE and as a result of implementation of PBIS, has continued to decrease suspensions into the 2019-20 and 2020-21 school years that contribute to a positive school culture and climate supported by the progressive attendance and intervention policies. During professional development, staff are trained on how to embed PBIS in both structured and unstructured times. During professional development, teachers practice PBIS strategies and collaborate on how to uniformly develop a safe, responsible, and respectful culture. Teachers and other school staff identify students who need additional social-emotional support via the school counselor or through a referral process with a local nonprofit counseling service, with parent permission. Counseling services and mental health plans are held on campus.

SMART Goal # 3

Suspensions will be reduced and maintained at $\leq 1\%$ including all subgroups

LCFF Priority Goal #3; Outcome 7:

- Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site
- Site will provide timely interventions when students reach the threshold for absenteeism and tardiness.
- Sites will utilize intervention resources including administration, community counseling services, intervention specialists
- Provide Positive behavioral interventions to address student behavioral needs

Site will maintain a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between administration, staff, students, parents/guardians and the community.

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Metric/Method for Measuring: SARC Report and pupil suspension report. Full implementation of Restorative Justice model and the overall PBIS system including greater use of SST protocols to look at diverse behavior intervention strategies for incorporation.

IX. Teacher Retention Rate

School culture and success depend on a stable team. Moving from the 2019-2020 school year to present, PTLAH has a 91.3% teacher retention rate. PTLAH's administration and central service office administration has been 90.9% retained for three years.

The community of Prepa Tec Los Angeles High School is committed to the program identified within the School Improvement Plan. This plan has been vetted by the school's School Site Council, as well as the school's governing body, the Alta Public School's board. Further, the testament of the commitment of educators is noted through the retention rate of educators within the system.

Some of the key factors that play into the retention of teachers are the salary study performed to match the pay to the teachers based on education, years of experience and to match the surrounding charters and districts. The teaching staff also prefers to stay with Prepa Tec Los Angeles High School due to the professional development they receive due to the international baccalaureate program they implement to all students. One more major reason teachers choose to stay on board is due to the familia like climate and culture that gets cultivated within our school and supported by administration both at the site and central levels.

Additional Questions

Table 33: English Language Arts-Reading NWEA Results for English Language Learners

According to Ruthann Munsterman at the California State Department of Education, in order to meet the condition of the waiver, the school (there was not indication that it was for specified grade levels) must offer the number of minutes lost (1,160), plus the minimum number of minutes required (64,800) for two consecutive years. For PTLAH that will be a minimum of 65,960 minutes each year for two years. The waiver office has completed their review of the waiver request and submitted it to the State Board of Education for approval at the January 2021 meeting.

Due to COVID-19, the two years to be included in the waiver are the 2021-22 and the 2022-23 school years. The following is the bell schedule reflecting the instructional minutes plus passing period per bell schedule:

2021-22 and 2022-23

Prepa Tec Los Angeles High School

Gage and Stafford

Mon & Thurs	Odd Days	Periods 1, 3, 5, 7	= A Schedule
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Tues & Fri	Even Days	Periods 2, 4, 6, 8	= B Schedule
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Regular Schedule			Inst. Min	passing
Nutrition	7:30 AM	8:26 AM		
1st/2nd	8:30 AM	9:55 AM	1:25:00	0:04:00
Paws Period	9:59 AM	10:33 AM	0:34:00	0:04:00
3rd/4th	10:37 AM	12:02 PM	1:25:00	0:00:00
Lunch	12:02 PM	12:32 PM		0:04:00
5th/6th	12:36 PM	2:01 PM	1:25:00	0:04:00
7th/8th	2:05 PM	3:30 PM	1:25:00	

Wednesdays are alternating Odd/Even Day with a Minimum Day Schedule.

Wednesday Schedule			Inst. Min	passing
Nutrition	7:30 AM	8:26 AM		
1st/2nd	8:30 AM	9:26 AM	0:56:00	0:04:00
Paws Period	9:30 AM	10:00 AM	0:30:00	0:04:00
3rd/4th	10:04 AM	11:00 AM	0:56:00	0:00:00
Lunch	11:00 AM	11:30 AM		0:04:00
5th/6th	11:34 AM	12:30 PM	0:56:00	0:04:00
7th/8th	12:34 PM	1:30 PM	0:56:00	

The following are the school calendars for the 2021-22 and 2022-23 school years which indicate the number of instructional days and minimum days scheduled.

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Alta Public Schools
 2021-2022

Instructional Days		School Calendar	
■	Quarter 1 (43 Instructional Days)	■	School Closed
■	Quarter 2 (30 Instructional Days)	■	Holiday - School Closed
■	Quarter 3 (54 Instructional Days)	■	Professional Development, Non-Student Day
■	Quarter 4 (48 Instructional Days)	■	Approved Day (Detention)
■	BOY (182 Instructional Days)	■	Parent Conferences - Minimum Day (Detention)
■	PD Day Release (40)	■	Saturday School
■	Minimum Day (Detention)	■	Day Release (194 & 210)
		■	Day Release (194 & 210)
		■	Day Release (194 & 210)

Calendar Subject to Change

August 2021						
S	M	T	W	Th	F	S
1	PD	PD	PD	PD	7	
8	PD	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Regular	Early Release	Total
14	2	16

January 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Regular	Early Release	Total
12	3	15

September 2021						
S	M	T	W	Th	F	S
1	2	3	4			
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Regular	Early Release	Total
16	5	21

February 2021						
S	M	T	W	Th	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	PD	22	23	24	25	26
27	28					

Regular	Early Release	Total
14	4	18

March 2021						
S	M	T	W	Th	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	H		

Regular	Early Release	Total
18	4	20

October 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Regular	Early Release	Total
12	4	16

April 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Regular	Early Release	Total
12	4	16

November 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	V	V	V	H	V	27
28	29	30				

Regular	Early Release	Total
18	2	16

May 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Regular	Early Release	Total
17	4	21

December 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	V	V	V	V	V	27
28	29	30				

Regular	Early Release	Total
8	5	13

June 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Regular	Early Release	Total
4	4	8

Total Instructional Days		
Regular	Early Release	Total
141	41	182



Alta Public Schools
 2022-2023

Month	Calendar Grid	Notes	Regular	Early Release	Total
August 2022	Calendar grid for August 2022	8/18-8/22: Teacher & Staff Development 8/18: First Day of School	9	3	13
September 2022	Calendar grid for September 2022	9/5: Labor Day	18	3	21
October 2022	Calendar grid for October 2022	10/20-20 End of Quarter 1 10/24-10/27: Professional Development 10/28-10/29: Fall Break	13	3	16
November 2022	Calendar grid for November 2022	11/11: Veterans Day 11/24: Thanksgiving Day 11/24-11/25: Thanksgiving Break	13	3	16
December 2022	Calendar grid for December 2022	12/19-01/09: Winter Break 12/25: Christmas Day 12/16: Semester 1 Exams 12/16: End of Quarter 2/ Report cards mailed	8	4	12
January 2023	Calendar grid for January 2023	01/03: New Year Day 01/20: Martin Luther King Day	14	2	16
February 2023	Calendar grid for February 2023	02/20: President's Day	16	3	19
March 2023	Calendar grid for March 2023	3/20: Professional Development 03/31: End of Quarter 3 03/31: Cesar Chavez Day	18	3	21
April 2023	Calendar grid for April 2023	04/10-04/14: Spring Break	12	3	15
May 2023	Calendar grid for May 2023	05/29: Memorial Day	18	4	21
June 2023	Calendar grid for June 2023	07/14-07: Early Release - Semester 2 Exams 06/15: Last Day of School 06/28-07/02: Summer Break	9	3	12

Total Instructional Days

Regular	Early Release	Total
148	34	182

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The following Instructional Days and Minutes Calculator reflects the total number of instructional minutes for each of the two years. In the first year the number of instructional minutes exceeds the state requirement by 1,260 which is above 1,160 minutes lost. In the second year, the number of instructional minutes exceeds the state requirement by 2,490 which is above the 1,160 minutes lost.

Table 34: School Instructional School Year Minutes

School Year	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above State Req't.
2021-22	141	390	41	270	182	64,800	66,060	1,260
2022-23	148	390	34	270	182	64,800	67,290	2,490

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CHARTER PETITION RENEWAL RESPONSES ADDENDUM

**Xavier Reyes, Chief Executive Officer
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(323) 800-2743**

**Updated Responses to Data
Submitted to the Los Angeles Unified School District,
Charter Schools Division, 20th Floor
3333 S. Beaudry Ave., Los Angeles, CA 90017**

**October 9, 2020
for
Renewal Term July 1, 2021-June 30, 2026**

by



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Executive Summary

PTLAH is an International Baccalaureate school offering the Diploma Programme and is a candidate school of the Middle Years Programme. When looking back at the first five years of the school's record, highlights include:

- **PTLAH is 1 of 3 IB Diploma Programs in LAUSD.** As an IBDP World School, PTLAH Provides the Capstone IB Programme through the Diploma Programme as students progress through the IB Continuum through Alta Public Schools
- **Projected top 4 graduation rate in the region, including magnets and charter schools.** A projected 89% 4-year graduation rate, with a projected 89.1% 5-year graduation rate.
- **Projected highest college attendance rate of all regional public schools.** 61.1% of high school graduates in the Class of 2020 attending 2 or 4 year colleges/universities
- Student suspension rate of 1.5%
- Projected 37.9% of students fully prepared for Post secondary and 62.1% approaching prepared with 0% not prepared
- Attendance Rate in the Fall of 2020 during the CoronaVirus Pandemic with an average above 95%
- Internal assessment data in both Language Arts and Mathematics indicate that students within each class are growing each year, thus closing the gap and moving students toward expected performance

As there has not been a published California School's Dashboard since the 2018-2019 school year, nor will there be one published to show results from the 2020-2021 school year, the internal data and results mentioned above warrant the consideration and approval for PTLAH to be renewed for a full 5 year term in order to grow and continue to meet the discrete needs of the students that the school serves.

I. English Language Arts

The NWEA Data for the following school years supports that students are learning and that there is consistent growth toward the norm. The learning gap is closing for PTLAH students.

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Table 1: Winter to Winter NWEA ELA 4 Year Comparison Class of 2020

Group		2016-2017	2017 - 2018	2018 - 2019	2019-2020
NWEA ELA - 4 year Comparison	ALL STUDENTS	210.7	215.8	216.2	216.9
	Economically Disadvantaged	211.2	215.7	215.7	214.9
	Students with Disabilities	188.2	199.1	ND	ND
	ELL	188.4	201.1	202.0	205.8

Local NWEA Results August 2020

Table 1 indicates that each year the Class of 2020 students in all categories grew in the mean RIT point scores with the exception of the Economically Disadvantaged group where in the 2018-2019 year their performance remained the same and then declined in 2019-2020. However, comparing growth overall from freshman to senior year, each group showed gains.

Table 2: Fall to Fall NWEA ELA 3-Year Comparison 12th grade (Class of 2021)

Group		2017 – 2018 Grade 9	2018 – 2019 Grade 10	2019-2020 Grade 11	2020-2021 Grade 12
NWEA ELA - 4 year Comparis on	ALL STUDENTS	208.2	212.0	214.0*	ND
	Economically Disadvantaged	208.2	211.6	214.0*	ND
	Students with Disabilities	206.0 n	203.3	208.0*	ND

ELL	191.3	195.6	203.8*	ND
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Local NWEA Results August 2020

**Winter Scores used in 2019-2020 as they contained subgroup data*

For the current Seniors, each group showed year over year growth with the exception of Students with Disabilities from 2018-2019 to 2019-2020. When looking at growth over time, each group's performance is higher than when they were freshman.

Table 3: Winter to Winter NWEA ELA 2 Year Comparison 11th grade (Class of 2022)

NWEA ELA - 3year Comparison	Group	2018 – 2019	2019 – 2020	2020-2021
		9 th grade	10 th Grade	11 th Grade
	ALL STUDENTS	208.2	211.9	ND
	Economically Disadvantaged	209.6	212.7	ND
	Students with Disabilities	ND*	ND*	ND
	ELL	194.9	193.0	ND

Local NWEA Results August 2020

**Subgroup Less than 10*

For the current Juniors (Class of 2022), year over year growth is shown in the All Students category and the Economically Disadvantaged, while the English Learners slipped from 2018-2019 to 2019-2020. With previous historical data, it stands to reason that this group of students will perform at or above the same levels as their peers in the future.

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Table 4: Winter to Winter NWEA ELA Baseline 10th grade (Class of 2023)

Group		2019 – 2020 9 th Grade	2020-2021 10 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	208.2	ND
	Economically Disadvantaged	209.5	ND
	Students with Disabilities	ND*	ND
	ELL	195.7	ND

Local NWEA Results August 2020

Table 4 indicates the current entrance for all students and subgroups as 9th grad students in 2019-2020. They are combining into high school at or near the same levels as students before them. If the trend remains the same, it is fair to project these students will perform as well or better than their predecessors.

Table 5: English Language Arts-Reading Fall NWEA Data

NWEA Reading Overall										
Fall	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020	Student results data to be generated this school year									

2019	3	90	0	17	1	6	6	98		
2018	0	20	5	94	ND	ND				
2017	3	46	ND	ND						
2016	3	39								

Local NWEA Results August 2020

Table 5 indicates the growth students made from fall to fall for each grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Fall of 2019, they grew 3 RIT points in Reading compared to the Fall of 2018. In the row labeled 2018, the class did not grow between the Fall of 2018 and Fall of 2017, etc. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Fall of 2019, they performed at the 90th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Table 6: English Language Arts-Reading Winter NWEA Data

NWEA Reading Overall											
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade		
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	
2021			Student results data to be generated this school year								
2020	2	80	4	70	3	26	-1	1			
2019	2	31	-1	1	ND	ND					

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2018	7	99	ND	ND						
2017	0	1								

Local NWEA Results August 2020

Table 6 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Winter 2020, they grew 2 RIT points in Reading compared to the Winter 2019. In the row labeled 2017, the class did not grow between the Winter of 2017 and Winter of 2016, etc. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Winter of 2020, they performed at the 80th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Conclusion to Table 5 and 6

Looking at Table 5 and 6, each grade level either in the Fall to Fall or Winter to Winter comparison grew. Just like the Smarter Balanced is a point in time, so is the NWEA. At various points groups of students may perform and show comparative growth or they may not. The take-away from these graphs is that at least one test administration per academic year, each grade level exhibited growth. For example, take the school year 2019-2020. In the Fall of 2019 the 10th grade class grew 6 points. In the Winter of 20, they actually had negative growth. But at least in one test administration within the school year, the class made growth as compared to the same time of year in the previous administration. Growth happens at PTLAH in the area of Reading.

The classes of 2020, 2021, and 2023 have shown the ability to perform at levels in the high 90's percentile ranking when compared to students like them nationally. This indicates that our students can reach designated targets over time.

By outpacing national norms for RIT growth in English Language Arts-Reading, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis ELA

CSD Inquiry	The school did not have schoolwide ELA "Status" performance for 2018. In 2019, at -65.7 was lower than the state at -3.0.
Root Cause	<u>EVIDENCE OF A CHALLENGE:</u>

	<p>In the 2017-18 school year the school's grade span was 9th - 10th; thus no eleventh graders to test.</p> <p>The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year. This is the same 2020 cohort group that took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p>The first SBAC results for the 2018-19 school year for PTLAH students showed results in ELA at -65.7 lower than the -3.0 state score.</p> <p><u>CAUSE ASSUMPTIONS:</u></p> <p>In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme mid year as the school prepared for Diploma Programme authorization; as well as, administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>During these beginning years, teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u></p> <p>We believe that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST?:</u></p> <p>We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p>
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	<p>As a young school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization which provides continuity and ensures fidelity to the program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> • By spring 2020, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. • In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>Among the resources available to increase student academic achievement in Reading. Some of the strategies and initiatives that were instituted:</p> <ul style="list-style-type: none"> • Teachers were provided ongoing training and provided guidance for instructional practices that promote student agency and learner autonomy. • Teachers build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of reading comprehension. • Teachers were trained to provide scaffolding and create tasks that lead students to build an increased understanding of complex grade-level standards • Teachers engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time via varied formative and summative assessments that students prepare and present to the class • Scaffolding vocabulary development to build academic language prior to reading the text. <p>Beginning in 2018-19</p> <ul style="list-style-type: none"> • With the use of NewsELA, materials gradually advance the level of reading practices, analytical skills, and conceptual understanding of content • Professional Development for both teachers and administrators in data analysis to make data-driven decisions.

	<ul style="list-style-type: none"> • Common conference period was established to allow teacher collaboration and data driven instructional planning • Instituted Professional Learning Communities, where grade levels and content area teachers follow a cycle of data use, including SBAC and NWEA data, to establish goals and determine approaches to reach those goals. • Establishment of the use of ManageBac, an information management systems where teachers create their units that address the required elements of IB • Professional Development in both International Baccalaureate and CA Common Core Standards, emphasizing on IB being the “how” and the CA Common Core Standards are the “what” is being taught enhanced with Learner Profile attributes and Approaches To Learning (ATL) skills development. • Professional Development on both scaffolding and differentiation for students to be taught grade level standards and at the same time reinforcing what has been learned. • An inclusivity policy was developed by all staff and stakeholders to be inclusive of all learners. • Vertical Articulation was established and is continuing where teachers meet by content to ensure skills and content is addressed in sequential order via backwards planning curriculum alignment.
<p>Initiatives 2020-2021</p>	<p>In addition to continuation with the practices established in 2018-19 and 2019-20, the following initiatives were established this year:</p> <ul style="list-style-type: none"> • This year, students were identified for targeted support based on the Winter NWEA results. At present, PTLAH staff is in the process of administering the Fall NWEA. Goals have been set for targeted support. • After the fall 2020 NWEA results are in, the staff will disaggregate the data in order to identify student growth needs and work with the students to establish individualized goals; as well as, arrange groups of students to work with based on identified needs. • PTLAH promotes and emphasizes that regardless of where the student’s academic achievement level is, each student will be supported to become proficient in their learning. Specifically, in addressing English Language Arts, the subgroups to be focused on are English Learners, Students with Disabilities, Hispanics and Economically Disadvantaged.

Subgroup Analysis

English Learners NWEA- Reading										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021			Student results data to be generated this school year 2020-2021							

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2020	3	89	10	99	ND	ND	-3	1		
2019	6	89	3	12	ND	ND				
2018	10	99	ND	ND						
2017	ND	ND								

Table 7: English Learners NWEA-Reading
 PTLAH NWEA Database 2020

With the exception of the 10th grade in 2020, the English learners have shown growth each school year where data is available.

Table 8: Low Socio-Economically Disadvantaged NWEA-Reading

Low Socio-Economically Disadvantaged NWEA-Reading											
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade		
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	
2021			Student results data to be generated this school year								
2020	4	89	4	71	5	75	-1	1			
2019	2	36	-1	1	ND	ND					
2018	6	95	ND	ND							
2017	0	1									

PTLAH NWEA Database 2020

The NWEA data for Low Socio-Economically Disadvantaged English Language Arts With the exception of the current 10th grade in 2020 and the current 12th grade in 2019, growth has been experienced.

Table 9: Special Education NWEA-Reading

Special Education NWEA-Reading											
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade		
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	
2021			Student results data to be generated this school year								
2020	ND	ND	7	96	ND	ND	ND	ND			
2019	ND	ND	-1	1	ND	ND					
2018	11	99	ND	ND							
2017	ND	ND									

PTLAH NWEA Database 2020

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The current 12th grade is the only group with data. This data shows in 2020, there was growth. The SpEd sub group is difficult to measure due to the reportable data of less than 10 students being identifying.

Root Cause Analysis ELA - Subgroup

CSD Inquiry	In 2019, three of three significant student groups (EL, Latino, SED), (majority) "Status" was lower than the state. ELs (-126.4) were lower than the state at -45.6. Latino (-65.4) was lower than the state's -27.1; and SED's (-71.3) was lower than the state's -30.5.
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<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u> The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year is the same 2020 cohort group that took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program in previous school years, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme during the Labor Day holiday weekend as the school prepared for Diploma Programme authorization; as well as, the new administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>In the school year of 2018- 2019, the Superintendent hired a part-time special education coordinator to help support the special education population. Another position that was filled was the academic counselor who oversaw the English Language program at PTLAH.</p> <p>Beginning in the 2019-2020 school year, ELD was embedded into their Language Arts course teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality. During this school year, we also added a few personnel positions to better serve the subgroups such as a full time special education coordinator and data and assessment coordinator to help support the special education subgroup and support students who are in the English Language and Low socioeconomically disadvantaged groups.</p> <p><u>VARIABLES THAT PERSIST:</u> We believe that because there was a young staff . However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action</p>
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<p>SMART Goal</p>	<ul style="list-style-type: none"> • By spring 2021, all EL, Latino and SED students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. • In the spring SBAC assessment, 100% of 11th grade EL, Latino and SED students will score at least 5 percentage points above the California State average for their respective subgroups.
<p>Activities Prior 2016-2020</p>	<ul style="list-style-type: none"> • Students who are English Learners are provided specialized instruction that supports their development of proficiency in the four domains of language: speaking, reading, listening, and writing. • Establishment of the use of ManageBac, an information management system where teachers create their units and are required to address the needs of Students with Disabilities, English Language Learners and other identified subgroups. • Teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understanding.
<p>Initiatives 2020-2021</p>	<p>During the 3rd year in session, PTLAH embarked upon aligning the instructional program with the IB Programme that more specifically addresses both the MYP and DP.</p> <p>This process also involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.</p> <p>During the 2019-20 school year, the results on the SBAC for Cohort 1 students who graduated again triggered a review of current practices and approaches that resulted in programmatic and instructional changes. Although data indicates that students were working toward the norm, there was a significant gap in testing results. The following systemic changes have been implemented:</p> <ul style="list-style-type: none"> • Checking for understanding of the reading comprehension • Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners.

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	<ul style="list-style-type: none"> ● Allowance of time for students to process and demonstrate understanding ● Inquire different levels of depth of knowledge questions ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Continuation of learning through homework and practice ● Cooperative/collaborative learning ● Setting objectives and providing feedback ● Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class. ● Currently teachers are providing targeted interventions after school ● Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation. ● Facilitate Data driven instruction. ● Opportunities for peer review and collaboration among teachers, administrators and staff. ● Teachers work on interdisciplinary units of study. ● Professional development is focused on increasing student academic achievement.
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PTLAH Leadership Team 2020

II. Mathematics

Academic performance of PTLAH students in Mathematics who met or exceeded the standard on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show a group of students at PTLAH far behind comparable LAUSD and State students, as shown in Table below. Further, the results for this first SBAC, 2018-2019, show in the area of Mathematics for All Students scoring 3.26% Above Standard, as compared to the State at 32.24% and LAUSD at 31.86%, respectively.

Local NWEA Results August 2020

Table 7 indicates growth for all groups in the class of 2020 during the four years at high school. Each year, each subgroup showed growth and performed better upon exit than they did upon entrance

Table 11: Fall to Fall NWEA Math 3-Year Comparison 12th grade (Class of 2021)

Group		2017 – 2018 Grade 9	2018 – 2019 Grade 10	2019-2020 Grade 11	2020-2021 Grade 12
NWEA ELA - 4 year Comparis on	ALL STUDENTS	217.7	217.2	220.4	ND
	Economically Disadvantaged	217.4	217.2	222.9	ND
	Students with Disabilities	214.9	208.4	207.9	ND
	ELL	204.3	205.0	212.4	ND

Local NWEA Results August 2020

Table 8 is a mixed story for the current seniors. With the exception of the Students with Disabilities, all subgroups are currently performing higher than their entrance into the school. The 2018-2019 school year performance is down for all groups except English Learners. This may be due to the entire administration changing in that year.

Table 12: Winter to Winter NWEA ELA 2 Year Comparison 11th grade (Class of 2022)

Group		2018 – 2019 9 th grade	2019 – 2020 10 th Grade	2020 – 2021 11 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	212.0	214.7	ND
	Economically Disadvantaged	212.6	215.2	ND
	Students with Disabilities	ND*	ND*	ND
	ELL	198.9	203.7	ND

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Local NWEA Results August 2020

For the class of 2022, current 11th grade students, each group has increased performance within the two years they have attended PTLAH,

Table 13: Winter to Winter NWEA ELA Baseline 10th grade (Class of 2023)

Group		2019 – 2020 9 th Grade	2020-2021 10 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	215.0	ND
	Economically Disadvantaged	218.5	ND
	Students with Disabilities	ND*	ND
	ELL	203.8	ND

Local NWEA Results August 2020

The current 10th grade class has come in like classes before them. If the data trends are accurate, it is possible to see that these students will increase their performance as their peers did before them.

Table 14: Mathematics NWEA Fall Data

Fall	Overall Math NWEA									
	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020										
2019	-2	12	0	11	2	41	4	81		

2018	3	77	7	99	ND	ND				
2017	2	21	ND	ND						
2016	0	3								

Local NWEA Results August 202

Table 11 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter with the exception of the class of 2020 in the Fall of 2019. For example, looking at the 9th Grade, in the Fall of 2019, they grew 4 RIT points in Mathematics compared to the Fall of 2018. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the 9th Grade in the Fall of 2019, they performed at the 81st percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Table 15: Mathematics NWEA Winter Data

Winter	Overall Math NWEA									
	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021										
2020	0	29	3	74	3	78	2	19		
2019	2	52	2	30	ND	ND				
2018	5	98	ND	ND						
2017	1	4								

Local NWEA Results August 202

Table 12 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Winter of 2018, they grew 5 RIT points in Mathematics compared to the Winter of 2017. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Winter of 2018, they performed at the 98th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

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Conclusion for Table 11 and 12

Looking at Table 11 and 12, each grade level either in the Fall to Fall or Winter to Winter comparison grew. Just like the Smarter Balanced is a point in time, so is the NWEA. At various points groups of students may perform and show comparative growth or they may not. The take-away from these graphs is that at least one test administration per academic year, each grade level exhibited growth. For example, take the school year 2019-2020. In the Fall of 2019 the 10th grade class grew 4 points. In the Winter of 20, they grew another 2 RIT points. The class made growth as compared to the same time of year in the previous administration. Growth happens at PTLAH in the area of Mathematics.

Each class going through PTLAH has shown the ability to outperform the norm in one testing season or another. This shows that under the right conditions our students can and do perform in this manner. Some classes have shown to compare to their peers in the 95th percentile or above while others have shown in the 74th percentile and the 78th percentile. Overall, growth is happening within each class.

By outpacing national norms for RIT growth in Mathematics, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis Mathematics

CSD Inquiry	<ul style="list-style-type: none"> In 2019, Distance from Standard (DFS) was at -169.8 was lower than the state -33.5.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; thus no eleventh graders to test.</p> <p>The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year. The same 2020 cohort group took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program in</p>

	<p>previous school years, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme during the Labor Day holiday weekend as the school prepared for Diploma Programme authorization; as well as, the new administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>Until the 2018-2019 school year, teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u> We believe that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. However, we recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness.</p> <p><u>WHAT MAKES IT PERSIST:</u> PTLAH recognizes that the lack of fidelity to systems and processes to address the variables that persist and caused lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>As a start-up school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization to establish fidelity to the program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and an unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
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<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores.</p> <ul style="list-style-type: none"> ● Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. ● Notwithstanding, the percentile of performance, the groups of All Students, ELL increased their RIT score above those in the 2020 normed 50th percentile. ● Overall, the data reflects that students are moving at or better than the norm, with the exception of the school year 2019-2020. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.
<p>Initiatives 2020-2021</p>	<p>PTLAH has dedicated intervention and support for all students to increase their progress.</p> <ul style="list-style-type: none"> ● Although the Special Education group declined in performance, considerations should be made within the IEPs for the use of designated supports while testing. ● It is important to remember that MAP NWEA is just one way to measure the abilities of students. ● Results indicate that many of our students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA, SBAC, etc. ● Considering the tests results that may not reflect their full capabilities and/or abilities. ● PTLAH uses other measures, such as portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests. ● Re-establishing opportunities for test preparation, use of MTSS and Counseling to promote positive self belief and building of self-esteem. ● Ensuring that teachers are offered appropriate Professional Development, coaching, and needed support for their Instructional Delivery. ● A systemic change approach and fidelity to the implementation of the IB Program.

PTLAH Leadership Team 2020

Mathematics Subgroup Analysis

Table 16: Mathematics English Learners Winter NWEA Data

English Learners NWEA Math										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
					2021					
2020	1	12	4	93	6	99	5	71		
2019	7	99	2	47	ND	ND				
2018	7	99	ND	ND						
2017	ND	ND								

Local NWEA Data

Overall, students in class 2020 have shown that in 2018, they were in the 99th percentile nationally ranked. In 2018, the students demonstrated they had a 99th percentile nationally ranked. In 2020, the students were in the 12th percentile nationally ranked. The class of 2021 demonstrated to move up from 47th percentile in 2019 to 93rd percentile in 2020. The class of 2022 was in the 99th percentile in the year 2020.

Table 17: Mathematics Low Socio-Economically Disadvantaged NWEA Winter Data

Low Socio-Economically Disadvantaged NWEA Math										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	1	50	3	76	1	17	5	71		
2019	1	23	1	26	ND	ND				
2018	5	96	ND	ND						
2017	3	26								

Local NWEA Data

The low socio-economically disadvantaged subgroup, class of 2020, were in the 26th percentile. However, they grew to the 96th percentile in 2018. In 2019, they were in the

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23rd percentile and grew again to the 50th percentile in 2020. The class of 2021 was in the 26th percentile in 2019 and grew to the 76th percentile in 2020.

Table 18: Mathematics Special Education NWEA Winter Data

2020 - 2021										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	ND	ND	-1	2	ND	ND	ND	ND		
2019	ND	ND	2	53	ND	ND				
2018	5	97	ND	ND						
2017	ND	ND								

Local NWEA Results August 2020

The students with disabilities, class of 2020, performed in the 97th percentile in 2018. The class of 2021, they performed in the 53rd percentile in 2019. Then, in 2020, they performed in the 2nd percentile.

Root Cause Analysis Mathematics Subgroup

CSD Inquiry	<ul style="list-style-type: none"> In 2019, both numerically significant student groups (2 of 2), were lower than the state (Latino, SED). Latino (-170.2%) was lower than the states -62.2%; SED (-175.6%) was lower than the states -63.7%. ^(SEP)
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; the 2018-2019 were the first group of Juniors who took the SBAC assessment.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS, and then to Gage.</p>

	<p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. Although PTLAH acknowledges and realizes that we must be data driven.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize academic achievement.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenges of putting systems into place; as well as the dedicated nature of institutionalizing an effective IB Program.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH underperformance involves maintaining a stable personnel which includes teachers, administrators and staff in addition to providing ongoing professional development, peer reviews, coaching and other researched based effective systemic strategies and protocols.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>Among the resources available to increase student academic achievement in Mathematics. Some of the resources were attained by edutopia.com.</p> <ul style="list-style-type: none"> ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in mathematics. ● Through professional development of International Baccalaureate - Middle Years Programme and Diploma Programme, teachers participate in professional development to create Inquiry based teaching and learning that encourages questioning and makes space for curiosity while students are learning mathematics. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers provide their students with authentic problems that increase students' drive to engage with mathematics because we understand applying math to real-world problems helps increase both student interest and understanding. ● Through the use of IB Learner Profile attributes, teachers share positive attitudes about math. <p>Teachers explicitly teach students the IB Approaches to Learning Skills that enable them to tackle math with confidence.</p>

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<p>Initiatives 2020-2021</p>	<p>To facilitate mathematical instructional strategies, the process involves a strategic approach to instructional delivery methodology and ensuring that all teachers are offered and provided coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.</p> <ul style="list-style-type: none"> ● Checking for understanding of the mathematical reasoning and numerical expressions, (numeracy). ● Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners. ● Allowance of time for students to process and demonstrate understanding ● Inquire different levels of depth of knowledge questions ● Identifying real life situations ● Demonstrating knowledge by writing how the students arrived at the answers. ● Reinforcing effort and providing recognition ● Continuation of learning through homework and practice ● Cooperative/collaborative learning ● Setting objectives and providing specific feedback ● Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class. ● Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation. ● Facilitate Data driven instruction. ● Opportunities for peer review and collaboration among teachers, administrators and staff. ● Teachers work on interdisciplinary units of study. ● Professional development is focused on increasing student academic achievement.
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PTLAH Leadership Team 2020

III. English Learner Progress Indicator

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate "Change". Because only two years of ELPAC data are currently available, only "Status" will be reported for the 2019 Dashboard.

State "Verified" Data Results for English Learners

With 63 students identified as English learners in 2019 at PTLAH, 42.9% are making progress towards English language proficiency. This anomaly results in a Low performance level as shown in Table below.

Table 19: ELPAC Results

English Language Acquisition Status

ELPI Level	Prepa Tec	State	LAUSD
Progressed at Least One ELPI Level	38.00%	42.90%	42.10%
Maintained ELPI Level 4	4.70%	5.30%	2.90%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.30%	31.50%	35.40%
Decreased at Least One ELPI Level	23.80%	20.10%	19.40%

cde.ca.gov Dataquest August 2020

During the 2018-2019 school year, students' ELD curriculum was delivered in an embedded model within the student's ELA class. This was identified as a root cause to why the performance of ELs were what they were. Beginning in the 2019-2020 school year, PTLAH determined to implement both designated and integrated ELD as prescribed in the California ELD standards. With the COVID-19 interruption, summative testing for ELs was paused in the Spring of 2020. Currently in order to provide the opportunity to see progress for the 2019-2020 school year, the ELPAC can be administered to English learners until October 30, 2020. The current climate in Los Angeles has provided permission through the L.A. County's Department of Health to have live, in person testing in small groups. However, many parents and students are very concerned to resume any service through an in-person environment. PTLAH is carefully monitoring the situation and will make decisions on their ability to summatively test our EL population in partnership with leaders from Alta Public Schools, the school's parent organization.

Root Cause Analysis ELPI

CSD Inquiry	In 2018, the school did not have ELPI performance data. 2019 ELPI does not designate a color.
Root Cause	<u>EVIDENCE OF A CHALLENGE:</u> According to the California Department of Education, the English Learner Progress Indicator does not have a performance level (color) on the 2018 Dashboard due to transition to the English Language Proficiency Assessments for California (ELPAC). However, the Dashboard reports the percentage of students in each ELPAC performance level.

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	<p>2018 ELPI performance https://www.caschooldashboard.org/reports/19769920133900/2018/a/cademic-performance#english-learner-progress</p> <p>2019 ELPI performance https://www.caschooldashboard.org/reports/19769920133900/2019/a/cademic-performance#english-learner-progress</p> <p><u>CAUSE ASSUMPTIONS:</u> ELPI performance indicators began in fall 2019. English Learner Progress Indicator does not have a performance level designated color due to the transition from CELDT to ELPAC.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that the transition from CELDT to ELPAC has created some of these confusions; however, PTLAH acknowledges and realizes that we must be data driven and uses the ELPAC results and English Learner Progress Indicators to inform instruction and initiatives.</p> <p><u>WHAT MAKES IT PERSIST:</u> This is the only year in which the CDE did not have a dashboard visible, made public English Language Proficiency Indicator due to the transition of the CELDT to the ELPAC.</p> <p><u>ORIGINS:</u> Historically, students who were considered to be English Learners, were measured under the CELDT, but as the state made changes to the ELPAC, scores were not reflective on DataQuest for the transition year of 2018.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students.</p>
<p>SMART Goal</p>	<p>By the Spring of 2021 each EL will progress at least 5% according to the ELP indicator.</p>
<p>Activities Prior</p>	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p>

	<ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015.</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

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Root Cause Analysis Progress toward Proficiency

CSD Inquiry	Dashboard indicates 42.9% of ELs are making progress towards English proficiency, compared to the states 48.3%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause of why the student population scored 5.40% less than the state is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. it</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	All LTELs will increase language fluency proficiency equal to or above the state.
Activities Prior	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The</p>

	<p>evaluation for the program effectiveness for EL/LTEs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

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Root Cause Analysis for proficiency level "Low"

CSD Inquiry	The proficiency level for was "Low" for PTLAHS" compared to the State's level of "Medium".
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause of why the student population scored at low compared to the state that averaged medium is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	By the Spring of 2021, the proficiency level rating for ELs at PTLAHS will be medium.
Activities Prior	PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.

	<p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELEs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

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Root Cause Analysis for Participation Rate

CSD Inquiry	The school did not meet the 2019 participation rate where 92% of students were ELPAC tested.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> Only 92% of the students took the ELPAC test. Some of the students were absent during the administration and make-up of it.</p> <p><u>CAUSE ASSUMPTIONS:</u> Considering it was the first administration of ELPAC, teacher and student preparation for the test was low. Due to loss in staff there were delays in the administration of the test thus we did not allow enough time to capture all EL students due to absences.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that the testing window for ELPAC testing should be wider, hence more participation to reach the 100% goals set forth by the school.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements in preparation to take the ELPAC.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	95% of EL students will be tested in ELPAC
Activities Prior	<ul style="list-style-type: none"> ● Testing was scheduled ● Teachers were provided an overview of the expectations for reclassification
Initiatives 2020-2021	PTLAH shall administer the ELPAC annually. PTLAH shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. Assessment Calendar is set with allowable make up days

	<ul style="list-style-type: none"> Administration and EL Lead Teacher provide Parent information meetings on the requirements of reclassification and testing requirements
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PTLAH Leadership Team 2020

IV. Long Term ELs

Table 20: "At RISK" Long Term English Learners 2017-2018

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	7	1	9	11	28	58	86
10	5	1	19	2	27	57	84

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	12	2	28	13	55	115	170
SBE - Prepa Tec Los Angeles High	12	2	28	13	55	115	170
Los Angeles County	167,776	33,017	51,881	52,636	305,310	327,537	632,847
State	658,390	144,146	218,135	250,479	1,271,150	1,104,495	2,375,645

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverEIType.aspx?cds=19769920133900&aqlevel=School&ye>

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Table 21: "At RISK" Long Term English Learners 2018-2019

<u>Grade</u>	<u>English Learners</u>				<u>EL Total</u>	<u>RFEP</u>	<u>Total (Ever-EL)</u>
	<u>EL 0-3 Years</u>	<u>At-Risk 4-5 Years</u>	<u>LTEL 6+ Years</u>	<u>EL 4+ Years Not At-Risk or LTEL</u>			
<u>09</u>	<u>6</u>	<u>1</u>	<u>14</u>	<u>0</u>	<u>21</u>	<u>39</u>	<u>60</u>
<u>10</u>	<u>9</u>	<u>0</u>	<u>25</u>	<u>0</u>	<u>34</u>	<u>49</u>	<u>83</u>
<u>11</u>	<u>3</u>	<u>1</u>	<u>20</u>	<u>0</u>	<u>24</u>	<u>55</u>	<u>79</u>

Report Totals

<u>Retrieved from Cde.ca.gov Dataquest English Learner September 2020 level</u>	<u>English Learners</u>				<u>EL Total</u>	<u>RFEP</u>	<u>Total (Ever-EL)</u>
	<u>EL 0-3 Years</u>	<u>At-Risk 4-5 Years</u>	<u>LTEL 6+ Years</u>	<u>EL 4+ Years Not At-Risk or LTEL</u>			
<u>Prepa Tec Los Angeles High</u>	<u>18</u>	<u>2</u>	<u>59</u>	<u>0</u>	<u>79</u>	<u>143</u>	<u>222</u>
<u>SBE - Prepa Tec Los Angeles High</u>	<u>18</u>	<u>2</u>	<u>59</u>	<u>0</u>	<u>79</u>	<u>143</u>	<u>222</u>
<u>Los Angeles County</u>	<u>146,917</u>	<u>47,756</u>	<u>73,293</u>	<u>4,948</u>	<u>272,914</u>	<u>334,986</u>	<u>607,900</u>
<u>State</u>	<u>607,888</u>	<u>220,738</u>	<u>342,983</u>	<u>24,379</u>	<u>1,195,988</u>	<u>1,131,092</u>	<u>2,327,080</u>

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19769920133900&agglevel=School&year=201>

Table 22: "At RISK" Long Term English Learners 2019-2020

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	1	13	7	23	44	67
10	3	0	8	3	14	35	49
11	4	1	10	12	27	52	79
12	2	2	14	2	20	43	63

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	11	4	45	24	84	174	258
SBE - Prepa Tec Los Angeles High	11	4	45	24	84	174	258
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546	585,321
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977	2,282,001

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverELType.aspx?cds=19769920133900&agglevel=School&year=2>

DISCUSSION TABLES 20, 21, and 22

Table 21 in 2017-2018, it is realized that 50.9% were Long Term ELS. In 2018-2019 (Table 22), the school had 74.6% of their ELs designated as Long Term English

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Learners. Table 22 indicates that in 2019-2020, 28.5% (24/84) of all English Learners at PTLAH are Long Term ELs. When comparing this data to the data in 2019-2020 to 2018-2019, there was a reduction of Long Term ELs by 46.1%. The contributing factors to this decrease can be attributed to the implementation and full fidelity to the designated and integrated ELD approach, limited reclassification, and student attrition.

Root Cause Analysis Long Term EL

CSD Inquiry	In 2019, the school had a 17.4% LTEL rate compared to the states 8.9%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause for the 8.5% higher than the state LTEL rate is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize academic achievement.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	By Spring of 2021, reduce the number and percent of Long Term English Learners by 5%
Activities Prior	PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered

	<p>placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers are provided a list of EL/LTEL students to monitor and ensure they are receiving appropriate supports for English proficiency. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity

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	<ul style="list-style-type: none"> ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development <p>As a result of the California State of Education initiatives PTLAH has modified its ELD program to better serve our English Learners. The following Principles are used in order to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. https://www.cde.ca.gov/sp/el/rm/. Additionally, PTLAH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school or district to implement the process all at once.</p> <p>The Instructional Strategies to Address Gaps include PTLAH will annually select a focus to determine priority and then design a path of improvement, which will be included in the Charter School's academic achievement plan. PTLAH will use The California English Learner Roadmap teacher Toolkit to support that process.</p>
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PTLAH Leadership Team 2020

V. Reclassification

Table 23: PTLAH Reclassification for 2017-2018

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Prepa Tec Los Angeles High	19769920133900	224	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)

<u>District Total:</u>		0	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
<u>County Total:</u>		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
<u>State Total:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020
<https://dq.cde.ca.gov/dataquest/cbeds4.asp?cYear=2017-18&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSele>

In 2017-2018 Reclassification was realized at 3 (12.0%) for PTLAH.

Root Cause Analysis for Reclassification

CSD Inquiry	In 2018 the school had 0% rate of reclassification, less than the state's 13.8%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> PTLAH recognizes that 0% of the EL population was reclassified. Moreover, this brings us to 13.8% lower than what the state's rate indicated.</p> <p><u>CAUSE ASSUMPTIONS:</u> PTLAH assumes the cause of this deficiency was the transition of the counselor, who was in charge of reclassification was having complications fulfilling her agreement with PTLAH therefore leaving the reclassification criteria incomplete.</p> <p><u>VARIABLES THAT PERSIST:</u> After research, PTLAH determined that reclassification was not taken care of at the level it should have and therefore put resources and strategies in place to not have the issue persist.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school model.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the</p>

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	<p>10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected ELPAC reclassification rate consists of the team being trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<p>In Spring 2021, increased reclassification will meet or be greater than the state's rate.</p>
<p>Activities Prior</p>	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California</i></p>

	<p><i>Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Recognizing that students work and learn at different paces they will be paired so that students who excel in a particular subject can help students who are struggling with that subject. Research shows that people deepen understanding through the process of teaching others.</p> <ul style="list-style-type: none"> ● How the school will use the results of the ELPAC to support and accelerate student progress towards English proficiency ● How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the Common Core State Standards in English Language Arts/English Language Development Framework ● Process for annual evaluation of the school's EL program(s) ● Process and specific criteria for EL reclassification for the grades served by the charter school ● Process for monitoring progress of ELs and reclassified (RFEP) students ● Process for monitoring progress and effectiveness of support for Long Term English Learners (LTELs) and for students At-Risk of Becoming LTELs. <p>Long-Term English Learners (LTELs):</p> <p>Long Term English Learners have different needs as compared with other English Learners. LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted support. Our teachers, along with our administrative team will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student based on their results and provide a focus on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies.</p> <p>Monitor the success of LTEL students in mainstream classes. Individually check in with them to ensure that they are effectively developing the literacy skills to fully engage in the content.</p> <p>Meet, engage, and train parents of LTELs in supporting their students' acquisition of literacy and language. Especially with LTELs we cannot assume that they are getting the necessary wraparound literacy supports (inside and outside of school) as English proficient students</p> <p>Provide explicit academic and literacy development across the curriculum (lessons designed around language objectives). Starting this semester, each department will be responsible for focusing on certain ELD standards that align with their core curriculum. Teachers will also be made aware of</p>

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	the various literacy proficiency levels and needs of each LTEL student so that they can provide these students with more intensive support.
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PTLAH Leadership Team 2020

Root Cause Analysis for Reclassification Rate

CSD Inquiry	In 2019 the school had 3.8% rate of reclassification, less than the state's 13.8%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> ELPAC criteria for Reclassification changed requiring students to score a 4 on the ELPAC in order to be considered eligible for reclassification. Currently, in the Fall of 2020, the school is summative testing all ELs to determine who can be reclassified and their progress reported as such for the 2019-2020 school year.</p> <p><u>CAUSE ASSUMPTIONS:</u> Beginning in the 2019-2020 school year, ELD was embedded into their Language Arts courses. Teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that because there was a young staff . However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school odel. This is evidenced by the current administration receiving full DP authorization in the first year as a team in the 2018-2019 school year. This allowed the school to offer its now seniors their first DP experience in the Fall of 2019 when they were juniors.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p>

	<p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p> <p><u>CAUSE ASSUMPTIONS:</u> Although our students have successfully participated in A-G courses and College Courses the results indicate that students are not test ready.</p> <p><u>VARIABLES:</u> Among the variables is ensuring that teachers are fully trained in the ELD Standards and the Roadmap Principals. Teachers must be coached for implementation and use of strategies, along with fidelity to the IB Program.</p> <p><u>WHAT MAKES IT PERSIST:</u> The current conditions under the Pandemic is a considerable cause to the persistence of no reclassification rate. However, the school is currently testing ELs to determine who can be reclassified and attributed to the 2019-2020 school year.</p> <p><u>ORIGINS:</u> The level of Language Acquisition, fossilization of local communication and exposure within our community. Code switching and the need for assimilation.</p> <p><u>OPPORTUNITIES:</u> Teachers must be provided with cultural relevant professional development; a</p>
<p>SMART Goal</p>	<p>By Spring of 2021, increase Reclassification of ELI proficiency greater or equal to 6% and above the State..</p>
<p>Activities Prior</p>	<p>The use of ELPAC to support and accelerate student progress towards English proficiency PTLAH will use the results of the most current ELPAC results and work with the students to set goals for the Spring ELPAC summative assessment in the following</p> <ol style="list-style-type: none"> 1. Identify English Learners and the areas of need 2. To support students in establishing goals for Reclassification 3. Place students in the appropriate educational program 4. Develop lessons and units embedding the areas of language needs 5. To determine the professional development needed to support teachers in addressing the needs of English Language Learners <p>Students are provided meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework and as outlined in the Master Plan for English Learners.</p> <p>The use of the Common Core State Standards ELD instruction which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific</p>

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	<p>aspects of English is far more productive than exposing students to abundant English and incidentally addressing specific forms. All teachers are supported to understand and use ELD standards and planning instructional scaffolds during core courses. Teachers are supported to use students' output (speaking and writing) to monitor student progress on a daily basis through formative assessments to strategically target student language needs.</p>
<p>Initiatives 2020-2021</p>	<p>PTLAH implements the guidelines for effective ELD instruction provided by Saunders and Goldberg (in CDE, 2010, pp.27-28):</p> <ol style="list-style-type: none"> 1. A separate block of time is devoted to daily ELD instruction. (Due to the IB MYP required eight courses, the 9th graders receive ELD within their ELA class; however from 10th grade on EL students are assigned an ELD class period.) 2. ELD instruction emphasizes listening and speaking and incorporates reading and writing 3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions) 4. ELD instruction is planned and delivered with specific language objectives for each lesson 5. ELD instruction integrates meaning and communication to support explicit teaching of language 6. ELD instruction includes carefully planned interactive activities among students 7. ELD instruction provides students with corrective feedback on form 8. ELD teachers attend to communication and language-learning strategies during instruction 9. ELD instruction emphasizes academic language as well as conversational language 10. ELD instruction continues until students meet reclassification criteria 11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day. <p>In addition, PTLAH implements the following strategies when planning instruction for English Language Learners.</p> <p>Key Features of SDAIE</p> <p>In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include: modeling</p> <ol style="list-style-type: none"> 1. Bridging 2. Contextualizing 3. Building schema 4. Reframing

	<ol style="list-style-type: none">5. Developing metacognition6. Checking for comprehension7. Monitoring/assessing8. Questioning9. Adjusting speech register10. Orchestrating all modalities of learning11. Interacting <p>Technology in the classroom provides the tools, including software that allows learning that meets the needs of the individual student, which is crucial for our path forward for our EL students.</p> <p>Process for monitoring progress of ELs and Reclassified (RFEP) students</p> <ol style="list-style-type: none">1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions.<ol style="list-style-type: none">a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trendsc. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomesd. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needse. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments; as well as, internal formative assessment to determine English learner progress and provide the necessary intervention support.3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners
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	PTLAH addresses student's linguistic diversity with a positive, additive orientation. PTLAH affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepares graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.
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PTLAH Leadership Team 2020

VI. Student Suspension

Suspension Rate "Verifiable" Data Results

PTLAH suspended less students than the state and more than LAUSD. The Table below, references the suspension rate. The school posts a 1.5% rate as compared to the State at 3.6% and LAUSD at 0.4%.

Table 24: 2018-2019 School Year Suspensions

<i>2018-2019 School Year</i>				
<i>Suspension Rate</i>	<i>Group</i>	<i>Prepa Tec</i>	<i>State</i>	<i>LAUSD</i>
	<i>ALL STUDENTS</i>	<i>1.50%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Hispanic</i>	<i>0.30%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Economically Disadvantaged</i>	<i>0.00%</i>	<i>4.40%</i>	<i>0.40%</i>
	<i>Students with Disabilities</i>	<i>0.00%</i>	<i>6.40%</i>	<i>1.30%</i>
	<i>ELL</i>	<i>0.00%</i>	<i>3.20%</i>	<i>0.50%</i>

Cde.ca.gov Dataquest Dashboard August 2020
<https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2018-19&aggllevel=School&cds=19769920133900>

PTLAH has reduced Suspensions by 5 percentage points between 2017-18 at 6.6% and 2018-19 at 1.3%.

Root Cause Analyzes for "Change"

CSD Inquiry	The school wide "change" in 2018 of 4.9% (increased) was higher than the state's "Change" of -0.1% (Maintained), and in 2019 the "Change" of 5.0% (declined) was lower than the state's "Change" of -0.1%
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> PTLAH recognizes the change in 2018 if 4.9% increase higher than the state's change of -0.1 and the 2019 change decline of 5.0% than the state's of -0.1%. Moreover, the evidence we have is the culture that carries through the years.</p> <p><u>CAUSE ASSUMPTIONS:</u> School wide and growth mindset have a significant positive impact on approaches to behavior and discipline.</p> <p><u>VARIABLES THAT PERSIST:</u> Staff continues to take part in PBIS training through LACOE which enables all staff to approach students with a growth mindset and a positive, win-win outcome.</p> <p><u>WHAT MAKES IT PERSIST?:</u> The continuation of PBIS and growth mindset continues to be a practice at PTLAH molding the climate while cultivating the culture.</p> <p><u>ORIGINS:</u> The factors causing the lower suspension rate include the additional resources and training within the PBIS program as well as students themselves taking ownership of their own discipline. The evidence of students attending school this fall indicates PTLAH is improving the structure in which we handle the minor classroom disruptions coupled with student ownership of learning.</p> <p><u>OPPORTUNITIES:</u> Continued opportunities for the development of staff in classroom management, setting a schoolwide culture of behavioral success, and the teacher's ability to infuse appropriate responses in the classroom setting all add to the various opportunities PTLAH has in the future to creat the environment we want to see.</p>
SMART Goal	Each year, PTLAH will maintain a 1.5% or lower By Spring of 2021, the full implementation of PBIS will be realized
Activities Prior	During these years, Positive Behavioral Interventions and Supports (PBIS) throughout the school community. PTLAH has a team of staff who is in its 3rd year of training through LACOE and as a result of implementation of PBIS, has continued to decrease suspensions into the 2019-20 and 2020-21 school years that contribute to a positive

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	<p>school culture and climate supported by the progressive attendance and intervention policies. During professional development, staff are trained on how to embed PBIS in both structured and unstructured times. During professional development, teachers practice PBIS strategies and collaborate on how to uniformly develop a safe, responsible, and respectful culture. Teachers and other school staff identify students who need additional social-emotional support via the school counselor or through a referral process with a local nonprofit counseling service, with parent permission. Counseling services and mental health plans are held on campus.</p>
<p>Initiatives 2020-2021</p>	<p>PTLAH initiated the implementation of the Multi-Tiered System of Supports (MTSS), specifically focusing on Positive Behavioral Interventions and Supports (PBIS). In addition, professional development focused on developing a Growth Mindset by Carol Dweck was initiated. PTLAH believes that all students can learn when provided appropriate instruction, support and interventions in order to develop the social and academic skills to reach their fullest social-emotional and academic potential. PTLAH is committed to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Supports, or MTSS. PTLAH is able to utilize Positive Behavior Interventions and Supports (PBIS) strategies to support the behavioral and academic needs of all students.</p>

PTLAH Leadership Team 2020

VII. College and Career

PTLAH’s mission is to prepare students for higher education. Data results were prepared using the 2019 California Dashboard Technical Guide and steps were followed to ensure those students who are in the combined 4 and 5 year cohort are the total numbers of students in consideration. In 2020, PTLAH had a total of 66 students. Of those 66 students, 25 of them met the prepared criteria #8 (19 students through college credit and 6 through the Smarter Balanced assessment). The only state “verified” data available is for 2018-2019. PTLAH graduated its first class in 2020. Therefore, Table below, indicates the years being compared.

Results

PTLAH is slightly above LAUSD and slightly lower than the State in students being prepared for college and careers. The College and Career Indicator at Prepared Level shows the following: All students for PTLAH 37.9%, State 44.1% and LAUSD 37.7%. Hispanic students for PTLAH 38.6%, State 36.1% and LAUSD 36.7%. Economically Disadvantaged students for PTLAH 38.5%, State 35.8% and LAUSD 37.1%. Students with Disabilities students for PTLAH 00.0%, State 10.8% and LAUSD 7.3%. ELL students for PTLAH 00.0%, State 16.8% and LAUSD 12.1%.

Table 25 PTLAH College and Career Indicator at Prepared Level

		2019-2020	*2018-2019 School Year	
College and Career Indicator at Prepared Level	Group	Prepa Tec	State	LAUSD
	ALL STUDENTS	37.9%	44.1%	37.7%
	Hispanic	38.5%	36.1%	36.7%
	Economically Disadvantaged	38.5%	35.8%	37.1%
	Students with Disabilities	0.0%	10.8%	7.3%
	ELL	0.0%	16.8%	12.1%

*cde.ca.gov Dataquest September 2020

The table below further shows the percent of students who are prepared for College and Career in the “approaching prepared” at 62.1% for PTLAH, 17.1% and 21.3% for the State and LAUSD, respectively. Finally, not prepared is 0% for PTLAH, 38.8% and 41.1% for the State and LAUSD, respectively.

Table 26: PTLAH College and Career Indicator By Level

		2019-2020	*2018-2019 School Year	
College and Career Indicator By Level	Group	Prepa Tec	State	LAUSD
	Prepared	37.9%	44.1%	37.7%
	Approaching Prepared	62.1%	17.1%	21.3%
Not Prepared	0.0%	38.8%	41.1%	

*cde.ca.gov Dataquest September 2020

Root Cause Analysis College and Career

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CSD Inquiry	In 2018 and 2019 the school did not have percentages of College / Career prepared students.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> The 2020 California Dashboard would have been the first time this calculation would have been published on the page. Without the 2020 Dashboard published, the first year of this evidence will be released in 2021.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumptions to this cause are that the State does not calculate this indicator for all classes each year, rather they calculate it for graduating classes.</p> <p><u>VARIABLES THAT PERSIST:</u> If the 2020 Dashboard would be published, PTLAH would have a projected 37.9% fully prepared for post-secondary and 62.1% approaching prepared with 0% not prepared. The variables that persist include all students graduate with A-G, the school offers and promotes the dual enrollment program with East LA CC, and other programs to ensure students have access to be fully prepared</p> <p><u>WHAT MAKES IT PERSIST:</u> The school's understanding of how the calculation is made for college and career readiness assists in the appropriate placement of students to reach desired goals is what makes this persist.</p> <p><u>ORIGINS</u> PTLAH added a grade each year our first graduating 9th Graders 2016-2017 took place in 2019-2020.</p> <p><u>OPPORTUNITIES:</u>In 2020-2021 the IB tests will be another methodology used to increase the percentage of students fully prepared after graduation. This is the inaugural year of the exams, and we expect students to do well. Further, the school is investigating the IB CP (Career Preparedness) model to assist those students who may not be college bound right after high school. This will yield an additional opportunity for students to be fully prepared.</p>
SMART Goal	The graduating class of 2021 will achieve 41% fully prepared and 39% approaching prepared as measured by the California College and Career Indicator.

<p>Activities Prior</p>	<ul style="list-style-type: none"> ● PTLAH has established A-G graduation requirements for all students, which means all students who complete will automatically fall into the Approaching Prepared level. ● PTLAH wants to maintain this level of performance, more than one criteria in preparation needs to be explored. ● Comparing the data that PTLAH has with the most recent Dashboard data, the school has exceeded LAUSD with a greater percentage of students prepared. ● The school needs to plan to close the 7.8% gap they have with the State in terms of prepared. With the balance of PTLAH’s approaching prepared, the school can employ strategic actions to move them into prepared. ● Considering significant groups of students, PTLAH is falling short with Students with Disabilities and English Learners. Special attention will be placed in the improvement plan to address the needs of students with disabilities and English learners in College and Career readiness.
<p>Initiatives 2020-2021</p>	<p>Moreover, in the “low-income” students category, 24% of them were IBDP candidates and 26% of IBDP course students in all U.S. high schools. PTLAH reported 54% IBDP candidates and 56% course students in 2019, a sizable number above the national trend. https://ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf. For PTLAH, out of 157 eligible students in 2019, i.e., students from the 11th and 12th grade class, 44.58% of them were taking an IBDP course or chose to pursue DP candidacy. This is double the national average for “low-income” students, “low income” as determined by the Federal Free or Reduced meal program participation data. Additionally, PTLAH has continued to see an increase of students taking DP courses or enrolling in the DP as candidates.</p>

PTLAH Leadership Team 2020

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses



District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Growth: Math 6+ CA 2010
CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	92	215.0	15.2	217	215.8	17.7	217.1	16.1	213.7	15.5	213.3	16.2
Fall 2019-2020	9	85	212.6	15.7	213	214.6	18.1	215.0	14.4	210.8	16.9	210.6	17.3
Winter 2018-2019	9	61	212.0	16.3	211	213.7	19.4	213.2	17.1	211.6	15.9	209.7	17.5
Fall 2018-2019	9	80	211.0	20.1	211	213.2	22.4	212.7	20.2	210.6	20.2	207.8	21.8
Spring 2017-2018	9	110	219.9	16.0	222	222.1	17.2	221.2	17.3	219.4	16.9	217.0	16.5
Winter 2017-2018	9	113	217.7	16.4	218	221.7	16.9	218.0	18.0	216.0	17.6	215.1	16.8
Fall 2017-2018	9	60	210.4	16.6	214	212.7	17.6	213.3	17.8	209.2	16.4	206.9	18.7
Winter 2016-2017	9	108	215.1	19.3	219	217.6	20.9	215.9	20.5	215.1	19.0	211.7	20.4
Fall 2016-2017	9	97	216.4	17.8	217	217.7	18.9	218.0	17.5	215.6	20.2	214.4	18.4
Winter 2019-2020	10	58	214.7	15.5	214	216.7	16.8	215.7	15.9	213.7	17.1	212.8	17.4
Fall 2019-2020	10	68	213.5	16.3	214	215.8	18.2	214.6	16.2	212.9	18.0	211.0	17.1
Winter 2018-2019	10	92	217.2	16.2	218	219.8	19.5	218.2	17.2	216.6	15.8	214.3	16.6
Fall 2018-2019	10	103	216.7	16.7	217	218.3	18.3	219.1	15.7	216.7	17.9	213.0	19.5
Spring 2017-2018	10	95	220.7	17.2	221	222.4	18.3	220.9	17.2	220.9	19.0	218.7	18.6
Winter 2017-2018	10	100	219.5	18.3	221	222.5	20.0	219.5	19.0	219.1	19.1	216.8	18.9
Fall 2017-2018	10	108	218.2	18.1	220	220.9	20.5	218.3	18.8	217.9	18.4	215.6	18.6
Winter 2019-2020	11	80	220.4	16.7	221	222.8	19.3	221.3	17.3	220.2	17.8	217.7	16.8
Fall 2019-2020	11	93	217.3	17.1	216	220.7	18.8	218.7	17.7	217.1	19.3	213.2	16.6
Winter 2018-2019	11	81	221.5	15.8	220	224.3	18.0	222.2	16.9	220.9	16.1	219.0	16.5
Fall 2018-2019	11	95	220.2	18.3	221	222.9	21.9	221.7	17.7	219.9	19.8	216.8	17.4
Winter 2019-2020	12	70	219.6	12.9	219	222.6	15.2	220.4	13.4	218.3	14.9	216.9	13.3
Fall 2019-2020	12	67	219.1	15.3	219	222.0	17.2	220.4	16.4	217.7	16.8	217.1	15.7

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: None
 Small Group Display: No

808

Language Arts: Reading

Prepa Tec Los Angeles High School

Growth: Reading 2-5 CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	9	3									
Fall 2019-2020	12	1									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	92	208.2	14.9	211	206.3	17.2	209.8	14.6	208.9	15.5
Fall 2019-2020	9	85	205.6	17.8	209	203.7	21.0	205.3	17.6	207.9	17.1
Winter 2018-2019	9	52	208.2	17.8	210	206.7	18.7	207.5	18.8	210.7	18.0
Fall 2018-2019	9	83	205.9	20.2	210	205.7	21.7	204.6	20.8	207.6	20.4
Spring 2017-2018	9	111	214.4	16.3	218	214.4	18.1	214.7	17.3	214.1	16.2
Winter 2017-2018	9	113	213.3	15.7	216	213.4	16.9	212.7	15.8	214.1	16.9
Fall 2017-2018	9	117	208.2	17.3	210	207.6	18.9	207.5	17.6	209.7	17.9
Winter 2016-2017	9	112	210.7	18.3	214	209.6	19.3	210.2	19.6	212.1	18.2
Fall 2016-2017	9	99	212.9	15.5	215	212.7	15.7	211.9	16.7	214.3	16.7
Winter 2019-2020	10	56	211.9	17.2	214	210.0	18.0	213.5	17.9	212.2	18.1
Fall 2019-2020	10	65	205.9	19.2	210	204.4	21.3	205.4	19.0	207.9	19.6
Winter 2018-2019	10	88	211.4	17.2	216	210.1	20.0	210.7	17.5	213.1	17.2
Fall 2018-2019	10	104	212.0	16.1	215	211.9	17.8	211.1	16.4	213.3	17.9
Spring 2017-2018	10	98	217.3	14.9	218	217.4	15.3	217.1	16.3	217.6	16.0
Winter 2017-2018	10	100	215.8	16.6	219	214.9	17.3	215.1	17.0	217.1	17.7
Fall 2017-2018	10	105	214.4	14.3	215	213.8	16.2	215.2	15.3	214.3	14.7
Winter 2019-2020	11	78	214.0	15.6	216	211.6	18.4	214.8	16.4	215.3	16.3
Fall 2019-2020	11	87	212.3	17.2	214	211.4	18.2	211.8	19.2	214.0	16.9
Winter 2018-2019	11	73	216.2	15.9	221	215.4	17.4	215.8	15.8	217.7	16.5
Fall 2018-2019	11	95	213.2	16.7	216	212.6	17.3	212.5	17.3	214.7	17.6
Winter 2019-2020	12	61	216.9	12.9	220	215.3	14.5	215.6	12.6	219.9	14.8
Fall 2019-2020	12	67	214.1	13.9	215	212.1	15.8	213.9	14.3	216.1	14.8

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	2			
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

808

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	9	84	208.0	13.8	209	206.8	15.6	207.4	14.1	210.0	14.2
Winter 2018-2019	9	65	209.4	15.0	211	209.3	16.7	208.8	14.7	210.4	16.0
Fall 2018-2019	9	83	207.7	17.3	210	208.0	19.2	206.0	17.8	208.9	17.2
Fall 2016-2017	9	77	208.7	16.0	211	208.1	19.2	206.8	15.9	210.9	15.6
Fall 2019-2020	10	65	209.2	14.8	209	208.9	16.7	208.3	14.8	210.6	15.1
Winter 2018-2019	10	95	208.2	16.2	211	206.6	17.8	207.9	17.3	210.2	15.7
Fall 2018-2019	10	104	209.4	14.9	212	208.4	16.8	208.7	15.6	211.1	15.0
Fall 2019-2020	11	87	212.6	14.0	213	211.9	15.7	211.0	14.2	215.2	14.9
Winter 2018-2019	11	84	213.7	12.4	216	213.0	13.7	212.3	12.6	216.0	13.9
Fall 2018-2019	11	93	213.4	12.6	214	213.2	13.6	212.0	13.8	215.2	13.3
Fall 2019-2020	12	66	213.2	12.6	215	212.8	14.3	211.7	13.5	215.2	12.9

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Fall 2016-2017	9	1			
Winter 2018-2019	10	2			
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Growth: Science 6-8: for use with NGSS 2013 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	9	100	208.2	12.4	211	209.0	15.2	207.3	13.0	208.3	11.9
Winter 2017-2018	9	106	205.7	12.6	207	205.4	14.6	206.3	14.2	205.9	12.4
Fall 2017-2018	9	65	201.7	11.9	203	201.8	14.1	201.9	12.4	202.0	12.3
Spring 2017-2018	10	86	207.3	13.9	206	207.7	15.2	207.6	14.6	206.8	14.5
Winter 2017-2018	10	98	206.4	13.1	207	207.0	13.9	206.7	15.3	205.5	13.3
Fall 2017-2018	10	96	203.1	13.3	204	203.3	15.2	202.1	14.4	204.0	12.8

Screening: Science 6-8: for use with NGSS 2013 Next Generation Science Standards: 2013

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	9	11	192.1	12.3	194

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	22	203.8	14.9	203	204.0	19.5	203.7	17.0	205.9	16.2	200.9	12.9
Winter 2018-2019	9	13	198.9	13.0	203	197.5	14.1	202.5	15.9	201.8	11.9	194.2	15.8
Fall 2018-2019	9	14	198.1	18.3	203	198.9	22.0	200.2	17.8	199.1	17.8	195.0	20.3
Winter 2017-2018	9	21	204.3	18.8	206	209.3	17.1	204.1	20.7	200.9	21.0	203.3	19.9
Fall 2017-2018	9	15	193.0	13.6	188	193.6	13.2	196.6	15.1	195.1	14.6	188.2	18.1
Winter 2016-2017	9	20	195.6	14.4	197	199.9	16.3	194.0	13.6	195.4	15.8	192.6	15.6
Fall 2016-2017	9	20	197.0	12.7	195	197.6	12.5	199.9	14.1	196.4	15.1	194.3	13.3
Winter 2019-2020	10	14	203.7	12.5	203	205.7	16.2	206.3	14.6	202.4	11.9	200.9	14.8
Winter 2018-2019	10	25	205.0	14.9	204	206.6	19.6	205.1	13.7	206.4	15.4	201.8	14.0
Fall 2018-2019	10	26	201.9	16.3	201	203.3	17.9	207.5	14.0	202.9	17.2	195.1	20.9
Winter 2017-2018	10	26	204.7	16.8	204	207.1	17.7	205.0	18.2	203.6	17.0	203.5	17.7
Winter 2019-2020	11	25	212.4	19.3	209	213.0	22.4	212.7	19.2	213.0	21.5	211.8	18.5
Winter 2018-2019	11	22	210.0	14.0	210	211.6	15.3	210.5	14.2	209.6	15.2	208.5	15.0
Fall 2018-2019	11	23	206.2	13.0	203	205.9	15.5	211.2	12.3	204.4	15.1	204.0	13.1
Winter 2019-2020	12	20	209.8	12.3	210	215.0	14.6	209.6	13.6	208.5	14.4	206.4	11.8

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

81

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	79	216.5	15.5	217	217.4	18.2	218.5	16.2	215.1	15.8	214.8	16.3
Winter 2018-2019	9	54	212.6	16.2	211	214.4	19.2	213.8	17.3	212.1	15.7	210.3	17.5
Fall 2018-2019	9	67	213.2	19.0	211	216.0	21.5	214.2	19.7	212.9	19.0	210.0	19.9
Winter 2017-2018	9	100	217.4	16.7	218	221.4	17.3	217.6	18.4	215.7	18.2	214.8	16.9
Fall 2017-2018	9	41	210.3	17.8	216	212.6	19.1	212.6	18.4	210.0	17.7	207.0	19.7
Winter 2016-2017	9	70	216.0	19.2	220	218.4	20.5	216.0	20.8	215.8	18.6	213.5	20.5
Fall 2016-2017	9	73	216.5	18.6	217	217.8	19.3	218.3	17.8	215.4	21.8	214.8	19.4
Winter 2019-2020	10	25	215.2	16.7	212	218.0	18.1	216.5	17.8	212.5	18.7	213.5	17.5
Winter 2018-2019	10	85	217.2	16.3	218	219.6	19.6	218.3	17.5	216.6	15.8	214.6	16.9
Fall 2018-2019	10	90	217.3	17.1	218	219.1	18.7	219.8	16.2	216.9	18.2	213.7	20.1
Winter 2017-2018	10	69	220.7	18.3	223	223.7	20.4	220.3	18.3	220.5	19.1	218.2	19.1
Winter 2019-2020	11	36	222.9	18.6	222	225.6	20.3	223.4	20.5	223.0	19.2	220.2	18.5
Winter 2018-2019	11	58	222.1	15.9	224	224.6	17.2	223.0	17.0	221.0	16.7	219.9	16.8
Fall 2018-2019	11	64	220.4	19.4	222	223.3	22.6	221.2	18.3	220.7	20.8	217.0	19.0
Winter 2019-2020	12	32	220.0	13.3	219	221.3	15.2	222.4	12.9	219.3	15.4	216.4	14.1

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	1											
Winter 2018-2019	9	1											
Fall 2018-2019	9	2											
Winter 2017-2018	9	3											
Fall 2017-2018	9	1											
Winter 2016-2017	9	5											
Fall 2016-2017	9	2											
Winter 2019-2020	10	2											
Winter 2018-2019	10	2											
Fall 2018-2019	10	2											
Winter 2017-2018	10	4											
Winter 2019-2020	11	2											
Winter 2018-2019	11	3											
Fall 2018-2019	11	3											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

818

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	1											
Winter 2016-2017	9	2											
Fall 2016-2017	9	1											
Winter 2018-2019	10	1											
Fall 2018-2019	10	2											
Winter 2017-2018	10	2											
Winter 2019-2020	11	1											
Fall 2018-2019	11	1											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	8											
Winter 2018-2019	9	8											
Fall 2018-2019	9	10	196.7	32.3	192	195.7	35.7	199.2	30.6	197.7	31.8	194.9	33.0
Winter 2017-2018	9	14	214.9	20.0	220	217.6	21.5	214.8	22.8	212.5	19.0	214.6	17.7
Fall 2017-2018	9	5											
Winter 2016-2017	9	10	200.9	24.8	200	203.8	26.2	197.5	22.1	203.5	24.3	198.3	28.0
Fall 2016-2017	9	9											
Winter 2019-2020	10	6											
Winter 2018-2019	10	14	208.4	17.9	203	208.8	22.2	209.4	18.3	210.1	16.9	204.6	17.5
Fall 2018-2019	10	15	209.1	17.0	202	210.8	16.8	210.3	16.5	210.3	20.0	206.0	20.2
Winter 2017-2018	10	13	202.5	21.8	201	205.5	23.3	202.5	21.5	201.2	20.8	201.0	23.9
Winter 2019-2020	11	11	207.9	15.8	215	209.6	18.6	205.6	16.3	211.2	17.7	206.3	16.1
Winter 2018-2019	11	10	206.9	16.7	207	207.9	16.7	207.1	15.5	208.0	16.4	205.7	21.6
Fall 2018-2019	11	13	204.5	18.0	200	203.3	21.0	<u>208.5</u>	16.2	202.3	18.9	203.8	17.9
Winter 2019-2020	12	8											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

819

Math: Math K-12

Prepa Tec Los Angeles High School

Program: homeless

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	2											
Winter 2019-2020	10	7											
Winter 2019-2020	11	7											
Winter 2019-2020	12	3											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	22	195.7	14.4	197	<u>192.1</u>	16.0	199.0	14.3	196.1	15.1
Winter 2018-2019	9	12	194.9	12.6	195	193.3	12.4	194.5	14.3	197.5	13.5
Fall 2018-2019	9	13	190.1	11.5	193	191.4	12.8	188.5	11.7	190.9	14.0
Winter 2017-2018	9	21	194.2	18.1	204	195.0	19.6	193.2	17.4	194.2	19.1
Fall 2017-2018	9	24	191.3	20.4	193	190.8	21.0	190.6	21.0	192.8	21.8
Winter 2016-2017	9	21	188.4	16.5	197	187.8	18.9	188.6	16.3	189.5	17.1
Fall 2016-2017	9	20	196.3	14.6	196	198.3	14.4	194.5	15.2	196.6	17.4
Winter 2019-2020	10	13	193.0	12.6	197	191.2	14.6	194.7	13.7	193.2	12.9
Winter 2018-2019	10	22	196.4	15.0	201	192.8	16.4	198.1	14.6	198.2	18.2
Fall 2018-2019	10	27	195.6	15.8	198	195.3	20.2	195.1	13.2	196.2	18.7
Winter 2017-2018	10	26	201.1	17.9	207	199.2	16.5	202.0	17.9	201.7	20.4
Winter 2019-2020	11	20	203.8	18.5	205	201.9	21.5	205.4	18.9	203.6	18.8
Winter 2018-2019	11	17	202.0	14.7	206	200.1	18.3	202.9	13.7	203.1	13.9
Fall 2018-2019	11	24	202.9	15.7	209	203.0	17.2	202.0	16.2	204.1	15.7
Winter 2019-2020	12	16	205.8	12.0	209	203.2	14.6	207.3	12.3	207.1	11.1

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Winter 2018-2019	11	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.





District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

817

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	79	209.5	14.9	213	207.7	17.1	211.0	14.8	209.9	15.3
Winter 2018-2019	9	47	209.6	17.2	210	208.5	18.1	208.7	18.7	211.9	17.0
Fall 2018-2019	9	67	208.8	18.6	212	208.7	20.0	207.2	19.6	210.5	18.8
Winter 2017-2018	9	100	212.8	16.0	215	212.5	17.2	212.3	16.0	213.7	17.3
Fall 2017-2018	9	100	208.2	17.3	210	207.5	18.5	207.2	17.4	210.1	18.3
Winter 2016-2017	9	72	211.2	19.1	215	209.8	19.9	211.0	20.2	213.0	18.9
Fall 2016-2017	9	76	213.1	15.7	217	213.3	15.4	211.4	16.9	214.7	17.2
Winter 2019-2020	10	23	212.7	19.0	217	211.1	20.0	214.1	20.1	213.0	18.7
Winter 2018-2019	10	81	211.3	17.5	214	210.0	20.5	210.7	17.7	212.9	17.6
Fall 2018-2019	10	91	211.6	16.6	215	211.6	17.8	210.6	17.0	212.6	18.4
Winter 2017-2018	10	69	215.7	16.8	221	214.9	17.6	214.6	17.0	217.3	17.7
Winter 2019-2020	11	36	214.0	17.2	214	212.4	19.5	214.8	18.8	214.9	17.7
Winter 2018-2019	11	53	215.7	17.2	221	214.2	18.6	215.7	17.0	217.3	17.8
Fall 2018-2019	11	66	213.5	17.1	218	213.1	17.5	212.7	17.8	214.8	18.0
Winter 2019-2020	12	28	214.9	15.2	215	213.4	16.1	213.0	14.6	218.3	17.7

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	2			
Winter 2018-2019	11	2			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	1									
Winter 2018-2019	9	1									
Fall 2018-2019	9	2									
Winter 2017-2018	9	3									
Fall 2017-2018	9	3									
Winter 2016-2017	9	4									
Fall 2016-2017	9	3									
Winter 2019-2020	10	2									
Winter 2018-2019	10	1									
Fall 2018-2019	10	2									
Winter 2017-2018	10	4									
Winter 2019-2020	11	2									
Winter 2018-2019	11	3									
Fall 2018-2019	11	3									
Winter 2019-2020	12	1									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

819

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	1									
Fall 2017-2018	9	1									
Winter 2016-2017	9	2									
Winter 2018-2019	10	2									
Fall 2018-2019	10	2									
Winter 2017-2018	10	2									
Fall 2018-2019	11	2									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	8									
Winter 2018-2019	9	6									
Fall 2018-2019	9	10	195.8	26.5	193	193.3	25.8	195.3	27.8	199.1	26.9
Winter 2017-2018	9	14	208.1	12.3	209	209.5	14.7	207.9	11.4	207.2	14.1
Fall 2017-2018	9	14	206.0	16.0	208	205.4	16.4	205.4	19.0	208.0	14.7
Winter 2016-2017	9	10	188.2	24.1	186	188.0	26.4	186.6	24.7	190.6	22.3
Fall 2016-2017	9	9									
Winter 2019-2020	10	5									
Winter 2018-2019	10	14	205.1	15.6	206	205.3	18.5	203.2	17.5	206.9	14.3
Fall 2018-2019	10	15	203.3	15.7	209	202.5	16.1	204.1	15.6	203.9	18.3
Winter 2017-2018	10	13	199.1	17.9	200	198.1	17.6	198.9	18.4	200.1	18.9
Winter 2019-2020	11	14	208.0	14.3	213	206.6	16.9	211.9	16.8	205.3	12.9
Winter 2018-2019	11	9									
Fall 2018-2019	11	14	198.4	16.6	207	199.0	17.4	197.5	18.5	199.5	15.8
Winter 2019-2020	12	7									

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Winter 2018-2019	11	1			

Explanatory Notes

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District Summary Report

Aggregate by School

821

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: homeless

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	2									
Winter 2019-2020	10	7									
Winter 2019-2020	11	8									
Winter 2019-2020	12	2									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	13	194.0	13.1	194	192.2	14.2	194.2	13.9	195.8	15.0
Fall 2018-2019	9	14	196.1	15.7	203	194.4	17.0	194.9	16.8	198.7	16.3
Fall 2016-2017	9	15	195.4	13.9	196	194.5	15.1	194.7	14.4	197.3	14.8
Winter 2018-2019	10	26	193.3	17.1	199	191.5	17.5	192.3	19.9	196.6	16.8
Fall 2018-2019	10	27	196.0	16.1	202	194.0	16.8	195.2	17.2	198.8	16.3
Winter 2018-2019	11	19	203.3	11.6	205	203.2	12.5	201.8	11.7	205.0	13.6
Fall 2018-2019	11	23	201.0	12.5	204	201.7	14.0	197.6	13.3	203.8	12.9

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

828

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	60	209.5	15.5	211	209.4	17.2	208.8	15.2	210.4	16.4
Fall 2018-2019	9	68	210.3	14.0	211	210.6	16.6	208.5	14.5	211.5	13.5
Fall 2016-2017	9	58	208.7	16.2	211	208.2	19.3	206.6	16.6	210.9	15.5
Winter 2018-2019	10	87	208.3	16.6	212	206.7	18.1	208.0	17.7	210.3	16.0
Fall 2018-2019	10	92	209.3	15.1	212	208.2	17.1	208.4	15.5	211.3	15.3
Winter 2018-2019	11	58	214.3	13.1	217	212.4	14.6	212.9	13.4	217.4	14.1
Fall 2018-2019	11	64	214.2	12.3	215	214.1	13.0	212.7	13.4	216.1	13.4

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Fall 2016-2017	9	1			
Winter 2018-2019	10	2			
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	2									
Fall 2018-2019	9	2									
Fall 2016-2017	9	2									
Winter 2018-2019	10	2									
Fall 2018-2019	10	2									
Winter 2018-2019	11	3									
Fall 2018-2019	11	3									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

825

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	10	2									
Fall 2018-2019	10	1									
Winter 2018-2019	11	1									
Fall 2018-2019	11	2									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	8									
Fall 2018-2019	9	9									
Fall 2016-2017	9	9									
Winter 2018-2019	10	13	204.3	8.4	203	201.9	9.2	205.9	8.9	205.5	8.7
Fall 2018-2019	10	15	206.1	11.4	207	205.3	12.0	205.5	11.5	207.3	13.9
Winter 2018-2019	11	9									
Fall 2018-2019	11	12	200.3	12.4	204	201.8	14.2	195.3	12.3	203.5	13.5

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

827

Science: Science K-12

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	21	193.7	12.1	195	192.2	15.4	194.1	12.5	195.2	12.1
Fall 2017-2018	9	11	190.6	10.6	192	186.2	13.8	194.0	10.5	193.5	10.6
Winter 2017-2018	10	25	194.0	11.0	196	194.9	12.6	193.2	15.6	194.0	9.8

Screening: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	9	4			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	95	205.9	12.7	207	205.3	14.8	206.5	14.2	206.1	12.7
Fall 2017-2018	9	58	201.9	11.8	203	202.3	14.2	201.7	12.1	202.5	12.4
Winter 2017-2018	10	68	206.9	13.3	208	208.0	13.7	207.0	16.3	205.7	13.5

Screening: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	9	10	190.9	12.2	192

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

829

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Science 6-8: for use with NGSS 2013
 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	3									
Fall 2017-2018	9	3									
Winter 2017-2018	10	4									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Science 6-8: for use with NGSS 2013
 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	1									
Winter 2017-2018	10	2									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

831

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Science 6-8: for use with NGSS 2013
 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	11	200.3	14.1	206	197.4	15.1	200.5	16.0	203.4	13.2
Fall 2017-2018	9	5									
Winter 2017-2018	10	12	194.3	13.9	197	197.3	14.8	196.0	16.3	190.4	13.0

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.



Student Growth Summary Report

Aggregate by School

Term: Fall 2016-2017
 District: ALTA Public Schools

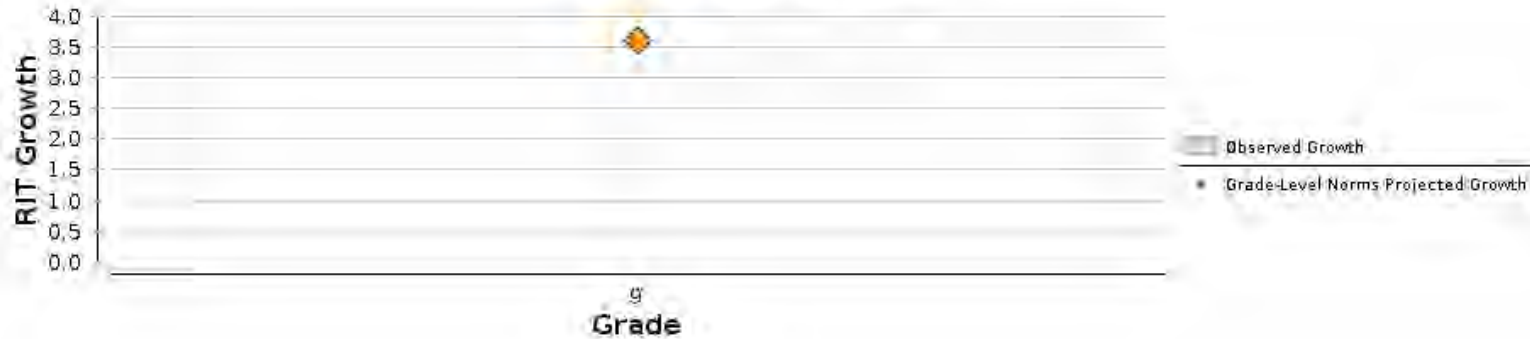
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2015 - Fall 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 7 (Fall 2016)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2016)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Fall 2016			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	44	217.5	12.8	22	217.8	15.8	18	0	1.2	3.6	-1.83	3	44	17	39	25

Math: Math K-12



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2015 - Fall 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 7 (Fall 2016)
 Grouping: None
 Small Group Display: No

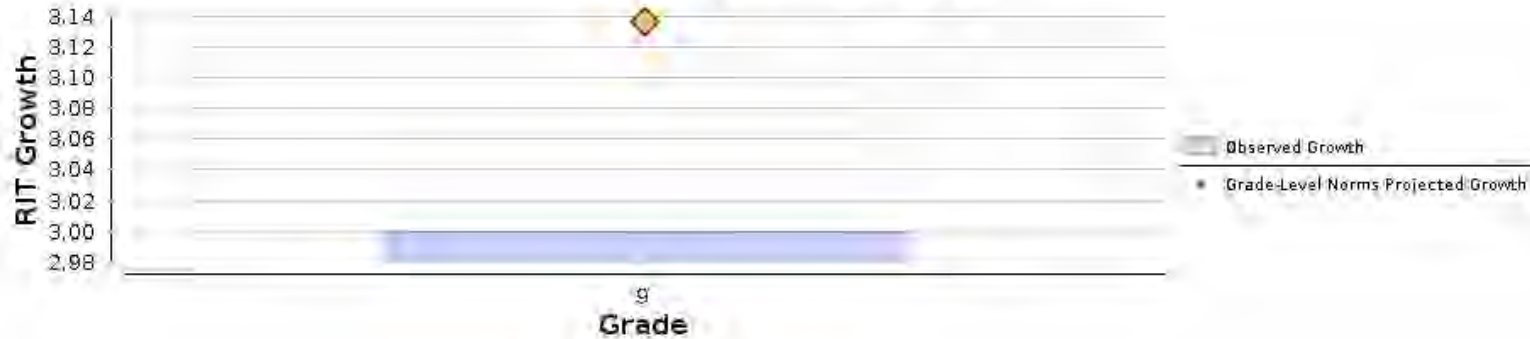


Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2016)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Fall 2016			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	45	210.5	14.8	17	213.2	15.2	26	3	1.5	3.1	-0.28	39	45	24	53	54

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2017-2018
 District: ALTA Public Schools

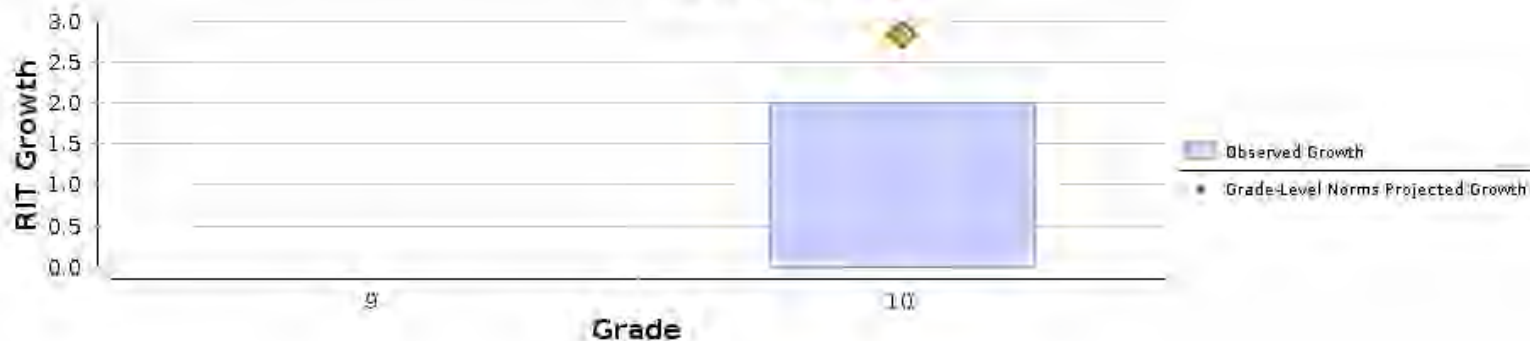
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2016 - Fall 2017
 Weeks of Instruction: Start - 7 (Fall 2016)
 End - 8 (Fall 2017)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2016			Fall 2017			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	0	**			**				**				**				
10	84	216.9	18.2	16	218.4	18.1	14	2	0.9	2.8	-0.80	21	84	43	51	49	

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Fall 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2016 - Fall 2017
 Weeks of Instruction: Start - 7 (Fall 2016)
 End - 8 (Fall 2017)
 Grouping: None
 Small Group Display: No

835

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Fall 2017			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	0	**			**			**				**				
10	83	212.4	16.1	24	215.3	14.5	22	3	0.9	3.1	-0.11	46	83	38	46	44

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Fall 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2017 - Fall 2018
 Weeks of Instruction: Start - 8 (Fall 2017)
 End - 4 (Fall 2018)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2017			Fall 2018			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	1	*			*				*				*				
10	37	207.3	17.9	2	214.2	17.0	7	7	1.4	2.0	3.14	99	37	27	73	74	
11	82	217.3	17.2	11	219.9	18.5	13	3	0.9	1.4	0.73	77	82	41	50	48	

Math: Math K-12

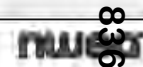


Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2017 - Fall 2018
 Weeks of Instruction: Start - 8 (Fall 2017)
 End - 4 (Fall 2018)
 Grouping: None
 Small Group Display: No

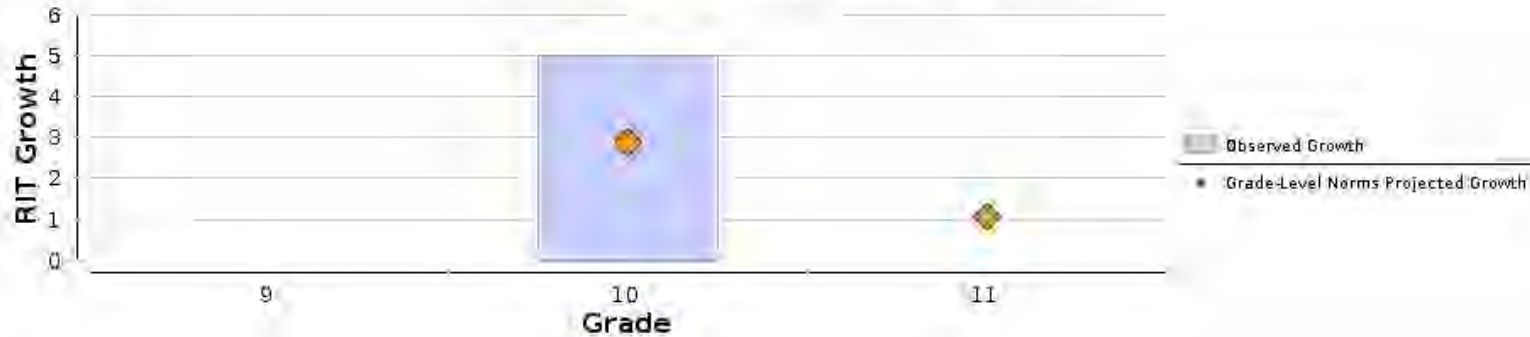
887

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2017			Fall 2018			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	1	*			*												
10	90	208.2	17.8	12	213.3	14.5	17	5	1.1	2.9	1.56	94	90	51	57	66	
11	83	213.4	13.7	16	213.2	16.9	10	0	1.2	1.0	-0.83	20	83	40	48	51	

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2018 - Fall 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 4 (Fall 2019)

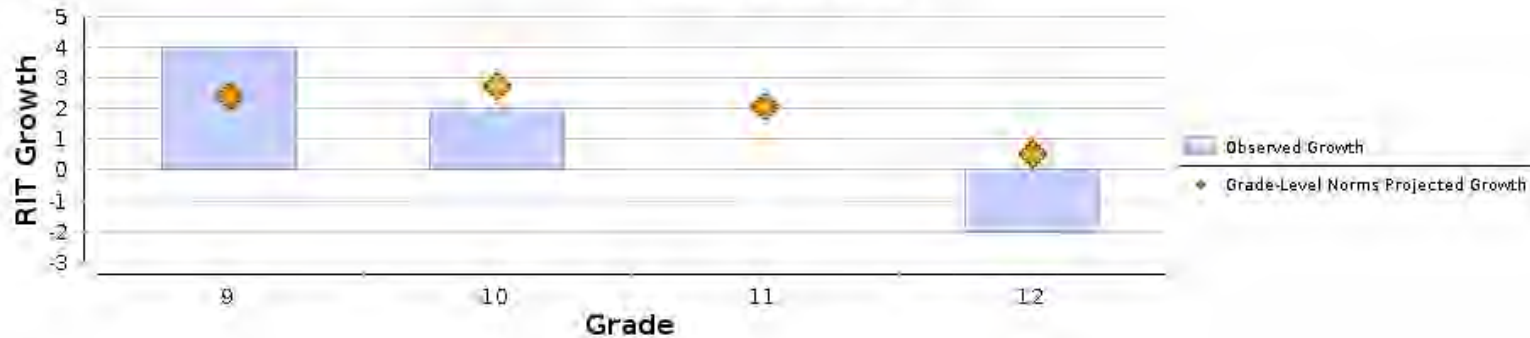
Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2019)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Fall 2019			Growth		Grade-Level Norms			Student Norms			Student Median Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	
9	64	210.1	16.5	6	214.1	15.4	11	4	1.2	2.4	0.88	81	64	39	61	59
10	52	212.1	20.2	8	214.4	17.3	8	2	1.3	2.7	-0.24	41	52	24	46	39
11	74	217.6	15.9	13	217.6	16.0	9	0	1.0	2.0	-1.23	11	74	31	42	41
12	60	220.3	16.8	14	218.7	14.9	10	-2	1.1	0.5	-1.17	12	60	22	37	40

Math: Math K-12

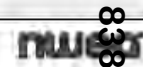


Explanatory Notes

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2018 - Fall 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 4 (Fall 2019)

Grouping: None
 Small Group Display: No

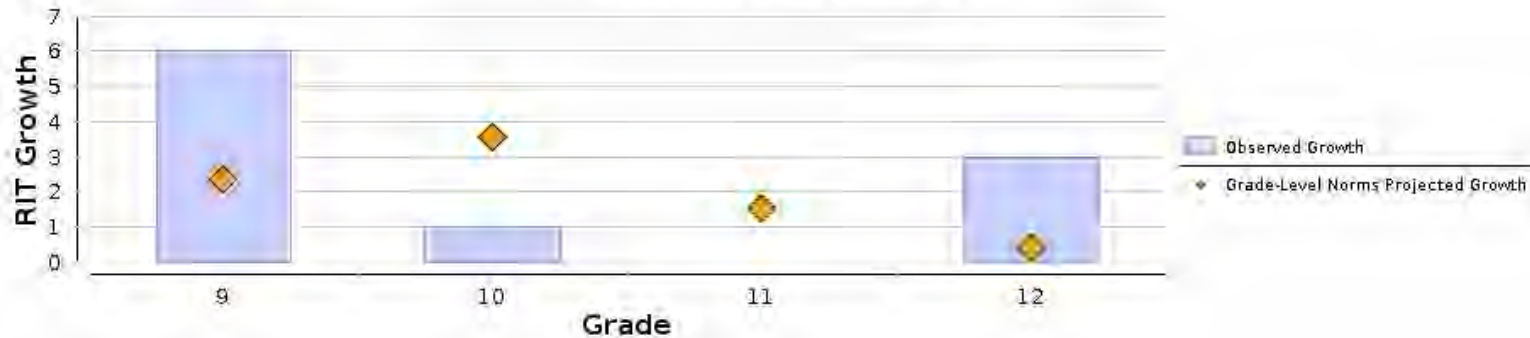
89

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Fall 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	68	200.8	16.2	1	206.5	16.4	10	6	1.3	2.3	2.06	98	68	42	62	66
10	49	206.5	19.4	10	207.8	19.1	5	1	1.6	3.6	-1.52	6	49	26	53	56
11	71	212.2	15.4	14	212.3	17.1	8	0	1.5	1.5	-0.94	17	71	35	49	48
12	61	211.5	16.1	7	214.0	13.3	15	3	1.5	0.4	1.30	90	61	33	54	65

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2018 - Fall 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 4 (Fall 2019)

Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts:
 Language Usage

Grade (Fall 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Fall 2019			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	43	209.1	11.7	17	212.4	11.2	28	3	1.2	2.7	0.44	67	43	21	49	47	
10	50	209.9	15.2	18	210.3	14.8	10	0	1.1	2.5	-1.68	5	50	21	42	41	
11	70	210.4	13.4	11	212.9	12.7	12	3	0.8	1.7	0.72	76	70	40	57	58	
12	58	211.6	12.2	8	213.5	12.3		2	1.3				0				

Language Arts: Language Usage

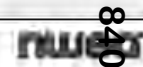


Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	47	215.7	17.2	12	216.9	17.1	12	1	1.1	4.2	-1.78	4	47	15	32	31

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: None
 Small Group Display: No

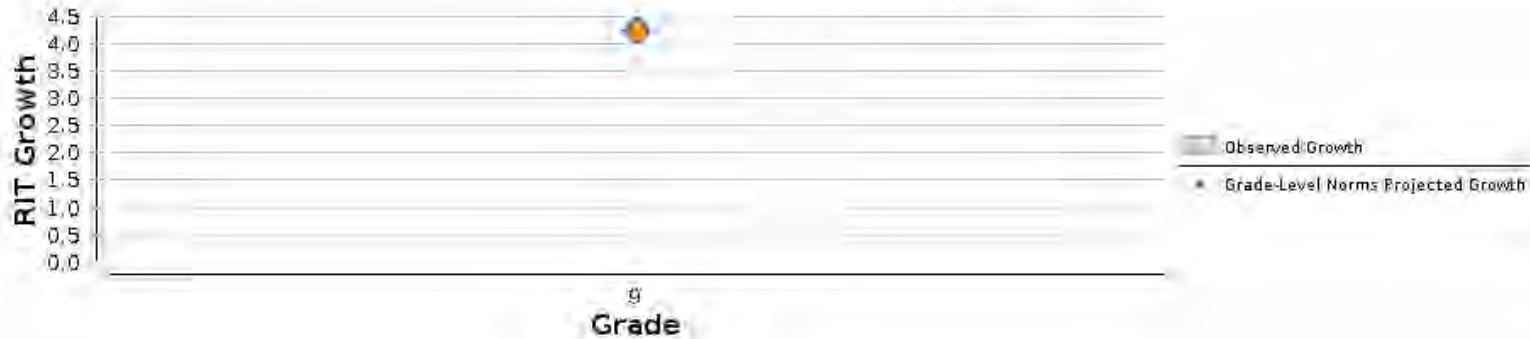
878

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	50	212.7	16.2	17	212.7	15.5	20	0	1.0	4.2	-3.13	1	50	15	30	27

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	6	*			*			*					*			
Free and Reduced Lunch (FRL)	35	214.5	18.5	10	217.6	17.6	13	3	1.1	4.2	-0.65	26	35	14	40	36
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	4	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: Program
 Small Group Display: No

84

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	7	*			*			*					*			
Free and Reduced Lunch (FRL)	36	211.9	18.1	15	212.3	17.1	19	0	1.3	4.3	-2.91	1	36	13	36	29
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	4	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

	Grade (Winter 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
			Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
			Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	Statistics cannot be aggregated above the program level																
10	Statistics cannot be aggregated above the program level																
	English Language Learner (ELL)	17	195.5	15.5	1	202.2	13.4	1	7	2.3	1.9	3.04	99	17	12	71	79
	Free and Reduced Lunch (FRL)	60	215.8	19.0	10	220.9	17.4	16	5	1.1	2.3	1.76	96	60	38	63	63
	Gifted and Talented (GATE)	4	*		*			*	*					*			
	Section 504	2	*		*			*	*					*			
	Special Education (SPED)	10	200.9	24.8	1	205.9	20.7	1	5	3.2	2.0	1.90	97	10	8	80	68

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: Program
 Small Group Display: No

844

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	18	187.6	17.5	1	197.6	18.8	1	10	4.2	4.7	3.65	99	18	11	61	59
Free and Reduced Lunch (FRL)	61	210.6	19.3	14	216.3	17.1	21	6	1.6	3.4	1.63	95	61	38	62	59
Gifted and Talented (GATE)	3	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	10	188.2	24.1	1	199.1	19.1	1	11	5.6	4.7	4.30	99	10	5	50	51

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)

Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	0	**			**			**					**			
10	81	214.2	19.4	7	219.6	18.0	13	5	0.9	2.3	1.97	98	81	55	68	68

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

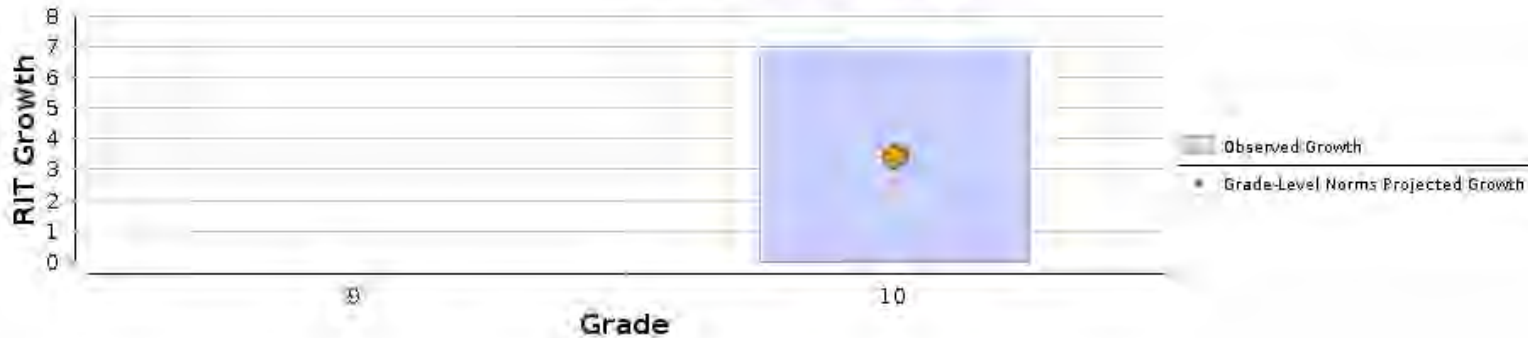
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	0	**			**			**					**			
10	84	209.3	19.3	12	215.9	17.2	20	7	1.3	3.4	2.20	99	84	55	65	62

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2018			Winter 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	18	207.4	15.5	2	209.4	15.0	2	2	1.6	2.1	-0.08	47	18	8	44	46
Free and Reduced Lunch (FRL)	75	217.7	15.8	14	219.0	15.5	12	1	0.8	2.3	-0.66	26	75	30	40	45
Gifted and Talented (GATE)	2	*			*			*					*			
Special Education (SPED)	11	210.2	20.0	3	212.5	18.0	4	2	2.2	2.2	0.07	53	11	7	64	64
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	19	205.7	18.1	1	212.2	13.2	2	7	2.6	2.0	2.88	99	19	11	58	63
Free and Reduced Lunch (FRL)	49	221.6	16.4	18	222.7	14.7	15	1	1.3	2.2	-0.74	23	49	23	47	45
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	8	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: Program
 Small Group Display: No

850

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2018			Winter 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	17	193.6	19.0	1	196.3	14.8	1	3	3.8	4.4	-1.16	12	17	8	47	45
Free and Reduced Lunch (FRL)	72	212.5	17.0	20	211.9	17.1	9	-1	1.2	3.2	-2.66	1	72	27	38	35
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	1	*			*			*					*			
Special Education (SPED)	11	205.7	11.0	6	204.3	17.5	1	-1	3.3	3.6	-3.50	1	11	3	27	32
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	197.9	16.0	1	203.7	13.3	1	6	2.7	4.0	1.22	89	16	10	63	57
Free and Reduced Lunch (FRL)	47	214.2	17.4	15	216.5	16.6	16	2	1.6	2.8	-0.37	36	47	27	57	55
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	9	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

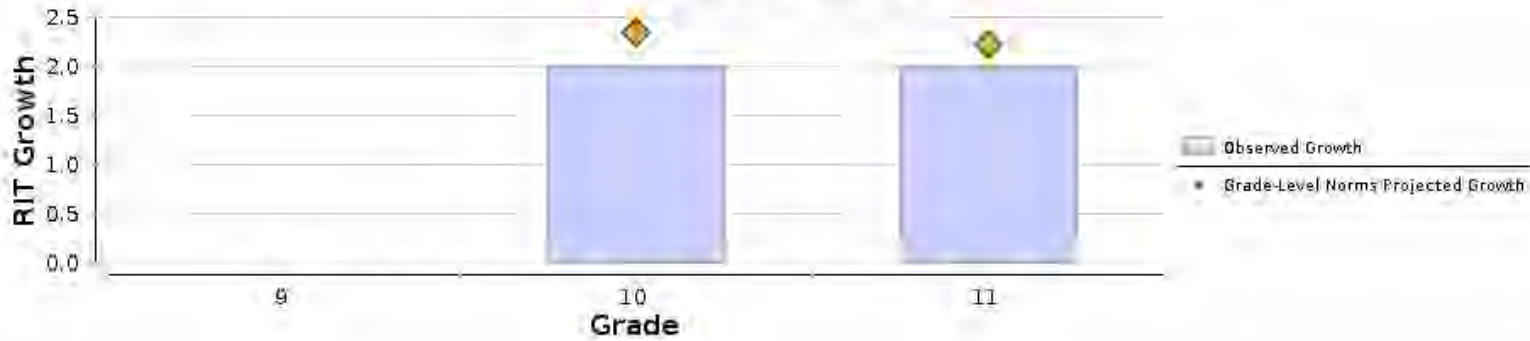
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2018			Winter 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	1	*			*				*							*
10	77	217.4	16.0	13	218.9	15.6	12	2	0.8	2.3	-0.53	30	77	32	42	45
11	68	219.8	17.4	14	222.1	15.3	14	2	1.1	2.2	0.05	52	68	34	50	47

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: None
 Small Group Display: No

844

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2018			Winter 2019			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	1	*			*			*				*				
10	74	212.3	17.2	19	211.7	17.0	9	-1	1.2	3.2	-2.67	1	74	28	38	35
11	64	214.6	16.4	16	216.7	15.6	17	2	1.3	2.8	-0.48	31	64	33	52	50

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

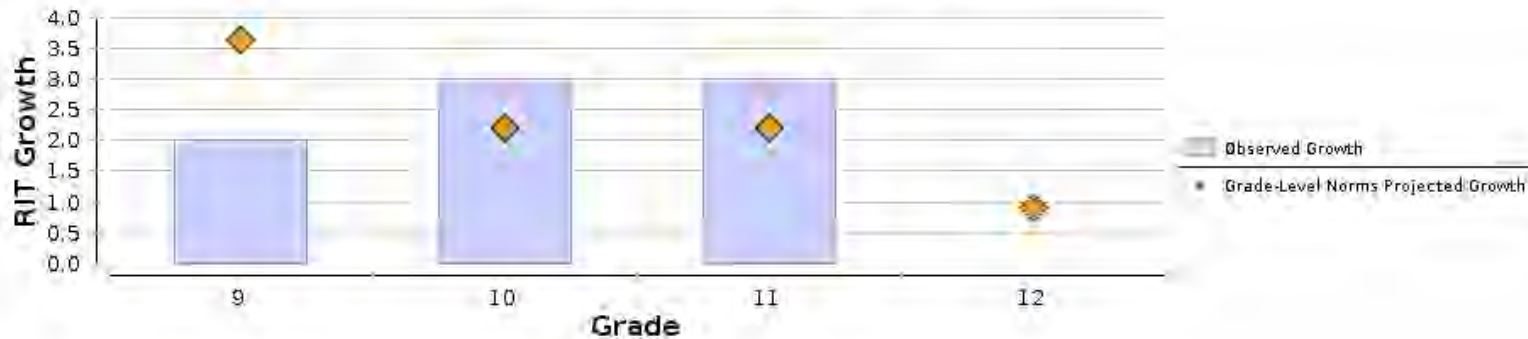
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	56	214.8	16.2	9	217.1	14.5	12	2	1.0	3.6	-0.86	19	56	21	38	37
10	40	210.9	17.0	4	214.3	16.1	5	3	1.3	2.2	0.76	78	40	23	58	58
11	60	216.9	16.3	8	220.1	15.7	10	3	0.9	2.2	0.66	74	60	30	50	47
12	55	220.3	15.1	11	219.7	13.6	11	0	1.1	0.9	-0.55	29	55	22	40	47

Math: Math K-12

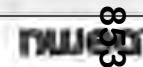


Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: None
 Small Group Display: No

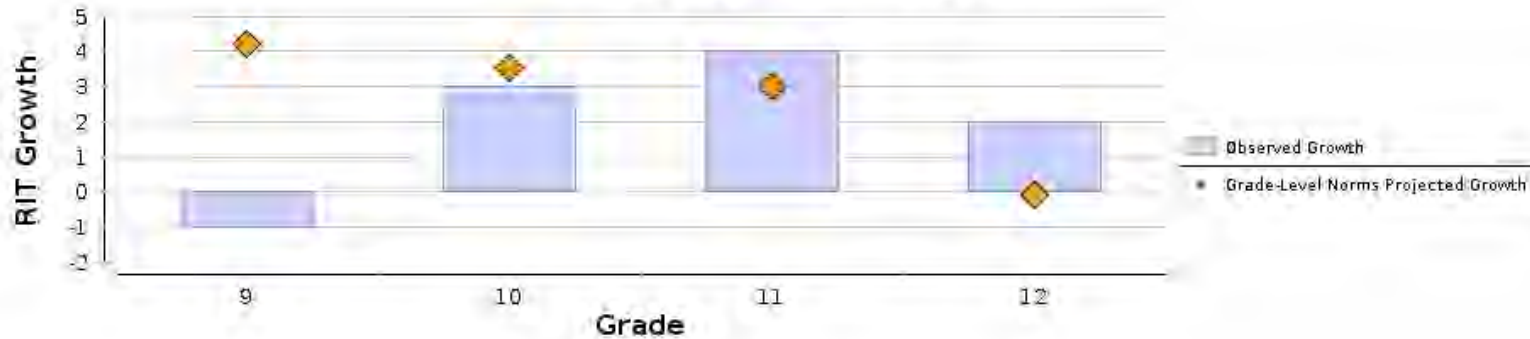
844

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	60	209.8	13.7	8	208.5	13.9	10	-1	1.3	4.2	-4.11	1	60	18	30	25
10	33	207.6	19.2	8	210.2	17.9	6	3	1.6	3.5	-0.65	26	33	15	45	42
11	59	211.6	17.9	9	215.4	14.0	13	4	1.2	3.0	0.53	70	59	35	59	55
12	44	213.6	15.7	9	216.0	13.0	21	2	1.5	-0.1	0.85	80	44	20	45	50

Language Arts: Reading



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	18	207.4	15.5	2	209.4	15.0	2	2	1.6	2.1	-0.08	47	18	8	44	46
Free and Reduced Lunch (FRL)	75	217.7	15.8	14	219.0	15.5	12	1	0.8	2.3	-0.66	26	75	30	40	45
Gifted and Talented (GATE)	2	*			*			*					*			
Special Education (SPED)	11	210.2	20.0	3	212.5	18.0	4	2	2.2	2.2	0.07	53	11	7	64	64
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	19	205.7	18.1	1	212.2	13.2	2	7	2.6	2.0	2.88	99	19	11	58	63
Free and Reduced Lunch (FRL)	49	221.6	16.4	18	222.7	14.7	15	1	1.3	2.2	-0.74	23	49	23	47	45
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	8	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

856

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	17	193.6	19.0	1	196.3	14.8	1	3	3.8	4.4	-1.16	12	17	8	47	45
Free and Reduced Lunch (FRL)	72	212.5	17.0	20	211.9	17.1	9	-1	1.2	3.2	-2.66	1	72	27	38	35
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	1	*			*			*					*			
Special Education (SPED)	11	205.7	11.0	6	204.3	17.5	1	-1	3.3	3.6	-3.50	1	11	3	27	32
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	197.9	16.0	1	203.7	13.3	1	6	2.7	4.0	1.22	89	16	10	63	57
Free and Reduced Lunch (FRL)	47	214.2	17.4	15	216.5	16.6	16	2	1.6	2.8	-0.37	36	47	27	57	55
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	9	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	13	204.4	20.7	1	209.0	15.4	2	5	3.2	3.7	0.56	71	13	5	38	44
Free and Reduced Lunch (FRL)	47	215.8	17.2	11	218.5	15.2	16	3	1.2	3.6	-0.60	27	47	19	40	43
Special Education (SPED)	2	*			*			*					*			
homeless	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	11	198.4	13.1	1	204.3	12.7	1	6	2.5	1.9	2.50	99	11	8	73	68
Free and Reduced Lunch (FRL)	15	215.3	21.5	9	216.1	18.7	7	1	1.7	2.3	-0.94	17	15	7	47	28
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	5	*			*			*					*			
homeless	4	*			*			*					*			
11		Statistics cannot be aggregated above the program level														

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

058

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	18	207.3	16.5	1	211.7	16.0	2	4	1.8	2.1	1.51	93	18	12	67	60
Free and Reduced Lunch (FRL)	24	219.5	17.1	13	222.8	16.3	16	3	1.5	2.2	0.70	76	24	12	50	48
Gifted and Talented (GATE)	2	*			*			*					*			
Section 504	1	*			*			*					*			
Special Education (SPED)	10	208.3	17.7	1	207.1	16.4	1	-1	1.9	2.1	-2.12	2	10	2	20	24
homeless	5	*			*			*					*			
12		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	15	210.1	12.8	1	207.9	12.0	1	-2	1.8	1.0	-1.15	12	15	5	33	38
Free and Reduced Lunch (FRL)	23	219.7	16.8	10	220.6	14.1	13	1	2.1	0.9	0.00	50	23	12	52	53
Special Education (SPED)	6	*			*			*					*			
homeless	1	*			*			*					*			

Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	200.5	14.1	1	197.8	12.9	1	-3	2.3	5.4	-6.01	1	16	2	13	13
Free and Reduced Lunch (FRL)	50	210.7	13.7	10	210.1	13.9	13	-1	1.4	4.1	-3.51	1	50	17	34	27
Special Education (SPED)	3	*			*			*					*			
homeless	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	9	*			*			*					*			
Free and Reduced Lunch (FRL)	13	207.7	20.2	9	212.2	21.2	10	5	2.1	3.5	0.68	75	13	6	46	43
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	2	*			*			*					*			
homeless	3	*			*			*					*			
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	14	195.0	15.2	1	205.0	13.6	1	10	1.9	4.2	3.94	99	14	12	86	79
Free and Reduced Lunch (FRL)	26	212.0	19.0	10	215.8	14.6	14	4	1.9	3.0	0.55	71	26	14	54	53
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	11	203.2	16.2	1	209.9	14.7	4	7	2.4	3.6	2.09	98	11	8	73	55
homeless	7	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

090

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
12		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	10	199.2	12.5	1	202.4	12.0	1	3	2.8	-0.3	1.20	89	10	6	60	60
Free and Reduced Lunch (FRL)	19	209.6	15.8	3	213.1	15.9	13	4	2.7	-0.2	1.25	89	19	9	47	50
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	6	*			*			*					*			
homeless	1	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

**Letter from LAUSD Staff Dated December 22, 2020 Confirming
Denial of Prepa Tec Los Angeles High's (PTLAH) Renewal
Charter Petition and PTLAH's Response**



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

December 22, 2020

Greg Tanner, Board President
Xavier Reyes, Chief Executive Officer
Dr. Jamie Valenzuela, Superintendent
Victor Aguirre, Principal
Prepa Tec Los Angeles High School
4210 Gage Avenue
Bell, CA 90201

**Re: Prepa Tec Los Angeles High School
District's Follow-up Response to Request for Documentary Record for Prepa
Tec Los Angeles High School Appeal
Production of Documentary Record and Written Findings of Fact**

Dear Mr. Tanner, et al.:

The Charter Schools Division (“CSD”) of the Los Angeles Unified School District (“District” or “LAUSD”) provides the documentary record memorializing the LAUSD Board of Education’s (“Board”) written findings of fact for denying Prepa Tec Los Angeles High School’s (the “Charter School”) renewal petition (“Renewal Petition”) on December 8, 2020. As you know, the CSD advised you by way of its December 10, 2020 correspondence that it planned to produce the requested documentary record within a reasonable time-period to allow you to file an appeal with the relevant agency.¹ As you also know, if the LAUSD Board of Education denied the approval of the Renewal Petition as applicable here, as set forth in Board Report No. 170-20/21, “This Board Report No. 170-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.” (Board Report, Pg. 635.) Attached hereto as **Exhibit A** is a summary of the LAUSD Board of Education’s Written Findings of Fact.

If you have any questions regarding the produced documentary record, please contact Dr. Gina Hughes.

Sincerely,

Dr. Gina Hughes

¹ Stephanie Farland of the California Department of Education (CDE) advised you on December 10, 2020 by email that the Charter School was required to file an appeal directly with the State Board of Education (SBE).

Prepa Tec Los Angeles High School
December 22, 2020
Page 2 of 5

c: José Cole-Gutiérrez, Director, Charter Schools Division, LAUSD
Jefferson Crain, Board Secretariat, LAUSD
Dr. Robert Perry, Administrative Coordinator, Charter Schools Division, LAUSD
Christian Mendez, Senior Coordinator, Charter Schools Division, LAUSD
Lillian Lee, Fiscal Administrator, Charter Schools Division
Allan Villamor, Fiscal Services Manager, Charter Schools Division
Stephanie Farland, Director, Charter Schools Division, CDE

Attachments: LAUSD's Board of Education Written Findings of Fact, **Exhibit A**
Stamped Board Agenda from December 8, 2020 (*See* Item No. 16.)
Prepa Tec Los Angeles High School's Renewal Petition Including Budget(s) (As
denied by the Board on December 8, 2020) and Supporting Documents (As
submitted on September 16, 2020.)
Budget(s) (As submitted on September 16, 2020)
Board Report No. 170-20/21 including Attachments A-D, December 8, 2020
Transcript of the Relevant Portions of the Board Meeting for Item No. 16,
December 8, 2020
Link to the video of the December 8, 2020 Board meeting,
[12-08-20 Regular Board Meeting, 1:00 PM - Dec 8th, 2020 \(granicus.com\)](https://www.granicus.com/publicinfo/PID?id=104444)
LAUSD Policy and Procedures for Charter Schools (August 11, 2020)
Notice of Alleged Violation and Opportunity to Cure, Dated October 15, 2020
The Charter School's response to the Notice, Dated November 13, 2020, and its
five-year budget and cash flow projections

Prepa Tec Los Angeles High School
December 22, 2020
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EXHIBIT A

LAUSD BOARD OF EDUCATION'S WRITTEN FINDINGS OF FACT

In accordance with the Charter Schools Act (Ed. Code § 47600 et seq.) and the adopted *LAUSD Policy and Procedures for Charter Schools* (August 11, 2020), the LAUSD Board of Education held a public hearing on December 8, 2020 to consider District staff's recommendations and findings regarding the Renewal Petition and addressed whether the Renewal Petition satisfied the criteria for charter approval as set forth by law. At the public hearing, the LAUSD Board provided the Charter School with equivalent time and procedures to present evidence and testimony to respond to District staff recommendations and findings. Upon considering the Charter School's Renewal Petition and supporting materials, Board Report No. 170-20/21, the Notice of Alleged Violation and Opportunity to Cure (Notice) (dated October 15, 2020), the Charter School's response to the Notice (dated November 13, 2020) and its five-year budget and cash flow projections, public commentary related to the Renewal Petition, the Staff Assessment and Recommendation Report, accompanying documents and the Board's deliberation, which collectively constitute the LAUSD Board of Education's adopted written findings of fact, the LAUSD Board *denied* the Renewal Petition in accordance with the applicable legal criteria.

Attached herewith are copies of the Renewal Petition and supporting materials, stamped Board Agenda of the December 8, 2020 Board meeting (Regular Meeting Stamped Order of Business) (*See* Item No. 16), transcript of the relevant portions of the December 8, 2020 Board meeting, Board Report No. 170-20/21 including Attachments A-D which contain the Staff Assessment and Recommendation Report, the Notice of Alleged Violation and Opportunity to Cure (Notice) (dated October 15, 2020), the Charter School's response to the Notice (dated November 13, 2020) and its five-year budget and cash flow projections, a link to the video of the December 8, 2020 Board meeting, [12-08-20 Regular Board Meeting, 1:00 PM - Dec 8th, 2020 \(granicus.com\)](https://www.granicus.com/publicinfo/PID.php?id=12-08-20%20Regular%20Board%20Meeting%2C%201%3A00%20PM%20-%20Dec%208th%2C%202020) and the *LAUSD Policy and Procedures for Charter Schools* (August 11, 2020). Ultimately, the LAUSD Board of Education made findings that the Charter School failed to meet specific renewal criteria outlined in the Education Code.

Summary of Written Findings of Fact

Based on all the reports, evidentiary support, public commentary, and Board deliberations related to the merits of the Renewal Petition, the LAUSD Board of Education made the following factual findings to support its non-renewal (denial) determination on December 8, 2020:

Criterion 1: Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition based on poor fiscal condition and management.

- The LAUSD Board of Education considered evidence and testimony from the Charter School (Petitioner team) as well as public commentary in determining whether to support the renewal of the Charter School. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)

Prepa Tec Los Angeles High School
December 22, 2020
Page 4 of 5

- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on whether the petitioners were unlikely to successfully implement the educational program for its targeted student population. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The Board considered the Renewal Petition and supporting materials and all the information contained in Board Report No. 170-20/21 including Attachments A-D in making its decision regarding the renewal of the Charter School. (*See* Tab 16 of the December 8, 2020 Board Materials, Pgs. 630-860.)

Criterion 2: The Charter School does not qualify for renewal as a Middle-Performing Charter School based on failure to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the Charter School. Further, the Charter School did not provide clear and convincing evidence, demonstrated by verified data, showing that the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or strong postsecondary outcomes equal to similar peers.

The LAUSD Board of Education makes the following findings: (1) The Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; (2) The closure of the Charter School is in the best interest of the pupils; and (3) The decision provided greater weight to the performance on the measurements of academic performance.

- The LAUSD Board of Education considered evidence and testimony from the Charter School (Petitioner team) as well as public commentary in determining whether to support the renewal of the Charter School. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on whether it failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the Charter School. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on whether the closure of the Charter School is in the best interest of the pupils. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on the weight of performance on the measurements of academic performance. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education considered whether the Charter School provided clear and convincing evidence, demonstrated by verified data, showing that the Charter School achieved measurable increases in academic achievement, or

Prepa Tec Los Angeles High School
December 22, 2020
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strong postsecondary outcomes equal to similar peers. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)

- The LAUSD Board of Education considered the Renewal Petition and supporting materials and all the information contained in Board Report No. 170-20/21 including Attachments A-D in making its decision regarding the renewal of the Charter School. (*See* Tab 16 of the December 8, 2020 Board Materials, Pgs. 630-860.)

Criterion 3: The Charter School is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors. The following have been established: (1) The District has issued 30-day Notice and Opportunity for the Charter School to present a corrective action plan; (2) The corrective action proposed by the Charter School has been unsuccessful; and (3) The Charter School's violations are sufficiently severe or pervasive as to render a corrective action plan unviable.

- The LAUSD Board of Education considered the evidence and testimony from the Charter School (Petitioner team) as well as public commentary in determining whether to support the renewal of the Charter School. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on whether it could successfully implement the program given the substantial fiscal or governance factors related to the Charter School. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on whether the corrective action proposed by the Charter School has been unsuccessful. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education deliberated on whether to support the renewal of the Charter School based on whether the Charter School's violations were sufficiently severe or pervasive as to render a corrective action plan unviable. (*See* December 8, 2020 Board Transcript, Pgs. 6-32, 71-97.)
- The LAUSD Board of Education considered the Renewal Petition and supporting materials all the information contained in Board Report No. 170-20/21 including Attachments A-D in making its decision regarding the renewal of the Charter School. (*See* Tab 16 of the December 8, 2020 Board Materials, Pgs. 630-860.)

From: Xavier Reyes <x.reyes@altaps.org>
Sent: Thursday, January 7, 2021 11:02 AM
To: Mendez, Christian
Cc: Gregory Tanner; j.valenzuela@altaps.org; Victor Aguirre; Cole-Gutierrez, Jose; Crain, Jefferson; Perry, Robert; LEE, LILLIAN L; Villamor, Allan; Hughes, Gina; SFarland@cde.ca.gov
Subject: Re: Documentary Record Related to LAUSD Board of Education's Denial of Prepa Tec's Renewal Petition on December 8, 2020
Attachments: 12-08-20-Prepa-Tec-Los-Angeles-High-BR-170-15-Day-Posting_0.pdf

Dear Christian Mendez,

Happy new year!! Thank you again for sending the LAUSD Board meeting materials regarding the PTLAH vote. Please know that we are confused by Exhibit A to Dr. Hughes' letter, which is characterized as "a summary of the LAUSD Board of Education's Written Findings of Fact." That summary did not exist at the time of the LAUSD Board's action on December 8th and it does not accurately summarize the Board's action. Specifically, the Board did not make the findings set forth in the summary. In fact, for two of these, the Board adopted the staff report containing the opposite finding: (1) that "non-renewal and closure of the charter school is not in the best interests of its students;" and (2) that "at the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition." The summary seems to flip both, but there were no Board findings to that effect.

Enclosed is the "Board of Education Report" that was posted online, provided to the school, included in the agenda materials, and adopted by the LAUSD Board of Education. As reflected in the meeting transcript, the Board adopted this Report as its findings.

Can you please confirm that this was an error, or confirm that staff intended to supplement the Board's action with new findings? Thank you

On Wed, Dec 23, 2020 at 11:22 AM Mendez, Christian <christian.mendez@lausd.net> wrote:

Hello Board President Tanner, et al.:

Attached please find LAUSD's follow-up response ("Response Letter") to Prepa Tec Los Angeles High School's (Prep Tec) request for the Documentary Record as related to LAUSD Board of Education's denial of Prepa Tec's renewal petition on December 8, 2020. Please note that all the information considered by the LAUSD Board as related to Prep Tec's renewal petition denial are included as attachments to the Response Letter.

Please confirm receipt of this email and all twelve (12) attachments.

Cordially,

Chris

Christian Mendez
Senior Coordinator, Charter Schools Division
Los Angeles Unified School District
Ph: (213) 241-0362 | Cell: (310) 634-8464 | Fax: (213) 241-2054

Charter Schools Division Mission:

The LAUSD Charter Schools Division fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

--

Sincerely,

Xavier Reyes, Founder and CEO
Alta Public Schools

Visit or Join [ALTA PUBLIC SCHOOLS](#) and [ALWAYS Learn • Rigor • Family • Lead](#)





Los Angeles Unified School District

333 South Beaudry Ave
Los Angeles, CA 90017

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Board of Education Report

[Back to Order of Business](#)

File #: Rep-170-20/21, Version: 1

Conditional Approval of the Renewal Petition for Prepa Tec Los Angeles High [PUBLIC HEARING]
December 8, 2020
Charter Schools Division

Action Proposed:

Staff recommends the conditional approval of the renewal petition for Prepa Tec Los Angeles High (“Charter School”), designated by the state as Middle performing, located in Board District 5 and Local District East, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 480 students in grades 9-12 in each year of the charter term. Although the Charter School would otherwise meet the criteria for denial due to findings outlined below and corresponding reports, based on the current unprecedented circumstances related to the COVID-19 pandemic, the District is recommending a conditional approval for this limited period and express purpose. This recommendation and proposed action does not set a precedent or policy beyond the express circumstances stated herein. In two years, the charter school will be agendized at a Board of Education meeting to determine the Charter School’s status in meeting the conditions for the school’s renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions.

Background:

Prepa Tec Los Angeles High is a 9-12 school currently serving 340 students at two private facilities in East Los Angeles; (1) 4210 Gage Avenue, Bell, CA 90201 and (2) 6005 Stafford Avenue, Huntington Park, CA 90255, both in Board District 5 and Local District East. On March 10, 2015, Prepa Tec Los Angeles High was denied by the LAUSD Board of Education by a vote of seven to zero. On May 19, 2015, the Los Angeles County Board of Education voted to deny Prepa Tec Los Angeles High on appeal by a vote of seven to zero. On January 14, 2016, Prepa Tec Los Angeles High was authorized by the California State Board of Education to serve 672 students in grades 9-12. September 2017, the California State Board of Education approved a material revision to decrease the approved enrollment of 672 students to 520 students.

On September 16, 2020, Prepa Tec Los Angeles High submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 15, 2020.

An initial Public Hearing was held on October 27, 2020.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements set forth in the Education Code for denial. However, the current protracted impact of the COVID-19 pandemic presents unanticipated challenges to students across the nation, including students within LAUSD. The closure of schools generally and the immediate transition to distance learning is unprecedented. These impacts to students, together with the Governor’s March 18, 2020 Executive Order suspending all state testing has created unique circumstances for the 2020 petition renewal process.

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The District is particularly mindful of the need for stability for students and the need to avoid disruption to each student's educational program during these unique and specific times.

Based upon the unique and limited circumstances, and without creating a policy or precedent, and the reasoning above, and in the best interests of students, the District proposes the recommendation of approval of Charter School for a five-year term conditioned upon the following:

After one year (winter 2022), the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:

1. By July 1, 2021, the school's governing board must have adopted, and will provide a five-year balanced budget and cash flow projections (including descriptions of all assumptions), that indicate:
 - a) Monthly positive cash balances and cash reserve levels *(unrestricted ending cash balance as a percentage of total expenditures) at a rate of no less than 5%;
 - b) Secured financing sources supported by complete and executed documentation with financing and repayment terms;
 - c) Positive net asset balances for Fiscal Years 2021-2022 through 2025-2026 for PTLAH;
 - d) Consistent improvement toward the reversal of Alta Public Schools' (CMO) fiscal insolvency by the end of Fiscal Year 2022-2023 (maintaining positive net operational results for both Fiscal Years 2021-2022 and 2022-2023);
 - e) The full settlement of the CMO's and its charter schools' intraorganizational borrowing from related parties and any loans from third-party lenders (i.e., CMO and its charter schools' intraorganizational and third-party loan repayment terms and repayment schedules) by the end of Fiscal Year 2024-2025; and
2. PTLAH and the CMO will provide their respective monthly financial reports, such as balance sheets, income statements, bank statements, bank reconciliation reports, accounts payable aging reports, and other relevant information (e.g., budget vs. actual analysis), from the month ending July 31, 2020 forward, no later than the last calendar day of the month following the end of each month. For example, for the month ending July 31, 2021, the monthly financial reports should be submitted to the CSD no later than August 31, 2021. These financial reports will reflect:
 - a) Monthly positive cash balances and cash reserve levels* at a rate of no less than 5%;
 - b) Positive operational results leading to a positive net asset balance by December 31, 2021 for PTLAH;
 - c) Positive operational results for the six months ending on December 31, 2021 for the CMO;
 - d) All vendors and payroll paid to current; and
3. Beginning on December 15, 2021 and continuing through the end of Fiscal Year 2022-2023, the school's governing board will provide quarterly written reports regarding Alta Public Schools' and Prepa Tec Los Angeles High's progress in successfully executing its revised five-year budgets, as referenced in fiscal condition #1 above.

After two years (winter 2023), as applicable, the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings

File #: Rep-170-20/21, Version: 1

according to statutory and regulatory provisions:

1. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and
2. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and
3. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and
4. The school will meet state testing participation rates schoolwide and for all subgroups; and
5. Meet all applicable requirements in law related to charter school renewals; and
6. All fiscal conditions reviewed for winter 2022 above will apply and be re-evaluated for winter 2023 including: (1) Positive operational results for the twelve months ending and a positive net asset balance on December 31, 2022 for PTLAH; and (2) Positive operational results for the twelve months ending on December 31, 2022 for the CMO.

Statutory Framework

Pursuant to Education Code § 47605, 47607 and 47607.2, the governing board of the school district shall not deny a renewal petition for a middle performing school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

Under Criterion 1:

- The charter school has presented an unsound educational program.
- Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the renewal petition.
- The petition, does not contain reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language.
- The petition does not contain required affirmations, assurances, and declarations.

Under Criterion 2:

- Charter School does not meet academic criteria based on performance indicators as a [low/middle/high] performing school.

Under Criterion 3:

- Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial fiscal and governance factors and has been provided at least 30 days' notice of the alleged violation/s and reasonable opportunity to cure including an opportunity to provide a corrective action plan. Renewal may be denied if the corrective action plan proposed by the

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Charter School has been unsuccessful or the violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

- Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns and has been provided at least 30 days' notice of the alleged violation/s and reasonable opportunity to cure including an opportunity to provide a corrective action plan. Renewal may be denied if the corrective action plan proposed by the Charter School has been unsuccessful or the violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

A renewal petition may also be denied if:

- The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7.

Findings

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following for a Middle performing school:

- (1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- (3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in the school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings:

“Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The LAUSD Board shall only consider verified data adopted by the State Board of Education (SBE) pursuant to Education Code section 47607.2(c). The SBE has not yet adopted the regulations defining “verified data.” Until such time that the SBE adopts a pupil-level academic growth measure, the District has defined “one year’s progress” as growth in achievement in English Language Arts (ELA) and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein.

Until such time that the SBE provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

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The LAUSD Board may deny a renewal petition of a middle performing charter school pursuant to section 47607.2(b) upon making each of the following written factual findings:

- 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- 2) The closure of the charter school is in the best interest of the pupils; and
- 3) The decision provided greater weight to the performance on the measurements of academic performance.

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the charter school petition application for Prepa Tec Los Angeles High. In consultation with the Office of the General Counsel, Staff has determined that although the charter school has been designated as Middle performing by the state, there are concerns regarding the charter school's academic performance and other indicators. However, Staff has determined that based on the current unprecedented circumstances related to the COVID-19 pandemic and its impact to students and the community as a whole, it is in the best interests of students for the District to recommend a conditional approval for this limited period and express purpose. This recommendation and proposed action does not set a precedent or policy beyond the express circumstances stated herein. (See above and SARR for detailed findings).

As set forth above, the following are conditions for renewal:

1. After two years (winter 2023), the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions; and
2. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and
3. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and
4. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and
5. The school will meet state testing participation rates schoolwide and for all subgroups; and
6. Meet all applicable requirements in law related to charter school renewals.

Due Diligence:

Current Prepa Tec Los Angeles High governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

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The petition is available for perusal in the Charter Schools Division and online at the District's Board of Education website at <http://laschoolboard.org/charterpetitions>.

Expected Outcomes:

Conditional approval will grant the Charter School a renewal period of five years. The Charter School will be agendized at a Board of Education meeting in two years to determine compliance with the conditions of the renewal. Should the Charter School fail to meet the terms of the renewal, Staff will initiate revocation proceedings in accordance with statutory and regulatory provisions.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of conditional approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021. In two years, a Board of Education meeting will be held to determine the Charter School's compliance in meeting the condition for the school's renewal. Should the Charter School fail to meet the terms of the renewal, Staff will initiate revocation proceedings in accordance with statutory and regulatory provisions.

"No" - If the Board does not adopt the recommendation of conditional approval of the renewal petition, the Charter School's term expires June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education ("LACBOE"). If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education ("SBE") which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 170-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

The Board of Education approved the LAUSD Policy for Charter Schools on August 11, 2020, with provisions on renewal criteria. The recommendation could have been for a denial of the renewal petition based on policy and statutory provisions. However, based on unprecedented circumstances presented by COVID-19, and in the best interests of students, the District recommends a conditional approval for this limited period and express purpose. This recommendation and proposed action does not set a precedent or policy beyond the express circumstances stated herein. The Charter School will be agendized at a Board of Education meeting in two years to determine the Charter School's compliance with the conditions of the renewal. Should the Charter School fail to meet the conditions, the District will initiate revocation proceedings pursuant to statutory and regulatory guidelines.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school's petition or operations with significant financial implications would require

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District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to remain with the Los Angeles County Charter SELPA of which it is currently a member, and has signed the applicable Memorandum of Understanding (MOU).

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools (Policy, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, Staff has determined that the unprecedented impact of the COVID-19 pandemic currently faced by students and communities require unique consideration for a conditional approval of the charter school renewal for a five-year term, with a review in two years, as noted above. Should the Charter School fail to implement the conditions of approval, the District will initiate revocation proceedings in accordance with statutory and regulatory provisions.

Issues and Analysis:

Please see above and corresponding material.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/meicpqd2e0tlcky/AAAsCGcHamUevnuu3wnz8ZZDa?dl=0>

Attachments:

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - DFS Data, DFS Resident School Data and High vs Low Performance Data Sets
- Attachment C - Desegregation Impact Statement
- Attachment D - Prepa Tec Los Angeles High Submission of Verified Data

Informatives:

Not applicable


Submitted:

11/18/20

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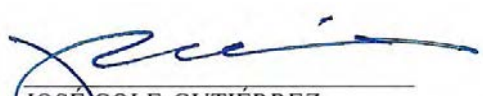
File #: Rep-170-20/21, Version: 1

RESPECTFULLY SUBMITTED,




AUSTIN BEUTNER
Superintendent of Schools

APPROVED & PRESENTED BY:



JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division


REVIEWED BY:



DEVORA NAVERA REED
Interim General Counsel

✓ Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 170-20/21

December 8, 2020

School Name:	Prepa Tec Los Angeles High			BOARD IS REQUIRED TO TAKE ACTION BY: December 15, 2020
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Alta Public Schools			
Location Code:	N/A			
Type of Site(s):	(1) Private (2) Private			
Site Address(es):	(1) 4210 Gage Avenue, Bell, CA 90201 (2) 6005 Stafford Avenue, Huntington Park, CA 90255			
Board District(s):	5	Local District(s):	East	
Grade Levels Served:	9-12	Current Enrollment:	340	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	520 (See proposed change in "Action Proposed" below)	
CONSIDERATION:	Renewal			
CDE PERFORMANCE LEVEL:	Middle Performing			
STAFF RECOMMENDATION:	Conditional Approval			
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has not met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Although the Charter School would otherwise meet the criteria for denial due to findings outlined below and corresponding reports, based on the current unprecedented circumstances related to the COVID-19 pandemic and the below stated reasoning, the District is recommending conditional approval of the Charter School's renewal for a five-year term.</p>			

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PROPOSED CONDITIONS:	<p>After one year (winter 2022), the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:</p> <ol style="list-style-type: none">1. By July 1, 2021, the school's governing board must have adopted, and will provide a five-year balanced budget and cash flow projections (including descriptions of all assumptions), that indicate:<ol style="list-style-type: none">a) Monthly positive cash balances and cash reserve levels *(unrestricted ending cash balance as a percentage of total expenditures) at a rate of no less than 5%;b) Secured financing sources supported by complete and executed documentation with financing and repayment terms;c) Positive net asset balances for Fiscal Years 2021-2022 through 2025-2026 for PTLAH;d) Consistent improvement toward the reversal of Alta Public Schools' (CMO) fiscal insolvency by the end of Fiscal Year 2022-2023 (maintaining positive net operational results for both Fiscal Years 2021-2022 and 2022-2023);e) The full settlement of the CMO's and its charter schools' intraorganizational borrowing from related parties and any loans from third-party lenders (i.e., CMO and its charter schools' intraorganizational and third-party loan repayment terms and repayment schedules) by the end of Fiscal Year 2024-2025; and2. PTLAH and the CMO will provide their respective monthly financial reports, such as balance sheets, income statements, bank statements, bank reconciliation reports, accounts payable aging reports, and other relevant information (e.g., budget vs. actual analysis), from the month ending July 31, 2020 forward, no later than the last calendar day of the month following the end of each month. For example, for the month ending July 31, 2021, the monthly financial reports should be submitted to the CSD no later than August 31, 2021. These financial reports will reflect:<ol style="list-style-type: none">a) Monthly positive cash balances and cash reserve levels* at a rate of no less than 5%;b) Positive operational results leading to a positive net asset balance by December 31, 2021 for PTLAH;c) Positive operational results for the six months ending on December 31, 2021 for the CMO;d) All vendors and payroll paid to current; and3. Beginning on December 15, 2021 and continuing through the end of Fiscal Year 2022-2023, the school's governing board will provide quarterly written reports regarding Alta Public Schools' and Prepa Tec Los Angeles High's progress in successfully executing its revised five-year budgets, as referenced in fiscal condition #1 above.
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PROPOSED CONDITIONS:	<p>After two years (winter 2023), as applicable, the charter school will be agendized at a Board of Education meeting to determine the Charter School's status in meeting the following conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:</p> <ol style="list-style-type: none">1. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and2. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and3. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and4. The school will meet state testing participation rates schoolwide and for all subgroups; and5. Meet all applicable requirements in law related to charter school renewals; and6. All fiscal conditions reviewed for winter 2022 above will apply and be re-evaluated for winter 2023 including: (1) Positive operational results for the twelve months ending and a positive net asset balance on December 31, 2022 for PTLAH; and (2) Positive operational results for the twelve months ending on December 31, 2022 for the CMO. <p>The Charter School is expected to abide by conditions outlined above. Should the Charter School fail to do so, the District may initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommended non-renewal at the time of its renewal.</p>
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STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends the conditional approval of the renewal petition for Prepa Tec Los Angeles High (“PTLAH” or “Charter School”), located in Board District 5 and Local District East, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 480 students in grades 9-12 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 520 to 480 to align with the school’s current enrollment trends.

The current protracted impact of the COVID-19 pandemic presents unanticipated challenges to closure of schools. This, together with the Governor’s March 18, 2020 Executive Order suspending all state testing has created unique circumstances for the 2020 petition renewal process. The District is also mindful of the need for stability and to avoid disruption to each student’s educational program during these specific times.

The District is particularly mindful of the need for stability for students and the need to avoid disruption to each student’s educational program during these unique and specific times.

Conditions for Renewal Approval:

Although the Charter School would otherwise meet the criteria for denial due to findings outlined below and corresponding reports, based on the current unprecedented circumstances related to the COVID-19 pandemic and the above stated reasoning, the District is recommending approval of the Charter School’s renewal for a five-year term conditioned on the following:

After one year (winter 2022), the charter school will be agendized at a Board of Education meeting to determine the Charter School’s status in meeting the conditions for the school’s renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:

1. By July 1, 2021, the school’s governing board must have adopted, and will provide a five-year balanced budget and cash flow projections (including descriptions of all assumptions), that indicate:
 - a) Monthly positive cash balances and cash reserve levels *(unrestricted ending cash balance as a percentage of total expenditures) at a rate of no less than 5%;
 - b) Secured financing sources supported by complete and executed documentation with financing and repayment terms;
 - c) Positive net asset balances for Fiscal Years 2021-2022 through 2025-2026 for PTLAH;
 - d) Consistent improvement toward the reversal of Alta Public Schools’ (CMO) fiscal insolvency by the end of Fiscal Year 2022-2023 (maintaining positive net operational results for both Fiscal Years 2021-2022 and 2022-2023);
 - e) The full settlement of the CMO’s and its charter schools’ intraorganizational borrowing from related parties and any loans from third-party lenders (i.e., CMO and its charter schools’ intraorganizational and third-party loan repayment terms and repayment schedules) by the end of Fiscal Year 2024-2025; and
2. PTLAH and the CMO will provide their respective monthly financial reports, such as balance sheets, income statements, bank statements, bank reconciliation reports, accounts payable aging

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reports, and other relevant information (e.g., budget vs. actual analysis), from the month ending July 31, 2020 forward, no later than the last calendar day of the month following the end of each month. For example, for the month ending July 31, 2021, the monthly financial reports should be submitted to the CSD no later than August 31, 2021. These financial reports will reflect:

- a) Monthly positive cash balances and cash reserve levels* at a rate of no less than 5%;
- b) Positive operational results leading to a positive net asset balance by December 31, 2021 for PTLAH;
- c) Positive operational results for the six months ending on December 31, 2021 for the CMO;
- d) All vendors and payroll paid to current; and

3. Beginning on December 15, 2021 and continuing through the end of Fiscal Year 2022-2023, the school's governing board will provide quarterly written reports regarding Alta Public Schools' and Prepa Tec Los Angeles High's progress in successfully executing its revised five-year budgets, as referenced in fiscal condition #1 above.

After two years (winter 2023), as applicable, the charter school will be agenda'd at a Board of Education meeting to determine the Charter School's status in meeting the conditions for the school's renewal. Should the Charter School fail to meet the conditions of the renewal, Staff will initiate revocation proceedings according to statutory and regulatory provisions:

1. The charter shall not be classified as a Low performing charter school, pursuant to the state's designations at any point during its charter term. Please note the District may initiate revocation proceedings at any point if the charter school is classified as Low performing; and
2. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) and Math Indicators in each year of the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal; and
3. The school will increase in the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the state; and
4. The school will meet state testing participation rates schoolwide and for all subgroups; and
5. Meet all applicable requirements in law related to charter school renewals; and
6. All fiscal conditions reviewed for winter 2022 above will apply and be re-evaluated for winter 2023 including: (1) Positive operational results for the twelve months ending and a positive net asset balance on December 31, 2022 for PTLAH; and (2) Positive operational results for the twelve months ending on December 31, 2022 for the CMO.

The Charter School is expected to abide by conditions outlined above. Should the Charter School fail to do so, the District may initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommend non-renewal at the time of its next renewal.

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II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

III. GENERAL SCHOOL INFORMATION

A. School History

	Prepa Tec Los Angeles High
Initial Authorization:	On January 14, 2016, Prepa Tec Los Angeles High was authorized by the California State Board of Education to serve 672 students in grades 9-12.
Most Recent Renewal	N/A
Approved Material Revisions of Current Charter:	On September 14, 2017, the California State Board of Education approved a material revision to decrease its enrollment capacity from 672 students to 520 students.
Board Benchmarks in Current Charter Term:	N/A
Submission of Renewal Petition Application:	Prepa Tec Los Angeles High submitted its renewal petition application on September 16, 2020. The 90-day statutory timeline for Board action on the petition runs through December 15, 2020.

	Prepa Tec Los Angeles High
Concurrent Request for Material Revision:	N/A

B. Educational Program

	Prepa Tec Los Angeles High
Key Features of Educational Program:	<p>Prepa Tec Los Angeles High offers a 9-12 educational program, which includes the following features:</p> <ul style="list-style-type: none"> ◆ International Baccalaureate Middle Years Programme (IBMYB) and International Baccalaureate Diploma Programme (IBDP). ◆ Explorations of (a) Identities and Relationships; (b) Personal and Cultural Expression; (c) Orientations in Space and Time; (d) Scientific and Technical Innovation; (e) Fairness and Development; and (f) Globalization and Sustainability to develop students' understanding of their common humanity and shared guardianship of the planet. ◆ Deliberate strategies titled Approaches to Learning Skills (ATLS) that are embedded in the teaching and learning environment. ◆ Long-term projects where students decide what they want to learn, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing the selected project.
English Learner Master Plan:	<p>Prepa Tec Los Angeles High implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> ◆ Teachers utilize Guided Language Acquisition Design (GLAD) strategies to teach reading, writing, and the structures of the English language to ELs. ◆ Teachers are trained to use a system of instructional differentiation for students not meeting minimum progress expectations.
Special Education SELPA	Prepa Tec Los Angeles High has communicated its intent to remain in the Los Angeles County Charter SELPA.

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C. Student Enrollment and Population

2019-20 Enrollment by Ethnicity and Subgroup	
Enrollment	340
F/R Meal	96.8%
GATE	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.6%
English Learner	24.7%
Filipino	0.0%
Foster Youth	0.6%
Homeless	5.6%
Latino	98.5%
Migrant Education	0.0%
Native Hawaiian or Pacific Islander	0.0%
Not Reported	0.9%
Socio- economically Disadvant- aged	91.5%
Students with Disabilities	12.1%
Two or More Races	0.0%
White	0.9%

Prepa Tec Los Angeles High 340 96.8% 0.0% 0.0% 0.0% 0.6% 24.7% 0.0% 0.6% 5.6% 98.5% 0.0% 0.0% 0.9% 91.5% 12.1% 0.0% 0.9%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

D. Charter School Operator

Prepa Tec Los Angeles High is operated by Alta Public Schools (APS), a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has not met the standards and criteria for renewal. However, based on the unprecedented circumstances brought about by the COVID-19 pandemic and the above stated reasoning, the District is recommending approval of the Charter School’s renewal for a five-year term subject to the above-listed conditions. The Charter School is expected to abide by conditions outlined above. Should the Charter School fail to do so, the District will initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommend non-renewal at the time of its next renewal.

A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

The charter school has presented an unsound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are unlikely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. Please see discussion of the charter school’s record of academic performance in the section below.

B. Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

For Middle performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; 2) The LAUSD Board shall provide greater weight to the

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performance on measurements of academic performance on the California School Dashboard; 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following: a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The Charter School's record of performance during the term of the charter reflects the following specific factors:

1. *Student Achievement and Educational Performance*

a. Summary

Prepa Tec Los Angeles High has been identified by the state as a Middle performing charter school.¹ For reasons more fully set forth below in this Staff Assessment and Recommendation Report, the Charter School has not met the criteria for renewal.

Staff has considered the schoolwide performance and performance of numerically significant subgroups served by the Charter School on the state and local indicators, providing greater weight to performance on measurements of academic performance, including California Assessment of Student Performance and Progress (CAASPP) results for both English Language Arts (ELA) and Math, and English Language Progress Indicator (ELPI), measuring progress toward English language proficiency.

In addition to the state and local indicators, the Staff considered whether there was clear and convincing evidence showing the Charter School demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in the school.

Based on the comprehensive review of the renewal petition, and Charter School's record of academic performance as outlined below, District staff has confirmed that even though the Charter School has been designated by the state as "Middle-Performing," it has not attained measurable increases in academic achievement schoolwide and for numerically significant subgroups, and to meet or make sufficient progress toward meeting standards that provide a benefit to the Charter School's students.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard.

¹ The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/csperformcategory.asp>

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Prepa Tec Los Angeles High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2018	N/A	N/A	NPC	N/A	N/A	N/A	1
2019	NPC	NPC	NPC	N/A	N/A	N/A	5

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018). NPC: No performance color

Please see attached *Prepa Tec Los Angeles High* Data Set.

c. English Language Arts Academic Indicator

The following is taken from the Dashboard data based upon student CAASPP summative assessment results for English Language Arts (ELA) and how far the average student is from meeting the grade-level standard for ELA (“Distance from Standard” or “DFS”).

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Prepa Tec Los Angeles(ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	0	--	--	-6.0	--	93	No Color	-65.7	-2.5	Lower
English Learner	0	--	--	-47.1	--	31	No Color	-126.4	-45.1	Lower
Latino	0	--	--	-31.3	--	92	No Color	-65.4	-26.6	Lower
Socioeconomically Disadvantaged	0	--	--	-34.7	--	85	No Color	-71.3	-30.1	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

In 2018, the school did not have any grade levels eligible to take the ELA CAASPP assessments. The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard in ELA.

As demonstrated by the table above, in 2019, the Charter School’s DFS in ELA was lower than the state’s DFS both schoolwide and for the three numerically significant subgroups served by the Charter School: English Learner (EL), Latino, and Socioeconomically Disadvantaged (SED).

d. Math Academic Indicator

The following is taken from the Dashboard data based upon student CAASPP summative assessment results for Math and how far the average student is from meeting the grade-level standard for Math (“Distance from Standard” or “DFS”).

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Prepa Tec Los Angeles (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	0	--	--	-36.4	--	91	No Color	-169.8	-33.5	Lower
Latino	0	--	--	-65.8	--	90	No Color	-170.2	-62.2	Lower
Socioeconomically Disadvantaged	0	--	--	-67.4	--	83	No Color	-175.6	-63.7	Lower

Data Source: Data Quest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>
 For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

In 2018, the school did not have any grade levels eligible to take the Math CAASPP assessments. The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard in Math.

As demonstrated by the table above, in 2019 the Charter School's DFS performance in Math was lower than the state's DFS both schoolwide and for two numerically significant subgroups served by the Charter School (Latino and Socioeconomically Disadvantaged). The number of Students with Disabilities tested in Math was below 30 and thus not considered numerically significant.

e. English Learner Progress Academic Indicator

The English Learner Progress Indicator (ELPI) measures how many English Learners (ELs) are making progress toward proficiency based upon their performance on the English Language Proficiency Assessments for California (ELPAC) summative assessment.

Percentage of English Learners Making Progress Toward English Proficiency:

Prepa Tec Los Angeles English Learner Progress Indicator - CA School Dashboard Indicator						
Subgroup	2019 School				2019 State	
	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	63	No Color	42.9%	Low	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As demonstrated in the table above, the 2019 the Charter School's Percentage of English Learners making progress towards English Proficiency was 42.9% with a "Low" performance level. The Charter School was lower than the state percentage of 48.3% with a "Medium" performance level.

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f. Standardized Assessments Participation Rates

In 2019, ELA and Math, the school met the participation rates (of at least 95%) schoolwide and for all numerically significant subgroups; however, the school did not meet the participation rate in the English Learner Progress Indicator (ELPI) at 92%.

g. College/Career Academic Indicator:

Schoolwide and Numerically Significant Student Subgroups

Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	State 2018 percentage of prepared students	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	State 2019 percentage of prepared students	School to State CCI Comparison
All Students	0	--	--	42.2%	--	0	--	--	44.1%	--
American Indian or Alaska Native	0	--	--	25.2%	--	0	--	--	25.9%	--
Asian	0	--	--	74.1%	--	0	--	--	74.0%	--
Black or African American	0	--	--	21.2%	--	0	--	--	23.7%	--
English Learner	0	--	--	14.5%	--	0	--	--	16.8%	--
Filipino	0	--	--	62.7%	--	0	--	--	64.5%	--
Foster Youth	0	--	--	10.4%	--	0	--	--	13.3%	--
Homeless	0	--	--	24.3%	--	0	--	--	25.9%	--
Latino	0	--	--	33.8%	--	0	--	--	36.1%	--
Native Hawaiian or Pacific Islander	0	--	--	31.7%	--	0	--	--	33.5%	--
Socioeconomically Disadvantaged	0	--	--	33.7%	--	0	--	--	35.8%	--
Students with Disabilities	0	--	--	9.2%	--	0	--	--	10.8%	--
Two or More Races	0	--	--	48.6%	--	0	--	--	49.7%	--
White	0	--	--	52.2%	--	0	--	--	53.8%	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

Prepa Tec's first graduating class was in the 2019-2020 school year. Therefore, as seen in the table above, the 2019 California School Dashboard College/Career Indicator does not contain data for this school.

h. Verified Data

As noted above, a charter school classified by the state as Middle Performing may present verified data showing that the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. Pursuant to Education Code Section 47607.2(c)(1), "verified data" means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. The LAUSD Board shall only consider verified data adopted by the State Board of Education (SBE) pursuant to Education Code section 47607.2(c). Until such time that the State Board of Education adopts a pupil-level academic growth measure, the District defines "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.

The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter. Any verified data submitted by a charter school for this purpose must provide a clear explanation as to its alignment with the requirements in the District's Policy. (See *LAUSD Policy and Procedures for Charter Schools*, p. 34.)

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The Charter School did not provide clear and convincing evidence, demonstrated by verified data, showing the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. While the Charter School may have met standards for some of the local indicators as reported on the Dashboard based on locally collected data, meeting such standards cannot overcome the significant academic underachievement as described in this Report.

The "verified data" the Charter School provided was Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).

Prepa Tec Los Angeles High provided NWEA/MAP data for fall, winter, and spring terms per grade level for each year of the charter term. Results were reported using RIT (Rausch Units) scores which are designed to predict measurable growth aligning to a student's performance on the CAASPP.

The school also provided RIT growth scores and NWEA national percentile ranks to assess PTLAH students' performance compared to the NWEA national standards. This data showed that some students met expected growth goals in ELA and Math for some of the years of the charter term, however, the data was not clear and convincing. For example, the school did not report NWEA data for one of its largest numerically significant subgroups, Latinos, 98.5% of its student population.

In summary, the data indicates mixed results and does not provide clear and convincing evidence of students achieving one year's progress for each year in school and demonstrating either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.

- i. Postsecondary Outcomes [HS only]
Prepa Tec's first graduating class was in the 2019-2020 school year. The school did not provide any postsecondary outcome data.
- j. Local Indicators
Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.
- k. "May Deny" Analysis for Middle Performing Charter Schools [if applicable]
Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering verified data provided by the charter school, staff determined that the school's performance in the area(s) of ELA and Math, requires further review. Pursuant to the applicable renewal criteria for middle performing schools, staff proceeded to the step of considering the "may deny" conditions to complete the review of academic achievement.

The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings: 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; 2) The closure of the charter school is in the best interest of the pupils; and, 3) The decision provided greater weight to the performance on the measurements of academic performance. a. When determining whether

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to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g. reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the California Assessment of Student Performance and Progress (CAASPP) as compared to the state averages, California School Dashboard data, four-year cohort graduation rates).

Having considered the Charter School's schoolwide performance and performance of all of its subgroups on the Dashboard, while providing "greater weight to performance on measurements of academic performance," and considering the lack of clear and convincing evidence showing the Charter School achieved measurable increases in academic achievement, defined as one year's progress for each year of the school, the District has determined that non-renewal and closure of the Charter School is not in the best interest of its students due to the current challenges presented by the COVID-19 pandemic, as noted above. However, the school must meet the specific conditions cited earlier in the report.

The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including reclassification rates, Long-Term English Learner (LTEL) rates, and California School Dashboard data, and comparison of the percentages of students who Met or Exceeded Standards as measured on the CAASPP as compared to the state averages.

Resident Schools Analysis

The following demonstrates that in 2019, the Charter School's CAASPP results show levels of academic performance that are far below the Resident Schools Median (RSM) in both English Language Arts (ELA) and in Math. The Charter School's LTEL percentage (17.4%) was higher than the RMS (8.3%) in 2019, the Charter School's Reclassification Rate (0.0% and 3.8%) was significantly lower than the RSM (16.6% and 15.5%) in both 2018 and 2019.

ELA Distance from Standard Schoolwide and Resident Schools Median:

Prepa Tec Los Angeles (ELA Grades) Academic Indicator - CA School Dashboard Indicator						
Subgroup	2018			2019		
	Number of Students with Scores	2018 Color	School 2018 Average DFS	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	--	--	--	93	No Color	-65.7
Resident Schools Median	143	3	-6.5	166	3	-4.0

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As shown in the table above, when comparing the school to the Resident Schools Median (RSM), the Charter School's student performance on California School Dashboard in 2019 is lower than the RSM in ELA when measuring DFS.

Math Distance from Standard Schoolwide and Resident Schools Median:

Prepa Tec Los Angeles (MATH Grades) Academic Indicator - CA School Dashboard Indicator						
Subgroup	2018			2019		
	Number of Students with Scores	2018 Color	School 2018 Average DFS	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	--	--	--	91	No Color	-169.8
Resident Schools Median	143	2	-96.7	165.5	2	-92.3

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As shown in the table above, when comparing the Charter School to the Resident Schools Median (RSM), the Charter School's student performance on California School Dashboard in 2019 is significantly lower than the RSM in Math when measuring DFS.

ELA Smarter Balanced Assessment Data

Met or Exceeded Percentages:

Prepa Tec Los Angeles English Language Arts/Literacy						
School	Subgroup	2017-18		2018-19		School change from 2018-19
		Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
Prepa Tec	All Students	--	--	96	24.47%	--
Resident Schools Median	All Students	144	45.64%	200	46.29%	0.65%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, the Charter School's percentage of CAASPP Met or Exceeded in ELA was lower than the Resident Schools Median (RSM) in 2019.

Math Smarter Balanced Assessment Data

Met or Exceeded Percentages:

Mathematics						
School	Prepa Tec Los Angeles	2017-18		2018-19		Change from 2018-19
		Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
Prepa Tec Los Angeles	All Students	--	--	92	3.26%	--
Resident Schools Median	All Students	141	15.32%	174	17.93%	2.61%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, the Charter School's percentage of CAASPP Met or Exceeded in Math was lower than the Resident Schools Median (RSM) in 2019.

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1. Suspension Rate Indicator: Schoolwide and Numerically Significant Subgroups
 Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Prepa Tec Los Angeles High School Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison
All Students	426	Red	6.5%	3.5%	Higher	331	Blue	1.5%	3.4%	Lower
English Learner	62	Orange	8.1%	3.0%	Higher	85	Green	2.4%	3.1%	Lower
Latino	244	Red	6.6%	3.6%	Higher	319	Blue	1.3%	3.5%	Lower
Socioeconomically Disadvantaged	220	Red	7.3%	4.4%	Higher	302	Green	1.7%	4.3%	Lower
Students with Disabilities	29	No Color	13.8%	6.8%	--	33	No Color	3.0%	6.2%	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 the school had a higher percentage of student suspended at least once than the state, schoolwide and for all numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged.) In 2019, the school had a lower percentage of student suspended at least once than the state, schoolwide and for all numerically significant subgroups than the state.

Change Level Schoolwide and Numerically Significant Subgroups

Prepa Tec Los Angeles High School Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	School Change	School Change Level	State Change	State Change Level	Number of Students	2019 Color	School Change	School Change Level	Change	Change Level
All Students	426	Red	4.9%	Increased	-0.1%	Maintained	331	Blue	5.0%	Declined	-0.1%	Maintained
English Learner	62	Orange	8.1%	Increased	-0.1%	Maintained	85	Green	5.7%	Declined	0.1%	Maintained
Latino	244	Red	4.9%	Increased	-0.1%	Maintained	319	Blue	5.3%	Declined	-0.1%	Maintained
Socioeconomically Disadvantaged	220	Red	5.5%	Increased	-0.2%	Maintained	302	Green	5.6%	Declined	-0.1%	Maintained
Students with Disabilities	29	No Color	13.8%	Increased	0.3%	Declined	33	No Color	-10.8%	Declined	0.6%	Declined

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 the Charter School's Change Level Increased schoolwide and for all numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged.) In 2019, the school Declined schoolwide and for all numerically significant subgroups.

m. Graduation Rate Indicator [HS only]
 Schoolwide and Numerically Significant Subgroups

Prepa Tec Los Angeles High School Graduation Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School Percentage of graduated students	State Percentage of graduated students	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	School Percentage of graduated students	State Percentage of graduated students	School to State Graduated Students Comparison
All Students	0	--	--	83.5%	--	0	--	--	85.9%	--
English Learner	0	--	--	70.9%	--	0	--	--	72.7%	--
Latino	0	--	--	81.2%	--	0	--	--	83.8%	--
Socioeconomically Disadvantaged	0	--	--	80.8%	--	0	--	--	83.3%	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, Prepa Tec Los Angeles High did not have a 2019 Graduation Rate to compare to the state's Graduation Rate of 85.9%. PTLAH had its first graduating class in the 2019-2020 school year.

n. Chronic Absenteeism Indicator
 N/A

o. English Learner Performance
 Reclassification Rates:

Year	Students Redesignated FEP	School	State	School to State REEP Comparison
2018-19	17-18 EL #	55	1,271,150	Lower
	18-19 Reclass #	0	175,746	
	18-19 Reclass Rate	0	13.8	
2019-20	18-19 EL #	79	1,195,988	Lower
	19-20 Reclass #	3	164,653	
	19-20 Reclass Rate	3.8	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files
<https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

As noted in the table above, in 2019-2020 and 2018-2019, the Charter School's reclassification rate of 0.0% and 3.8%, respectively, were lower than the state's rate at 13.8%. Although it is not one of the measurements of academic progress, the Charter School's reclassification rate has remained lower than the state's rate for the term of the charter.

The school acknowledges that the cause of the lower rates of reclassification compared to the state's rates of reclassification is due their lack of fidelity to systems and processes required to reclassify English Learners. The school further explains that its teachers lacked readiness to prepare students to improve their language development year after year." Moving forward, by Spring of 2021, the school seeks to increase reclassification to 6.0%, above the state's reclassification by "providing meaningful access to the full

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curriculum including identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework as outlined in the school's Master Plan for English Learners.”

Prepa Tec Los Angeles' reclassification criteria are as follows:

- Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
- Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
- Parent/guardian opinion and consultation
- Comparison of student performance in basic skills

Long-term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	PTLAHS		State		PTLAHS		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	2	0.9%	220,738	9.5%	4	1.6%	130,783	5.7%
LTEL 6+ Years	59	26.6%	342,983	14.7%	45	17.4%	204,042	8.9%

Data Source: DataQuest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesltel.asp>

In 2018-2019, Prepa Tec Los Angeles' LTEL percentage of 26.6% was higher than the state's percentage of 14.7%, and in 2019-2020, the school's percentage at 17.4% was higher than the state's 8.9%. In 2019-2020, the school had 1.6% “At-Risk” lower than the state's rate of 5.7%. In 2018-2019, the school had 0.9% “At-Risk,” lower than the state at 9.5%.

2. Annual Oversight Results

Prepa Tec Los Angeles High is currently authorized and overseen by the California State Board of Education (SBE). Charter Schools Division (CSD) staff have communicated with, and received documents from, staff at the California Department of Education (CDE).

a. Student Achievement and Educational Performance

Prepa Tec Los Angeles' current charter term has been under the authorization and oversight of the California State Board of Education.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Prepa Tec Los Angeles' current charter term has been under the authorization and oversight of the California State Board of Education.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Governance	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Prepa Tec Los Angeles' current charter term has been under the authorization and oversight of the California State Board of Education.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
Prepa Tec	340	86.8%	0.0%	0.0%	0.0%	0.6%	24.7%	0.0%	0.6%	5.6%	98.5%	0.0%	0.0%	0.9%	91.5%	12.1%	0.0%	0.9%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
LAUSD	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll #	SPED Enroll #	SPED Enroll %	% High Incidence	% Low Incidence	# AUT	# O/B	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Prepa Tec	340	41	12.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

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According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Prepa Tec Los Angeles High has a 12.1% Special Education enrollment, which is higher than the state's percentage of 11.7%, and lower than the District's percentage of 13.9%. The CSD has conferred with LACOE, and they shared no concerns.

iii. Additional Information

On October 15, 2020, the CSD issued a of Notice of Alleged Violation and Opportunity to Cure ("NOV") to Prepa Tec Los Angeles High in relation to substantial fiscal and governance issues (such as the school's poor financial condition since its inception, as noted by the CDE, and the weak fiscal condition of the charter operator Alta Public Schools, without its charter schools). On November 13, 2020, the CSD received school's response to the October 15, 2020 NOV and its five-year budget and cash flow projections. Please see further information in the Fiscal Operations section below.

On October 23, 2020, the CSD issued a Notice of Alleged Violation and Opportunity to Cure to Prepa Tec Los Angeles High regarding Proposition 39 overallocation obligations, which served as a notification of an alleged violation and provided a reasonable opportunity for Prepa Tec Los Angeles High to cure the violation. On November 4, 2020, District Accounting has confirmed receipt of Prepa Tec Los Angeles High's check of \$28,414.40 for the over-allocated space reimbursement obligations. Please see Fiscal Operations section below.

C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

**D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?
*Yes, the petition contains the required declaration.***

3. Fiscal Operations

Prepa Tec Los Angeles High is currently authorized and overseen by the California State Board of Education. District staff has communicated with and reviewed documents from staff at the California Department of Education. Please see the review of the school's performance in fiscal operations below.

- a. Summary
N/A

b. Fiscal Condition

Prepa Tec Los Angeles High's fiscal condition has been negative since its inception (i.e., Fiscal Year 2016-2017). According to the 2018-2019 independent audit report, the school had negative net assets of (\$489,792) and net income of \$389,923. The 2019-2020 Unaudited Actuals projected negative net assets and net income.

The CDE considers Prepa Tec Los Angeles High as having been in "poor fiscal condition" since the school's first year of operation, Fiscal Year 2016-2017, due to its negative net asset balances and zero percent cash reserve levels.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	N/A	(\$331,283)	(\$879,715)	(\$489,792)	(\$485,718)
Net Income/Loss	N/A	(\$331,283)	(\$548,432)	\$389,923	\$4,074
Transfers In/Out	N/A	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0

According to Alta Public Schools' independent audit report for the Fiscal Year ended June 30, 2019, Prepa Tec Los Angeles High is one of three schools operated by Alta Public Schools. Alta Public Schools' fiscal condition is weak. Alta Public Schools and its charter schools reported positive net assets of \$1,035,599 and net income of \$1,003,872. Alta Public Schools, without its charter schools, reported negative net assets of (\$905,149) and net income of \$8,853.

During 2019-2020, Prepa Tec Los Angeles High paid annual management fees which amounted to 17% to Alta Public Schools for administrative services such as: payroll, benefits administration, facilities, contract negotiations, fiscal and compliance reporting, accounting, professional development training, fundraising and marketing, and charter petition preparation and submission. These management fees were calculated based on the total revenues of the school.

c. 2018– 2019 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: Yes. Four audit findings were noted. Three of these findings were due to inaccurate reporting regarding: 1) The Child Nutrition Clusters Program, 2) Unduplicated Local Control Funding Formula Pupil Counts, and 3) Average Daily Attendance (ADA) Reporting. The fourth audit finding pertained to non-compliance with the minimum required number of annual instruction minutes.

Going Concern: None Reported

All items noted in the audit findings have been addressed. Alta Public School provided the CSD and CDE with the corrective action plans implemented by the organization to improve their practices and avoid similar audit findings in the future. This included the submission

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of corrected reports for the school's ADA calculations as well as a plan to increase instructional minutes during the 2020-2021 and 2021-2022 school years to remediate the insufficient instructional minutes audit finding.

d. Other Significant Fiscal Information

As of the date of this report, Prepa Tec Los Angeles High owes the District Proposition 39 over-allocated space reimbursements totaling \$28,414.40 for the 2017-2018 Fiscal Year.

On September 20, 2019, the District issued a written notice to Prepa Tec Los Angeles High regarding its Proposition 39 over-allocated space reimbursement obligations for the 2017-2018 school year, in which the District detailed how over-allocated space is defined by law, provided specific ADA data indicating that Charter School was over-allocated space, applied the regulatory formula to show the exact reimbursement amount owed, and provided specific payment instructions. The reimbursements were not paid, and on or about December 23, 2019, the District initiated the Dispute Resolution Process for Proposition 39 disputes set forth in Prepa Tec Los Angeles High's operative Charter. On February 6, 2020, the District and Prepa Tec Los Angeles High participated in an Issue Conference with respect to the reimbursements owed. The Dispute was not resolved by mutual agreement at the Issue Conference, and the District requested that the Dispute be resolved by mediation. In March 2020, following the onset of the coronavirus pandemic, the District and Prepa Tec Los Angeles High entered into a tolling agreement that preserved their existing claims and defenses against each other related to the Dispute during the applicable tolling period. Pursuant to Education Code section 47607(e), on October 23, 2020, the CSD issued a Notice of Alleged Violation ("NOV") to Prepa Tec Los Angeles High, which served as a notification of an alleged violation and provided a reasonable opportunity for Prepa Tec Los Angeles High to cure the violation. The deadline for Prepa Tec Los Angeles High's response to the NOV is November 23, 2020. On November 4, 2020, District Accounting has confirmed receipt of Prepa Tec Los Angeles High's check of \$28,414.40 for the over-allocated space reimbursement obligations.

Per Alta Public Schools, the charter operator secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). Alta Public Schools stated that the charter operator submitted its PPP loan application on April 3, 2020 (seeking to borrow \$1,483,566) and received loan proceeds of \$1,483,500 on April 16, 2020. The CSD was advised that Alta Public Schools' governing board voted to pursue the PPP loan on May 12, 2020. Alta Public Schools' documentation reflects that \$407,784 of the loan proceeds have been allocated to Prepa Tec Los Angeles High and were spent primarily on payroll-related expenditures.

On October 15, 2020, the CSD issued a Notice of Alleged Violation and Opportunity to Cure in relation to substantial fiscal and governance issues (such as the school's poor financial condition since its inception, as noted by the CDE, and the weak fiscal condition of the charter operator Alta Public Schools, without its charter schools). The response deadline for the Notice of Alleged Violation is November 14, 2020.

As noted in the October 15, 2020 NOV, PTLAH's poor fiscal condition may impact the school's ability to successfully implement its educational program. The school's documented fiscal challenges dating back to Fiscal Year 2016-2017, insufficient liquid assets to satisfy its current liabilities, and inadequate cash reserves to address financial contingencies, all illustrate that substantial doubts remain regarding PTLAH's fiscal

sustainability. As outlined in the table above, PTLAH has had negative net asset balances since its inception.

PTLAH is currently under the authorization and oversight of the SBE. On August 1, 2020, a Memorandum regarding "Financial Condition of State Board of Education-Authorized Charter Schools – Fiscal Year 2019-20" from the State Superintendent of Public Instruction to the members of the SBE summarized the financial condition of all SBE authorized charter schools, for Fiscal Year 2019-2020. This Memorandum described PTLAH as being in poor fiscal condition, which, according to the CDE, means that PTLAH is "in danger of jeopardizing [its] fiscal operations going forward. "The CDE further explained that schools it described as being in poor fiscal condition "are in danger of jeopardizing their fiscal operations going forward. Timely and appropriate action by the charter school's board is critical in addressing and mitigating the charter school's serious decline in financial condition. Specifically, charter schools in poor financial condition have a negative fund balance and no reserves. These schools do not have an adequate cash level and have a high debt level."

"Furthermore, CDE issued fiscal Letters of Concern to PTLAH in each of the last four years (September 9, 2017, July 5, 2018, June 14, 2019, and August 18, 2020). Despite the CDE's issuance of multiple letters to PTLAH citing fiscal concerns, the Charter School has continued to maintain negative net asset balances, no cash reserves, and has been considered in poor fiscal health.

Most recently, on August 18, 2020 the CDE issued a Letter of Concern to PTLAH noting the following fiscal concerns/observations:

- PTLAH reported a zero percent cash reserve for Fiscal Year 2020–2021; PTLAH's expected reserve level is five percent.
- PTLAH projects a negative year-end fund balance of \$416,573 for Fiscal Year 2020- 2021. The CDE notes that a negative year-end fund balance could jeopardize PTLAH's fiscal sustainability, since the school's liabilities could not be satisfied, even if all of PTLAH's assets were liquidated.
- As of May 31, 2020, PTLAH's had a negative net asset balance of -\$185,981. Further, PTLAH's debt ratio at that time was 2.34, meaning that PTLAH's total liabilities more than doubled the value of its assets.

Due to these fiscal concerns/observations regarding PTLAH's poor financial condition, CDE directed PTLAH's governing board to provide the CDE with a Fiscal Corrective Action Plan and relevant documents within five weeks from the date of the Letter. Specifically, the PTLAH governing board was directed to: "provide the CDE with a Board-approved Fiscal Corrective Action Plan (FCAP) that addresses each of the noted observations with specific explanations, actions, and timeframes for improving PTLAH's financial condition."

By correspondence dated September 14, 2020, Alta Public Schools responded to the August 18, 2020, Letter of Concern from CDE. In the response letter, Alta Public Schools

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stated that the Fiscal Year 2020-2021 preliminary budget assumed a 7.92% reduction in State funding based on the Governor's May 2020 revision (approximately \$339,000 based on projected Average Daily Attendance of 336 students), which was later reinstated. Alta Public Schools also projected the receipt of additional funding from the CARES Act. Additionally, Alta Public Schools received a loan of \$1.5 Million from the Paycheck Protection Program (PPP) which, if forgiven, would provide PTLAH with an additional \$400,000 in revenue for Fiscal Year 2020-2021. The Charter School also projects an increase in student enrollment beginning in Fiscal Year 2021-2022, based on the completion of the organization's new middle school facility financed by a recent bond transaction, which is expected to attract additional students that would matriculate from the middle school to PTLAH. Alta Public Schools further stated that the organization projects a greater operating surplus for PTLAH and significant improvement to PTLAH's year-end fund balance by the end of Fiscal Year 2020-2021.

In an email communication dated October 6, 2020, received by LAUSD from CDE, it was noted that with respect to the fiscal corrective action plan submitted to CDE by the Charter School to address CDE's observations with specific explanations, actions, and timeframes for improving PTLAH's financial condition, "It appears that they remedied the financial issues and tried improving its fiscal condition." However, within this communication, CDE also indicated that, due to COVID-19 and cash deferrals, CDE stated that the Charter School may actually begin to incur operating losses, which will worsen PTLAH's projected year-end negative fund balance for Fiscal Year 2020-2021.

As noted above, according to Alta Public Schools' independent audit report dated June 30, 2019, Alta Public Schools, without including its charter schools, reported negative net assets of (\$905,149) and net income of \$8,853. This Audit Report indicated that, as of June 30, 2019, Alta Public Schools had a cash balance of \$6,496. Similar concerns were noted in the Findings of Fact for Denial of the petition originally submitted to LAUSD for the establishment of PTLAH, adopted by the LAUSD Board of Trustees on March 15, 2015.

Information provided by Alta Public Schools indicates that, as of April 30, 2020, Alta Public Schools (the charter operator and other schools/segments of the organization) owed (\$893,402) to one of the other schools that it operates, Academia Moderna. As a result of this borrowing, Academia Moderna is owed significant sums. A summary of this data, as part of the April 30, 2020 Financial Package, is provided below.

Charter School:	Amount Owed to Charter School:	Authorizer:
Academia Moderna	\$893,402	LAUSD
Charter School/Entity	Amount Owed by Charter School or Entity:	Authorizer:
Prepa Tec Los Angeles Middle School	(\$119,866)	LAUSD
Prepa Tec Los Angeles High School	(\$398,363)	SBE
Alta Public Schools (Charter Operator)	(\$288,295)	N/A
Prepa Tec Los Angeles, LLC	(\$86,878)	N/A

As a result of the Charter School's consistently-low cash reserve levels, it has continually relied upon intraorganizational borrowing (most frequently from one of its sister schools, Academia Moderna). Per the Charter School's independent audit reports, the school's cash reserve levels (ending cash balance as a percentage of total expenditures) were 2.44%, 0.14%, and 2.44% for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, respectively.

The LAUSD CSD noted "Intraorganizational Borrowing" as an Area Noted for Further Growth and/or Improvement in both Academia Moderna's and Prepa Tec Los Angeles Middle School's Fiscal Year 2019-2020 Annual Performance-Based Oversight Visit Reports.

Alta Public Schools' independent audit report for Fiscal Year 2018-2019 stated that, as of June 30, 2019, Prepa Tec Los Angeles High's intraorganizational loan balance was (\$847,797).

Summary of Intraorganizational Borrowing (Alta Public Schools CMO)					
Intercompany Receivables/ (Intercompany Payables)* per Audit Reports					
Fiscal Year	Academia Moderna	Prepa Tec L.A.	Prepa Tec L.A. High School	Central Office	Prepa Tec L.A. LLC
2016-2017	\$279,043	\$1,387,407	(\$1,064,776)	(\$601,674)	\$0
2017-2018	\$766,882	\$909,861	(\$1,310,246)	(\$366,497)	\$0
2018-2019	\$760,318	\$139,519	(\$847,797)	(\$52,040)	\$0
*Information obtained from the annual independent audit reports					
Intercompany Receivables/(Intercompany Payables) as of 4/30/2020 Interim Financials					
2019-2020	\$893,402	(\$119,866)	(\$398,363)	(\$288,295)	(\$86,878)

PTLAH anticipates borrowing an additional \$500,000 from "related parties" in the current Fiscal Year 2020-2021 (likely from Academia Moderna) to meet its financial obligations, as noted in the Charter School's renewal petition and the accompanying budget and cash flow documents.

Due to the weak fiscal condition of Alta Public Schools, and given the organization's established practice of intraorganizational borrowing, the burden of providing financial support to PTLAH will fall on Academia Moderna as it will likely assume the burden of diverting funds from its cash reserves to PTLAH to address PTLAH's financial obligations.

On November 13, 2020, the CSD received the organization's response to the October 15, 2020 Notice of Alleged Violation and Opportunity to Cure. Alta Public Schools' response included a 5-year budget pertaining to PTLAH for Fiscal Years spanning from 2020-2021 through 2024-2025, which projects net income in each of the five years and positive year-end net assets of \$133,970 (based on the assumption of PPP loan forgiveness in the amount

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of \$407,784) at the end of Fiscal Year 2020-2021, increasing to \$297,133, \$499,131, \$672,854, and \$785,744 for Fiscal Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025, respectively. The school projects enrollment of 370 students for Year 1 (i.e., Fiscal Year 2021-2022), representing an increase of 36 students from Fiscal Year 2020-2021, and 380 students for Years 2 through 5 (i.e., Fiscal Years 2022-2023 through 2024-2025). The school's 5-year budget reflects that, in Fiscal Year 2020-2021, the school would utilize intraorganizational borrowing of \$599,532 and third-party financing/borrowing of \$1.6M to cover its deteriorating cash position, primarily caused by State revenue deferrals. The school stated that it is currently evaluating a variety of funding sources, including factoring receivables, California School Finance Authority's Charter School Pooled Tax and Revenue Anticipation Note Program (ASAP), and the California State Deferral Financing Program. While the school might have applied for or received and evaluated the proposals relating to these funding sources, all these funding sources have yet to be secured as of the date of this report. The school projects repayment of the \$1.6M in deferred State revenues in Fiscal Year 2021-2022. The school also projects repayments to reduce the intraorganizational loan balances in the amounts of \$100,000, \$300,000, and \$300,000 in Fiscal Years 2021-2022, 2022-2023, and 2023-2024, respectively. The school's bank statement and bank reconciliation report for the month of October 2020 reflect that the school had a cash ending balance of \$407,772, which included the First Apportionment for Learning Loss Mitigation Funding of \$389,267 received in September 2020. Both cash and fund reserves are projected to equal or exceed 5% for Fiscal Years from 2021-2022 through 2024-2025. The school states that it will continue to monitor its expenditures to maintain a healthy financial condition.

The CSD recommends approval with conditions that require the monitoring of the school's progress in the areas noted above. Please see the Proposed Conditions section above for a detailed description of these requirements.

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ATTACHMENT B

**Prepa Tec Los Angeles
Academic Performance - English Language Arts**

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

(ELA Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	-6.0	2.2	Maintained	--	93	No Color	-65.7	--	--	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	0	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	0	--	--	--	--	-47.6	3.7	Increased	--
				English Learner	0	--	--	--	--	-47.1	3.3	Increased	--	31	No Color	-126.4	--	--	-45.1	3.1	Increased	Lower
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-79.2	1.4	Maintained	--	1	No Color	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	0	--	--	--	--	-31.3	3.2	Increased	--	92	No Color	-65.4	--	--	-26.6	4.5	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-34.7	4.0	Increased	--	85	No Color	-71.3	--	--	-30.1	4.4	Increased	Lower
				Students with Disabilities	0	--	--	--	--	-95.5	2.1	Maintained	--	12	No Color	-149.7	--	--	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	0	--	--	--	--	30.7	3.4	Increased	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

English Language Arts Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	100%	--	--	--	100%	--	100%	--	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	--	--	--	Yes	--	Yes	--	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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Prepa Tec Los Angeles
Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math Grades Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	-36.4	1.3	Maintained	--	91	No Color	-169.8	--	--	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	0	--	--	--	--	-91.5	0.2	Maintained	--	0	--	--	--	--	-87.9	2.8	Maintained	--
				English Learner	0	--	--	--	--	-69.9	1.5	Maintained	--	29	No Color	-220.8	--	--	-68.6	2.2	Maintained	--
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	0	--	--	--	--	-114.0	-0.5	Maintained	--	1	No Color	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	0	--	--	--	--	-65.8	1.7	Maintained	--	90	No Color	-170.2	--	--	-62.2	3.4	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-67.4	2.3	Maintained	--	83	No Color	-175.6	--	--	-63.7	3.4	Increased	Lower
				Students with Disabilities	0	--	--	--	--	-125.3	0.8	Maintained	--	11	No Color	-257.2	--	--	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	0	--	--	--	--	-1.0	0.6	Maintained	--	0	--	--	--	--	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	Mathematics Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	98%	--	--	--	94%	--	100%	--	98%	--	98%	92%	--	--
Participation Rate Met 2019	Yes	--	--	--	No	--	Yes	--	Yes	--	Yes	No	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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Prepa Tec Los Angeles
English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																
LD	BD	Loc Code	School	Subgroup	2018 School				2018 State		2019 School			2019 State		
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
--	--	SBE	Prepa Tec Los Angeles	English Learner	N/A						63	No Color	42.9%	Low	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10'=Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29'=Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up'=At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

ELPAC Participation Rate	
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	92%
Participation Rate Met 2019	No

Student English Language Acquisition Results			
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.			
2018 Student English Language Acquisition Results		2019 Student English Language Acquisition Results	
Prepa Tec Los Angeles		State	
Level 4 - Well Developed	27.5%	38.0%	42.9%
Level 3 - Moderately Developed	31.4%	4.7%	5.3%
Level 2 - Somewhat Developed	21.6%	33.3%	31.5%
Level 1 - Beginning Stage	19.6%	23.8%	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Academic Performance - College / Career**

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	State 2018 percentage of prepared students	Change	Change Level	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level	State 2019 percentage of prepared students	Change	Change Level	School to State CCI Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	42.2%	1.1%	Maintained	--	0	--	--	--	--	44.1%	1.8%	Maintained	--
				American Indian or Alaska Native	0	--	--	--	--	25.2%	0.1%	Maintained	--	0	--	--	--	--	25.9%	0.5%	Maintained	--
				Asian	0	--	--	--	--	74.1%	0.7%	Maintained	--	0	--	--	--	--	74.0%	-0.2%	Maintained	--
				Black or African American	0	--	--	--	--	21.2%	0%	Maintained	--	0	--	--	--	--	23.7%	2.4%	Increased	--
				English Learner	0	--	--	--	--	14.5%	1.9%	Maintained	--	0	--	--	--	--	16.8%	2.1%	Increased	--
				Filipino	0	--	--	--	--	62.7%	-0.3%	Maintained	--	0	--	--	--	--	64.5%	1.7%	Maintained	--
				Foster Youth	0	--	--	--	--	10.4%	1.3%	Maintained	--	0	--	--	--	--	13.3%	2.8%	Increased	--
				Homeless	0	--	--	--	--	24.3%	-1.3%	Maintained	--	0	--	--	--	--	25.9%	1.4%	Maintained	--
				Latino	0	--	--	--	--	33.8%	1.2%	Maintained	--	0	--	--	--	--	36.1%	2.2%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	33.7%	1.5%	Maintained	--	0	--	--	--	--	35.8%	2.0%	Increased	--
				Students with Disabilities	0	--	--	--	--	9.2%	1.9%	Maintained	--	0	--	--	--	--	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	--	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	0	--	--	--	--	52.2%	1.2%	Maintained	--	0	--	--	--	--	53.8%	1.4%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/ilesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	426	Red	6.5%	4.9%	Increased	Yellow	3.5%	-0.1%	Maintained	Higher	331	Blue	1.5%	5.0%	Declined	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	1	No Color	--	--	--	Yellow	7.2%	0.3%	Declined	--	--	--	--	--	--	Orange	7.2%	0.1%	Maintained	Higher
				Asian	0	--	--	--	--	Blue	1.0%	0.0%	Maintained	--	0	--	--	--	--	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	0	--	--	--	--	Orange	9.4%	0.4%	Declined	--	2	No Color	--	--	--	Orange	8.8%	0.6%	Declined	--
				English Learner	62	Orange	8.1%	8.1%	Increased	Yellow	3.0%	-0.1%	Maintained	Higher	85	Green	2.4%	5.7%	Declined	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	--	0	--	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	3	No Color	--	--	--	Red	15.2%	0.1%	Maintained	--	3	No Color	--	--	--	Orange	14.6%	0.6%	Declined	--
				Homeless	0	--	--	--	--	Orange	5.6%	-0.1%	Maintained	--	2	No Color	--	--	--	Orange	6.2%	0.5%	Increased	--
				Latino	244	Red	6.6%	4.9%	Increased	Yellow	3.6%	-0.1%	Maintained	Higher	219	Blue	1.3%	5.3%	Declined	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	220	Red	7.3%	5.5%	Increased	Yellow	4.4%	-0.2%	Maintained	Higher	302	Green	1.7%	5.6%	Declined	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	29	No Color	13.8%	13.8%	Increased	Yellow	6.8%	0.3%	Declined	--	33	No Color	3.0%	-10.8%	Declined	Yellow	6.2%	0.6%	Declined	Lower
				Two or More Races	0	--	--	--	--	Yellow	3.4%	0.0%	Maintained	--	7	No Color	--	--	--	Yellow	3.3%	-0.1%	Maintained	--
				White	1	No Color	--	--	--	Yellow	3.0%	-0.1%	Maintained	--	3	No Color	--	--	--	Yellow	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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Prepa Tec Los Angeles
 Graduation Rate Indicator

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	State 2018 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level	State 2019 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison
--	--	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	Yellow	83.5%	-0.9%	Maintained	--	0	--	--	--	--	Green	85.9%	2.7%	Increased	--
				American Indian or Alaska Native	0	--	--	--	--	Orange	74.4%	1.8%	Declined	--	0	--	--	--	--	Yellow	78.4%	4.7%	Increased	--
				Asian	0	--	--	--	--	Green	93.4%	0%	Maintained	--	0	--	--	--	--	Green	93.9%	0.6%	Maintained	--
				Black or African American	0	--	--	--	--	Orange	72.1%	3.4%	Declined	--	0	--	--	--	--	Yellow	78.7%	6.7%	Increased	--
				English Learner	0	--	--	--	--	Orange	70.9%	0%	Maintained	--	0	--	--	--	--	Yellow	72.7%	1.7%	Increased	--
				Filipino	0	--	--	--	--	Green	92.7%	-0.9%	Maintained	--	0	--	--	--	--	Green	93.9%	1.3%	Increased	--
				Foster Youth	0	--	--	--	--	Red	59.0%	1.0%	Increased	--	0	--	--	--	--	Red	64.2%	5.0%	Increased	--
				Homeless	0	--	--	--	--	Orange	76.0%	-2.5%	Declined	--	0	--	--	--	--	Yellow	77.8%	2.2%	Increased	--
				Latino	0	--	--	--	--	Yellow	81.2%	-0.8%	Maintained	--	0	--	--	--	--	Green	83.8%	3.0%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	81.0%	-2.6%	Declined	--	0	--	--	--	--	Green	85.1%	4.3%	Increased	--
				Socioeconomically Disadvantaged	0	--	--	--	--	Yellow	80.8%	-0.4%	Maintained	--	0	--	--	--	--	Green	83.3%	2.8%	Increased	--
				Students with Disabilities	0	--	--	--	--	Orange	71.4%	0.7%	Maintained	--	0	--	--	--	--	Orange	70.7%	1.3%	Declined	--
				Two or More Races	0	--	--	--	--	Yellow	84.7%	-0.7%	Maintained	--	0	--	--	--	--	Green	86.9%	2.6%	Increased	--
				White	0	--	--	--	--	Orange	87.7%	1.2%	Declined	--	0	--	--	--	--	Green	89.1%	1.7%	Increased	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Los Angeles Unified School District (LAUSD)
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**Prepa Tec Los Angeles
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
--	--	SBE	Prepa Tec Los Angeles	340	86.8%	0.0%	0.0%	0.0%	0.6%	24.7%	0.0%	0.6%	5.6%	98.5%	0.0%	0.0%	0.9%	91.5%	12.1%	0.0%	0.9%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
--	--	SBE	Prepa Tec Los Angeles	288	82.6%	0.0%	0.0%	0.0%	0.7%	27.4%	0.0%	0.7%	0.3%	98.3%	0.0%	0.0%	0.3%	89.2%	11.1%	0.0%	0.0%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Prepa Tec Los Angeles
 RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
--	--	SBE	Prepa Tec Los Angeles	2018-19	17-18 EL #	55	1,271,150	Lower
					18-19 Reclass #	0	175,746	
					18-19 Reclass Rate	0	13.8	
				2019-20	18-19 EL #	79	1,195,988	Lower
					19-20 Reclass #	3	164,653	
					19-20 Reclass Rate	3.8	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

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Prepa Tec Los Angeles
"At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
--	--	SBE	Prepa Tec Los Angeles	EL 0-3 Years	18	8.1%	607,888	26.1%	11	4.3%	576,805	25.3%
				At-Risk 4-5 Years	2	0.9%	220,738	9.5%	4	1.6%	130,783	5.7%
				LTEL 6+ Years	59	26.6%	342,983	14.7%	45	17.4%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	24	9.3%	236,394	10.4%
				EL total	79	35.6%	1,195,988	51.4%	84	32.6%	1,148,024	50.3%
				RFEP	143	64.4%	1,131,988	48.6%	174	67.4%	1,133,977	49.7%
				Total (Ever)	222	100.0%	2,327,080	100.0%	258	100.0%	2,282,001	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesitel.asp>

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**Prepa Tec Los Angeles
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. **Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*).** Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
--	--	SBE	Prepa Tec Los Angeles	340	41	12.1%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
--	--	SBE	Prepa Tec Los Angeles	347	32	9.2%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767	0	8,197	36,245	99,480	8,007	298,868	130,441	1,395	2,953
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511	4	1,069	4,154	9,951	1,712	32,950	8,756	93	330

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

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Prepa Tec Los Angeles
 2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Language Arts/Literacy													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
--	--	SBE	Prepa Tec Los Angeles	All Students	--		3,177,420	49.88%	96	24.47%	3,162,910	51.10%	--
				American Indian or Alaska Native	--		16,100	37.42%	--		15,667	38.41%	
				Asian	--		294,323	76.41%	--		294,155	77.05%	
				Black or African American	--		170,923	32.27%	--		167,470	33.19%	
				English Learner	--		530,808	12.62%	25		511,094	12.81%	
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		113,303	32.86%	
				Latino	--		1,740,220	39.16%	94	25.00%	1,742,382	40.81%	--
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	--		1,951,520	37.69%	84	23.17%	1,928,948	39.19%	--
				Students with Disabilities	--		354,484	14.98%	12		365,765	16.35%	
				Two or More Races	--		117,713	64.75%	--		124,922	65.74%	
				White	--		728,987	64.85%	--		713,484	65.64%	

Mathematics													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				Change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
--	--	SBE	Prepa Tec Los Angeles	All Students	--		3,184,720	38.65%	94	3.26%	3,170,971	39.73%	--
				American Indian or Alaska Native	--		16,082	25.68%	--		15,629	26.58%	
				Asian	--		297,422	73.54%	--		296,878	74.37%	
				Black or African American	--		170,417	19.74%	--		166,870	20.55%	
				English Learner	--		541,399	12.57%	23		523,959	12.58%	
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		114,801	22.69%	
				Latino	--		1,744,154	26.65%	92	3.33%	1,748,298	28.05%	--
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	--		1,956,639	26.23%	82	2.50%	1,934,051	27.48%	--
				Students with Disabilities	--		353,174	11.89%	11		364,341	12.61%	
				Two or More Races	--		117,518	54.41%	--		124,685	55.26%	
				White	--		729,186	53.57%	--		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFiles?ps=true&testYear=2019&testType=BA&testCountry=0&testDistrict=00000&testSchool=0000000>

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Prepa Tec Los Angeles
 Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	--	--	--	93	No Color	-65.7	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	117	Red	-92.5	-42.9	Declined Significantly	160	Red	-101.2	-11.8	Declined
E	5	8536	Bell Senior High	All Students	559	Yellow	6.8	-23.5	Declined Significantly	494	Yellow	5.6	-0.6	Maintained
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	103	Yellow	-37.5	8.5	Increased	89	Yellow	-16.8	19.9	Increased Significantly
S	7	8721	David Starr Jordan Senior High	All Students	70	Yellow	-24.0	20.6	Increased Significantly	79	Yellow	-12.5	10.4	Increased
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	96	Orange	-23.8	-49.4	Declined Significantly	88	Red	-50.0	-27.9	Declined Significantly
C	7	7722	Dr. Maya Angelou Community High	All Students	131	Orange	-47.1	8.8	Increased	218	Red	-76.3	-29.3	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	777	Yellow	-48.2	13.6	Increased	773	Yellow	-31.9	16.2	Increased Significantly
E	5	8700	Huntington Park Senior High	All Students	289	Yellow	-11.3	4.4	Increased	294	Yellow	-6.2	3.2	Increased

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ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	496	Green	1.6	21.3	Increased Significantly	499	Yellow	-1.7	-3.3	Declined
S	7	8650	John C. Fremont Senior High	All Students	314	Orange	-44.8	-32.0	Declined Significantly	415	Red	-46.4	-1.6	Maintained
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	Blue	38.1	24.4	Increased Significantly	157	Green	43.7	5.8	Increased
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	145	Green	32.8	11.3	Increased	172	Green	31.7	-1.1	Maintained
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	113	Blue	31.4	19.8	Increased Significantly	152	Yellow	8.0	-22.6	Declined Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	136	Orange	-13.1	-12.7	Declined	109	Orange	-34.7	-21.6	Declined Significantly
C	2	8716	Santee Education Complex	All Students	356	Green	32.3	14.8	Increased	401	Yellow	19.9	-9.5	Declined
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	144	Green	31.7	0.0	Maintained	120	Green	35.9	4.3	Increased
E	5	8881	South East High	All Students	344	Green	37.5	-4.9	Declined	412	Green	33.0	-2.0	Maintained
E	5	8871	South Gate Senior High	All Students	597	Orange	-1.6	-27.1	Declined Significantly	471	Green	21.9	24.0	Increased Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	120	Red	-65.3	-43.8	Declined Significantly	139	Red	-71.5	-8.3	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	100	Yellow	1.6	-11.5	Declined	90	Green	18.9	17.4	Increased Significantly
Resident Schools Median					143	Yellow	-6.5	2.2	Increased	166	Yellow	-4.0	-1.4	Maintained
Los Angeles Unified					226,587	Yellow	-29.2	5.6	Increased	223,502	Yellow	-23.7	5.5	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	--	--	--	91	No Color	-169.8	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	120	Red	-160.3	-11.6	Declined	159	Red	-177.2	-21.5	Declined Significantly
E	5	8536	Bell Senior High	All Students	556	Orange	-70.8	-19.3	Declined Significantly	490	Yellow	-64.3	6.5	Increased
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	104	Yellow	-113.4	4.1	Increased	88	Orange	-113.9	-1.7	Maintained
S	7	8721	David Starr Jordan Senior High	All Students	70	Red	-138.2	-4.9	Declined	79	Orange	-120.6	15.4	Increased Significantly
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	95	Yellow	-81.3	16.6	Increased Significantly	89	Orange	-101.5	-21.0	Declined Significantly
C	7	7722	Dr. Maya Angelou Community High	All Students	131	Orange	-137.5	16.9	Increased Significantly	216	Red	-166.1	-28.6	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	781	Orange	-99.9	8.5	Increased	772	Yellow	-85.0	14.4	Increased
E	5	8700	Huntington Park Senior High	All Students	287	Red	-117.2	-6.0	Declined	290	Yellow	-89.8	24.4	Increased Significantly

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MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	496	Orange	-68.8	-8.7	Declined	499	Yellow	-65.1	3.7	Increased
S	7	8650	John C. Fremont Senior High	All Students	313	Red	-132.3	-14.6	Declined	410	Orange	-125.7	6.6	Increased
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	Yellow	-61.3	20.5	Increased Significantly	159	Green	-44.3	17.2	Increased Significantly
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	145	Green	-39.5	22.7	Increased Significantly	172	Yellow	-37.0	2.5	Maintained
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	113	Orange	-85.6	-2.7	Maintained	151	Orange	-103.8	-19.7	Declined Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	132	Red	-126.9	-12.1	Declined	108	Orange	-115.3	11.6	Increased
C	2	8716	Santee Education Complex	All Students	355	Yellow	-96.0	7.3	Increased	399	Orange	-94.7	-1.8	Maintained
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	144	Green	-58.9	28.7	Increased Significantly	120	Orange	-60.2	-1.3	Maintained
E	5	8881	South East High	All Students	344	Yellow	-69.8	20.9	Increased Significantly	410	Yellow	-65.0	5.1	Increased
E	5	8871	South Gate Senior High	All Students	598	Orange	-97.3	-19.0	Declined Significantly	466	Yellow	-80.9	16.3	Increased Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	122	Red	-143.0	-16.0	Declined Significantly	139	Red	-148.3	-7.8	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	98	Yellow	-92.0	22.8	Increased Significantly	89	Yellow	-79.2	12.8	Increased
Resident Schools Median					143	Orange	-96.7	0.7	Increased	166	Orange	-92.3	4.4	Increased
Los Angeles Unified					226,587	Yellow	-29.2	5.6	Increased	223,082	Yellow	-54.1	5.2	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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Prepa Tec Los Angeles
English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Learner Progress Indicator - CA School Dashboard Indicator													
LD	BD	Loc Code	School	Subgroup	2018 School				2019 School				
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	
SBE	SBE	SBE	Prepa Tec Los Angeles	English Learner	--					63	No Color	42.9%	Low
Resident Schools													
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	English Learner	155					148	Orange	38.5%	Low
E	5	8536	Bell Senior High	English Learner	217					169	Orange	46.2%	Low
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	English Learner	114					63	Orange	38.1%	Low
S	7	8721	David Starr Jordan Senior High	English Learner	154					122	Red	19.7%	Very Low
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	92					58	Red	24.1%	Very Low
C	7	7722	Dr. Maya Angelou Community High	English Learner	285					254	Orange	40.6%	Low
E	5	3548	Elizabeth Learning Center	English Learner	351					236	Yellow	47.5%	Medium
E	5	8700	Huntington Park Senior High	English Learner	244					163	Orange	38.7%	Low

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English Learner Progress Indicator - CA School Dashboard Indicator												
LD	BD	Loc Code	School	Subgroup	2018 School				2019 School			
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
E	5	8701	International Studies Learning Center at Legacy High School Complex	English Learner	27				31	Red	25.8%	Very Low
S	7	8650	John C. Fremont Senior High	English Learner	379				338	Red	32.8%	Very Low
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	English Learner	58				34	Orange	50.0%	Low
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	English Learner	49				38	Orange	44.7%	Low
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	English Learner	53				55	Red	27.3%	Very Low
C	5	7614	NAVA College Preparatory Academy	English Learner	133				132	Red	22.0%	Very Low
C	2	8716	Santee Education Complex	English Learner	394				336	Orange	36.0%	Low
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	English Learner	41				35	Orange	54.3%	Low
E	5	8881	South East High	English Learner	239				176	Orange	41.5%	Low
E	5	8871	South Gate Senior High	English Learner	220				142	Red	33.8%	Very Low
C	5	8714	Thomas Jefferson Senior High	English Learner	148				117	Red	34.2%	Very Low
E	5	7664	Visual and Performing Arts at Legacy High School Complex	English Learner	38				24	Red	33.3%	Very Low
Resident Schools Median					151				127	Orange	37.1%	Low
Los Angeles Unified					100,639				68,139	Yellow	45.0%	Medium

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Academic Performance - College / Career**

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

College / Career Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	0	--	--	--	--	0	--	--	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	145	Orange	15.9%	-5.0%	Declined	130	Yellow	20.0%	4.1%	Declined
E	5	8536	Bell Senior High	All Students	755	Green	44.0%	5.7%	Increased	696	Orange	40.9%	-3.0%	Maintained
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	110	Green	41.8%	11.3%	Increased Significantly	131	Yellow	42.0%	0.2%	Maintained
S	7	8721	David Starr Jordan Senior High	All Students	117	Orange	22.2%	-4.6%	Declined	99	Orange	21.2%	-1.0%	Declined
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	Red	28.2%	-10.1%	Declined Significantly	108	Green	41.7%	13.5%	Maintained
C	7	7722	Dr. Maya Angelou Community High	All Students	224	Orange	19.6%	-3.8%	Declined	236	Orange	17.4%	-2.3%	Declined
E	5	3548	Elizabeth Learning Center	All Students	182	Green	52.2%	10.0%	Increased Significantly	162	Yellow	53.7%	1.5%	Maintained
E	5	8700	Huntington Park Senior High	All Students	434	Orange	30.2%	-4.6%	Declined	361	Green	37.4%	7.2%	Maintained
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	79	Blue	72.2%	10.0%	Increased Significantly	91	Blue	71.4%	-0.7%	Increased Significantly

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College / Career Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level
S	7	8650	John C. Fremont Senior High	All Students	449	Orange	30.1%	-2.6%	Declined	510	Orange	25.3%	-4.8%	Declined
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	152	Orange	49.3%	-10.2%	Declined Significantly	142	Blue	74.6%	25.0%	Increased Significantly
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	137	Green	61.3%	6.3%	Increased	142	Blue	70.4%	9.1%	Increased Significantly
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	141	Yellow	44.0%	1.0%	Maintained	135	Orange	39.3%	-4.7%	Maintained
C	5	7614	NAVA College Preparatory Academy	All Students	220	--	35.9%	--	No Data	171	Green	38.0%	2.1%	Maintained
C	2	8716	Santee Education Complex	All Students	339	Yellow	34.8%	3.7%	Increased	456	Green	39.0%	4.2%	Maintained
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	119	Orange	53.8%	-4.8%	Declined	141	Orange	51.8%	-2.4%	Maintained
E	5	8881	South East High	All Students	565	Orange	37.9%	-5.8%	Declined	400	Green	42.8%	4.9%	Maintained
E	5	8871	South Gate Senior High	All Students	622	Yellow	38.4%	1.7%	Maintained	609	Yellow	37.8%	-0.7%	Maintained
C	5	8714	Thomas Jefferson Senior High	All Students	172	Orange	28.5%	-4.3%	Declined	148	Yellow	31.8%	3.3%	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	97	Orange	26.8%	-8.8%	Declined	117	Green	41.9%	15.1%	Maintained
Resident Schools Median					162	Orange	36.9%	-3.8%	Declined	145	Yellow	40.1%	1.8%	Maintained
Los Angeles Unified					31,962	Yellow	38.2%	-0.3%	Maintained	31,390	Yellow	37.7%	-0.7%	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Suspension Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	426	Red	6.5%	4.9%	Increased	331	Blue	1.5%	5.0%	Declined
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	839	Orange	2.1%	0.6%	Increased	818	Orange	4.3%	2.1%	Maintained
E	5	8536	Bell Senior High	All Students	2,717	Blue	0.2%	0.1%	Maintained	2,461	Blue	0.4%	0.2%	Declined Significantly
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	591	Green	0.7%	0.2%	Maintained	577	Blue	0.3%	-0.3%	Declined Significantly
S	7	8721	David Starr Jordan Senior High	All Students	611	Blue	0.0%	-1.7%	Declined	598	Blue	0.0%	0.0%	Declined Significantly
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	562	Blue	0.0%	0.0%	Maintained	557	Blue	0.0%	0.0%	Declined Significantly
C	7	7722	Dr. Maya Angelou Community High	All Students	1,191	Blue	0.0%	-0.4%	Declined	1,144	Blue	0.0%	0.0%	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	1,932	Blue	0.0%	-0.1%	Maintained	1,870	Blue	0.0%	0.0%	Declined Significantly
E	5	8700	Huntington Park Senior High	All Students	1,630	Blue	0.2%	0.0%	Maintained	1,534	Blue	0.4%	0.2%	Declined Significantly
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	829	Blue	0.1%	-0.5%	Declined	874	Blue	0.0%	-0.1%	Declined Significantly

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Suspension Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc. Code	School	Subgroup	2018					2019				
					Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
S	7	8650	John C. Fremont Senior High	All Students	2,117	Blue	0.1%	-0.3%	Declined	2,290	Blue	0.1%	0.0%	Declined Significantly
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	768	Blue	0.0%	0.0%	Maintained	793	Green	0.3%	0.3%	Declined Significantly
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	713	Blue	0.1%	-0.3%	Declined	730	Blue	0.0%	-0.1%	Declined Significantly
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	696	Blue	0.0%	-0.2%	Maintained	751	Green	0.5%	0.5%	Declined Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	843	Blue	0.5%	-1.4%	Declined	796	Blue	0.3%	-0.2%	Declined Significantly
C	2	8716	Santee Education Complex	All Students	2,051	Blue	0.0%	-0.9%	Declined	2,070	Blue	0.0%	0.0%	Declined Significantly
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	599	Blue	0.0%	-0.2%	Maintained	619	Yellow	0.8%	0.8%	Declined
E	5	8881	South East High	All Students	2,262	Blue	0.1%	0.0%	Maintained	2,180	Blue	0.0%	-0.1%	Declined Significantly
E	5	8871	South Gate Senior High	All Students	2,915	Yellow	0.7%	0.6%	Increased	2,595	Blue	0.2%	-0.5%	Declined Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	748	Blue	0.5%	-1.5%	Declined	734	Yellow	0.8%	0.3%	Declined
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	522	Blue	0.2%	0.0%	Maintained	482	Blue	0.4%	0.2%	Declined Significantly
Resident Schools Median					834	Blue	0.1%	-0.2%	Maintained	807	Blue	0.3%	0.0%	Declined Significantly
Los Angeles Unified					488,944	Blue	0.5%	-0.1%	Maintained	475,140	Blue	0.4%	-0.1%	Maintained

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
Graduation Rate Indicator**

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Graduation Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	--	--	--	--	--	--	--	--
Resident Schools														
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	145	Orange	76.6%	-6.2%	Declined	132	Yellow	79.6%	2.7%	Increased
E	5	8536	Bell Senior High	All Students	755	Yellow	82.8%	0.5%	Maintained	703	Orange	81.8%	-1.2%	Declined
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	110	Green	86.4%	12.9%	Increased	131	Orange	71.8%	-15.2%	Declined
S	7	8721	David Starr Jordan Senior High	All Students	117	Yellow	68.4%	2.3%	Increased	100	Yellow	71.0%	2.1%	Increased
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	Orange	79.1%	0.1%	Maintained	110	Green	86.4%	7.1%	Increased
C	7	7722	Dr. Maya Angelou Community High	All Students	224	Yellow	67.4%	6.3%	Increased Significantly	238	Red	62.6%	-5.1%	Declined Significantly
E	5	3548	Elizabeth Learning Center	All Students	182	Green	85.2%	1.4%	Increased	164	Orange	84.2%	-1.3%	Declined
E	5	8700	Huntington Park Senior High	All Students	434	Green	85.7%	1.4%	Increased	363	Orange	83.8%	-2.0%	Declined
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	79	Yellow	93.7%	-4.4%	Declined	91	Orange	86.8%	-6.9%	Declined

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Graduation Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
S	7	8650	John C. Fremont Senior High	All Students	449	Orange	80.6%	-2.2%	Declined	514	Red	73.7%	-7.0%	Declined Significantly
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	152	Green	86.2%	1.4%	Increased	143	Blue	95.1%	8.7%	Increased
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	137	Blue	97.1%	3.0%	Increased	143	Blue	98.6%	1.5%	Increased
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	141	Green	88.7%	4.4%	Increased	135	Green	90.4%	1.7%	Increased
C	5	7614	NAVA College Preparatory Academy	All Students	220	No Color	89.5%	--	No Data	173	Orange	85.6%	-4.0%	Declined
C	2	8716	Santee Education Complex	All Students	339	Orange	77.0%	-3.5%	Declined	460	Yellow	78.7%	1.1%	Increased
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	All Students	119	Orange	87.4%	-6.6%	Declined	141	Green	90.8%	3.2%	Increased
E	5	8881	South East High	All Students	565	Green	88.7%	3.4%	Increased	401	Green	89.8%	1.1%	Increased
E	5	8871	South Gate Senior High	All Students	622	Yellow	86.8%	-0.1%	Maintained	612	Green	88.7%	1.8%	Increased
C	5	8714	Thomas Jefferson Senior High	All Students	172	Yellow	73.3%	3.1%	Increased	149	Orange	73.2%	-0.6%	Maintained
E	5	7664	Visual and Performing Arts at Legacy High School Complex	All Students	97	Orange	72.2%	-14.5%	Declined	118	Green	82.2%	9.5%	Increased
Resident Schools Median					162	Yellow	85.5%	1.4%	--	146	Yellow	84.0%	1.1%	Increased
Los Angeles Unified					31,962	Green	82.7%	1.7%	Increased	31,649	Yellow	82.1%	-0.5%	Maintained

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

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**Prepa Tec Los Angeles
2019-20 Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
SBE	SBE	SBE	Prepa Tec Los Angeles	340	86.8%	0.0%	0.0%	0.0%	0.6%	24.7%	0.0%	0.6%	5.6%	98.5%	0.0%	0.0%	0.9%	91.5%	12.1%	0.0%	0.9%
Resident Schools																					
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	648	98.0%	5.1%	0.0%	0.2%	19.9%	24.4%	0.0%	1.2%	2.3%	78.5%	0.0%	0.2%	0.3%	98.6%	19.9%	0.6%	0.3%
E	5	8536	Bell Senior High	2,312	92.2%	22.9%	0.1%	0.2%	0.1%	7.9%	0.0%	0.2%	0.8%	95.5%	0.5%	0.1%	0.0%	93.4%	10.2%	0.1%	3.9%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	505	94.7%	10.9%	0.0%	0.0%	3.8%	24.4%	0.0%	0.8%	1.4%	92.3%	0.2%	0.0%	0.0%	95.8%	12.9%	0.0%	4.0%
S	7	8721	David Starr Jordan Senior High	534	98.7%	6.2%	0.2%	0.0%	16.7%	28.1%	0.0%	2.6%	3.7%	82.2%	0.2%	0.0%	0.2%	98.7%	24.7%	0.2%	0.6%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	556	96.8%	13.8%	0.0%	0.2%	4.1%	14.4%	0.0%	0.4%	2.3%	94.6%	0.0%	0.0%	0.0%	97.7%	12.2%	0.4%	0.7%
C	7	7722	Dr. Maya Angelou Community High	1,094	96.9%	7.0%	0.0%	0.0%	7.4%	34.5%	0.0%	0.5%	0.4%	91.3%	0.1%	0.0%	0.1%	97.8%	13.8%	0.2%	1.0%
E	5	3548	Elizabeth Learning Center	1,708	96.6%	7.6%	0.2%	0.1%	0.2%	20.1%	0.2%	1.1%	1.8%	97.5%	0.0%	0.1%	0.1%	97.0%	10.8%	0.0%	1.7%
E	5	8700	Huntington Park Senior High	1,486	95.2%	11.1%	0.0%	0.1%	1.0%	15.9%	0.1%	0.8%	1.6%	97.8%	0.5%	0.0%	0.0%	95.8%	13.7%	0.1%	0.8%
E	5	8701	International Studies Learning Center at Legacy High School Complex	906	84.0%	23.6%	0.0%	0.1%	0.6%	4.7%	0.1%	0.2%	0.6%	98.7%	0.2%	0.0%	0.0%	86.4%	8.2%	0.1%	0.4%
S	7	8650	John C. Fremont Senior High	2,125	96.4%	12.0%	0.0%	0.0%	9.6%	20.9%	0.0%	0.8%	0.8%	89.5%	0.0%	0.0%	0.0%	97.4%	13.8%	0.0%	0.9%
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	786	94.9%	22.0%	0.0%	0.1%	0.1%	4.2%	0.0%	0.4%	0.6%	99.2%	0.4%	0.0%	0.1%	96.7%	8.3%	0.1%	0.3%
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	695	88.3%	23.6%	0.0%	0.4%	0.0%	6.2%	0.0%	0.1%	1.3%	98.7%	0.3%	0.0%	0.0%	91.1%	9.6%	0.0%	0.9%
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	666	96.8%	13.4%	0.0%	0.0%	0.3%	11.7%	0.0%	0.2%	0.3%	98.6%	0.5%	0.2%	0.0%	97.6%	11.3%	0.5%	0.5%
C	5	7614	NAVA College Preparatory Academy	702	98.4%	16.0%	0.1%	0.1%	2.6%	23.4%	0.0%	0.4%	2.1%	96.3%	0.6%	0.0%	0.1%	98.9%	9.3%	0.0%	0.7%
C	2	8716	Santee Education Complex	1,788	98.0%	12.5%	0.0%	0.1%	5.2%	21.1%	0.0%	0.2%	0.8%	93.0%	0.2%	0.1%	0.1%	98.3%	13.1%	0.1%	1.5%
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	585	84.3%	25.0%	0.0%	0.3%	0.2%	5.1%	0.0%	0.2%	2.1%	98.5%	0.5%	0.0%	0.0%	86.5%	9.9%	0.0%	1.0%
E	5	8881	South East High	1,995	94.6%	17.4%	0.0%	0.1%	2.4%	10.7%	0.0%	0.3%	0.1%	96.4%	0.3%	0.0%	0.0%	95.1%	11.3%	0.0%	1.1%
E	5	8871	South Gate Senior High	2,179	88.6%	16.7%	0.1%	0.0%	0.4%	8.0%	0.0%	0.7%	1.2%	98.6%	0.5%	0.0%	0.0%	90.2%	11.4%	0.0%	0.7%
C	5	8714	Thomas Jefferson Senior High	709	98.0%	10.6%	0.0%	0.0%	9.0%	32.9%	0.1%	0.8%	16.4%	88.9%	0.3%	0.0%	0.3%	98.3%	14.0%	0.1%	1.6%
E	5	7664	Visual and Performing Arts at Legacy High School Complex	454	91.2%	14.1%	0.0%	0.2%	1.1%	8.6%	0.4%	0.9%	0.4%	96.9%	0.0%	0.0%	0.0%	92.3%	12.3%	0.2%	1.1%
Resident Schools Median				748	95.8%	13.6%	0.0%	0.1%	1.8%	15.1%	0.0%	0.5%	1.3%	96.4%	0.2%	0.0%	0.0%	96.8%	11.8%	0.1%	0.9%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Prepa Tec Los Angeles
 RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
SBE	SBE	SBE	Prepa Tec Los Angeles	55	0	0	79	3	3.8
Resident Schools									
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	190	30	15.8	192	38	19.8
E	5	8536	Bell Senior High	303	70	23.1	220	28	12.7
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	124	20	16.1	104	20	19.2
S	7	8721	David Starr Jordan Senior High	172	36	20.9	143	3	2.1
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	101	12	11.9	78	14	17.9
C	7	7722	Dr. Maya Angelou Community High	342	29	8.5	314	36	11.5
E	5	3548	Elizabeth Learning Center	441	151	34.2	346	60	17.3
E	5	8700	Huntington Park Senior High	294	75	25.5	228	20	8.8
E	5	8701	International Studies Learning Center at Legacy High School Complex	46	21	45.7	38	7	18.4

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LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
S	7	8650	John C. Fremont Senior High	455	86	18.9	425	54	12.7
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	71	18	25.4	48	13	27.1
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	53	9	17	45	7	15.6
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	65	14	21.5	78	12	15.4
C	5	7614	NAVA College Preparatory Academy	143	18	12.6	149	8	5.4
C	2	8716	Santee Education Complex	467	59	12.6	443	69	15.6
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	44	7	15.9	42	6	14.3
E	5	8881	South East High	289	37	12.8	231	41	17.7
E	5	8871	South Gate Senior High	317	69	21.8	241	77	32.0
C	5	8714	Thomas Jefferson Senior High	195	20	10.3	160	13	8.1
E	5	7664	Visual and Performing Arts at Legacy High School Complex	43	3	7	34	2	5.9
Resident Schools Median				181	25	16.55	154.5	17	15.5
Los Angeles Unified				143,196	32,647	22.8	123,579	19,510	15.8

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesreclass.asp>

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Prepa Tec Los Angeles

2019-20 "At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners								EL Total	EL Percent	RFEP	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent					
SBE	SBE	SBE	Prepa Tec Los Angeles	11	4.3%	4	1.6%	45	17.4%	24	9.3%	84	32.6%	174	67.4%	258
Resident Schools																
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	72	16.3%	9	2.0%	59	13.3%	18	4.1%	158	35.7%	284	64.3%	442
E	5	8536	Bell Senior High	31	2.1%	25	1.7%	94	6.4%	33	2.2%	183	12.4%	1,287	87.6%	1,470
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	66	17.2%	10	2.6%	34	8.9%	13	3.4%	123	32.0%	261	68.0%	384
S	7	8721	David Starr Jordan Senior High	44	12.1%	8	2.2%	85	23.4%	13	3.6%	150	41.3%	213	58.7%	363
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	21	5.0%	6	1.4%	43	10.3%	10	2.4%	80	19.2%	336	80.8%	416
C	7	7722	Dr. Maya Angelou Community High	169	18.5%	30	3.3%	138	15.1%	40	4.4%	377	41.2%	538	58.8%	915
E	5	3548	Elizabeth Learning Center	181	15.8%	43	3.8%	74	6.5%	46	4.0%	344	30.1%	798	69.9%	1,142
E	5	8700	Huntington Park Senior High	108	10.3%	19	1.8%	89	8.5%	20	1.9%	236	22.6%	810	77.4%	1,046
E	5	8701	International Studies Learning Center at Legacy High School Complex	3	0.6%	1	0.2%	26	5.4%	13	2.7%	43	8.9%	442	91.1%	485
S	7	8650	John C. Fremont Senior High	187	12.0%	58	3.7%	149	9.5%	50	3.2%	444	28.4%	1,119	71.6%	1,563
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	8	1.5%	7	1.3%	14	2.6%	4	0.7%	33	6.1%	507	93.9%	540

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LD	BD	Loc Code	School	English Learners								EL Total	EL Percent	RFEP	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent					
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	23	4.5%	0	0.0%	15	3.0%	5	1.0%	43	8.5%	465	91.5%	508
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	29	5.7%	5	1.0%	33	6.4%	11	2.1%	78	15.2%	435	84.8%	513
C	5	7614	NAVA College Preparatory Academy	83	14.3%	17	2.9%	49	8.4%	15	2.6%	164	28.2%	417	71.8%	581
C	2	8716	Santee Education Complex	154	10.6%	32	2.2%	139	9.5%	53	3.6%	378	25.9%	1,079	74.1%	1,457
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	4	1.2%	3	0.9%	18	5.6%	5	1.6%	30	9.3%	292	90.7%	322
E	5	8881	South East High	47	3.5%	17	1.3%	110	8.3%	40	3.0%	214	16.1%	1,118	83.9%	1,332
E	5	8871	South Gate Senior High	67	5.1%	14	1.1%	71	5.4%	23	1.8%	175	13.4%	1,132	86.6%	1,307
C	5	8714	Thomas Jefferson Senior High	125	22.8%	8	1.5%	79	14.4%	21	3.8%	233	42.4%	316	57.6%	549
E	5	7664	Visual and Performing Arts at Legacy High School Complex	16	6.3%	1	0.4%	18	7.0%	4	1.6%	39	15.2%	217	84.8%	256
Resident Schools Median				56.5	8.3%	9.5	1.6%	65	8.3%	16.5	2.6%	161	20.9%	454	79.1%	545
Los Angeles Unified				70,004	24.3%	15,980	5.5%	18,011	6.2%	15,631	5.4%	119,626	41.5%	168,945	58.5%	288,571

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ds/downloadable_data_files_files.html

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**Prepa Tec Los Angeles
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
SBE	SBE	SBE	Prepa Tec Los Angeles	340	41	12.1%	90.2%	9.8%	2	0	0	0	0	2	0	4	0	32	1	0	0
Resident Schools																					
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	648	129	19.9%	65.1%	34.9%	18	0	0	4	0	2	14	17	6	67	0	0	1
E	5	8536	Bell Senior High	2,312	236	10.2%	77.5%	22.5%	28	0	0	1	0	2	18	18	1	161	4	1	2
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	505	65	12.9%	67.7%	32.3%	19	0	0	0	0	1	1	7	0	35	2	0	0
S	7	8721	David Starr Jordan Senior High	534	132	24.7%	55.3%	44.7%	18	0	0	2	0	0	30	19	9	54	0	0	0
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	556	68	12.2%	69.1%	30.9%	3	0	0	1	0	0	14	7	2	40	0	0	1
C	7	7722	Dr. Maya Angelou Community High	1,094	151	13.8%	73.5%	26.5%	12	0	0	0	0	2	24	19	2	92	0	0	0
E	5	3548	Elizabeth Learning Center	1,708	184	10.8%	84.8%	15.2%	24	0	0	1	0	2	0	8	0	124	24	1	0
E	5	8700	Huntington Park Senior High	1,486	203	13.7%	71.9%	28.1%	36	0	0	3	0	1	14	21	3	125	0	0	0
E	5	8701	International Studies Learning Center at Legacy High School Complex	906	74	8.2%	87.8%	12.2%	9	0	0	0	0	0	0	10	0	53	2	0	0
S	7	8650	John C. Fremont Senior High	2,125	293	13.8%	71.7%	28.3%	53	0	0	4	0	7	15	35	3	174	1	1	0
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	786	65	8.3%	78.5%	21.5%	4	0	0	1	0	0	1	5	8	45	1	0	0
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	695	67	9.6%	70.1%	29.9%	13	0	0	0	0	1	5	6	1	41	0	0	0
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	666	75	11.3%	80.0%	20.0%	6	0	0	0	0	1	4	9	4	50	1	0	0
C	5	7614	NAVA College Preparatory Academy	702	63	9.0%	93.7%	6.3%	2	0	0	0	0	0	0	8	2	51	0	0	0
C	2	8716	Santee Education Complex	1,788	235	13.1%	63.0%	37.0%	49	0	0	4	0	3	25	24	6	123	1	0	0
E	5	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School Complex	585	58	9.9%	74.1%	25.9%	13	0	0	1	0	1	0	8	0	33	2	0	0
E	5	8881	South East High	1,995	225	11.3%	74.7%	25.3%	24	0	0	4	0	2	19	29	7	136	3	1	0
E	5	8871	South Gate Senior High	2,179	249	11.4%	67.9%	32.1%	52	0	0	2	0	3	19	28	3	141	0	1	0
C	5	8714	Thomas Jefferson Senior High	709	99	14.0%	81.8%	18.2%	6	0	0	0	0	0	7	11	4	70	0	0	1
E	5	7664	Visual and Performing Arts at Legacy High School Complex	454	56	12.3%	78.6%	21.4%	6	0	0	3	0	0	0	5	1	38	1	0	2
Resident Schools Median				748	114	11.8%	73.8%	26.2%	15.5	0	0	1	0	1	10.5	10.5	2.5	60.5	1	0	0
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

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2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

English Language Arts/Literacy

LD	BD	Loc Code	School	Subgroup	2017-18		2018-19		School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	94	24.47%	--
Resident Schools									
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	132	19.70%	161	22.98%	3.28%
E	5	8536	Bell Senior High	All Students	561	56.15%	495	54.95%	-1.20%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	107	40.19%	92	43.47%	3.28%
S	7	8721	David Starr Jordan Senior High	All Students	77	44.16%	85	51.76%	7.60%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	104	47.12%	91	32.96%	-14.16%
C	7	7722	Dr. Maya Angelou Community High	All Students	135	38.52%	226	23.89%	-14.63%
E	5	3548	Elizabeth Learning Center	All Students	812	29.19%	794	36.14%	6.95%
E	5	8700	Huntington Park Senior High	All Students	299	48.49%	296	51.36%	2.87%
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	498	51.81%	505	49.11%	-2.70%
S	7	8650	John C. Fremont Senior High	All Students	326	38.65%	438	34.70%	-3.95%
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	68.09%	155	74.19%	6.10%
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	147	65.31%	174	63.80%	-1.51%
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	115	67.83%	154	54.54%	-13.29%
C	5	7614	NAVA College Preparatory Academy	All Students	138	53.62%	111	37.84%	-15.78%
C	2	8716	Santee Education Complex	All Students	367	68.12%	401	60.35%	-7.77%
Resident Schools Median				All Students	141	48.49%	174	49.11%	0.62%
Los Angeles Unified				All Students	225,279	42.31%	248,161	44.11%	1.80%

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Mathematics									
LD	BD	Loc Code	School		2017-18		2018-19		Change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
SBE	SBE	SBE	Prepa Tec Los Angeles	All Students	--	--	92	3.26%	--
Resident Schools									
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	135	4.44%	161	5.59%	1.15%
E	5	8536	Bell Senior High	All Students	558	29.39%	492	32.73%	3.34%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	109	11.01%	93	10.76%	-0.25%
S	7	8721	David Starr Jordan Senior High	All Students	77	9.09%	85	9.41%	0.32%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	102	25.49%	93	26.89%	1.40%
C	7	7722	Dr. Maya Angelou Community High	All Students	135	8.15%	220	1.82%	-6.33%
E	5	3548	Elizabeth Learning Center	All Students	816	15.32%	800	19.88%	4.56%
E	5	8700	Huntington Park Senior High	All Students	298	11.41%	290	17.93%	6.52%
E	5	8701	International Studies Learning Center at Legacy High School Complex	All Students	498	28.71%	506	28.06%	-0.65%
S	7	8650	John C. Fremont Senior High	All Students	324	11.73%	430	13.95%	2.22%
E	5	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine	All Students	141	29.79%	156	35.26%	5.47%
E	5	7725	Linda Esperanza Marquez High B LIBRA Academy	All Students	147	29.25%	174	38.51%	9.26%
E	5	7669	Linda Esperanza Marquez High C School of Social Justice	All Students	115	21.74%	152	15.14%	-6.60%
C	5	7614	NAVA College Preparatory Academy	All Students	136	3.68%	110	14.55%	10.87%
C	2	8716	Santee Education Complex	All Students	365	18.63%	400	20.25%	1.62%
Resident Schools Median				All Students	141	15.32%	174	17.93%	2.61%
Los Angeles Unified				All Students	256,285	31.62%	249,763	33.47%	1.85%

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elapac.de.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

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AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

KEY	
Color	CA Dashboard Indicator rating. For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	No Performance Color when student groups are not numerically significant.
--	0
Missing Data	CALPADS error; Test Irregularities; or No CDE data
N/A	Not Applicable (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "HIGH PERFORMING" (HP) or "LOW PERFORMING" (LP)

HP1a [LP1a] - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Prepa Tec Los Angeles High				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	N/A	N/A	NPC	N/A
2019	NPC	NPC	NPC	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.
2. If "NO" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - Did the charter school receive the *two highest* [LP1b – *two lowest*] performance levels schoolwide on *all* state indicators included on the California Dashboard (all *blue* and/or *green*) [LP1b – all *red* and/or *orange*] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Prepa Tec Los Angeles High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	N/A	N/A	NPC	N/A	N/A	N/A	1
2019	NPC	NPC	NPC	N/A	N/A	N/A	5

1. If "YES" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2. If "YES" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

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However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
 - 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school;
OR
 - b. Strong postsecondary outcomes equal to similar peers.
 3. If **"NO"** - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.
- * **HP1b** -
- * **LP1b** -

HP2a [LP2a] - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	0	
ELA 2019	0	
Math 2018	0	
Math 2019	0	
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	0	
College/Career 2019	0	

1. If **"YES"** – proceed to **HP2b [LP2b]** below.
2. If **"No"** – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

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HP2b [LP2b] - Did the charter school receive performance levels schoolwide (all students) that are the *same or higher* [LP2b – *same or lower*] than the state average for all four measurements of academic performance? **YES – NO**

Indicator	Prepa Tec Los Angeles High		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	N/A	--	2	-6.0	N/A
ELA 2019	NPC	-65.7	4	-2.5	Lower
Math 2018	N/A	--	2	-36.4	N/A
Math 2019	NPC	-169.8	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	NPC	42.9%	3	48.3%	Lower
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

1. If **"YES"** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2. If **"YES"** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3. If **"No"** - If all of the performance levels schoolwide are the "Same" or a combination of **"Higher"** and **"Lower"** proceed to the "Middle Performing" analysis.

HP2b -

LP2b -

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	2	-6.0		93	NPC	-65.7	4	-2.5	
English Learner	--	--	--	3	-47.1		31	NPC	-126.4	3	-45.1	
Foster Youth	--	--	--	1	-79.2		1	NPC	--	2	-71.9	
Homeless	--	--	--	3	-51.0		--	--	--	3	-46.7	
Socioeconomically Disadvantaged	--	--	--	3	-34.7		85	NPC	-71.3	3	-30.1	
Students with Disabilities	--	--	--	1	-95.5		12	NPC	-149.7	2	-88.1	
African American	--	--	--	2	-51.8		--	--	--	3	-47.6	

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ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	2	-36.8		--	--	--	2	-34.1	
Asian	--	--	--	5	62.4		--	--	--	5	64.8	
Filipino	--	--	--	4	44.0		--	--	--	5	46.7	
Latino	--	--	--	3	-31.3		92	NPC	-65.4	3	-26.6	
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	--	--	--	4	27.7		--	--	--	4	30.7	
Two or More Races	--	--	--	4	28.6		--	--	--	4	30.3	

MATH												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	2	-36.4		91	NPC	-169.8	2	-33.5	
English Learner	--	--	--	2	-69.9		29	NPC	-220.8	2	-68.6	
Foster Youth	--	--	--	1	-114.0		1	NPC	--	2	-107.2	
Homeless	--	--	--	2	-81.0		--	--	--	2	-77.7	
Socioeconomically Disadvantaged	--	--	--	2	-67.4		83	NPC	-175.6	3	-63.7	
Students with Disabilities	--	--	--	1	-125.3		11	NPC	-257.2	2	-119.4	
African American	--	--	--	2	-91.5		--	--	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	--	--	--	5	56.7		--	--	--	5	59.8	
Filipino	--	--	--	4	13.1		--	--	--	4	18.0	
Latino	--	--	--	2	-65.8		90	NPC	-170.2	3	-62.2	
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	--	--	--	3	-1.0		--	--	--	4	1.4	
Two or More Races	--	--	--	4	1.9		--	--	--	4	2.5	

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
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and Petitioner's Responses

EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	--	N/A	N/A	NPC	N/A		63	2	42.9%	3	48.3%	Lower

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	3	42.2%		--	--	--	3	44.1%	
English Learner	--	--	--	2	14.5%		--	--	--	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	--	--	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	--	--	--	2	33.7%		--	--	--	4	35.8%	
Students with Disabilities	--	--	--	1	9.2%		--	--	--	2	10.8%	
African American	--	--	--	2	21.2%		--	--	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		--	--	--	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	--	--	--	4	62.7%		--	--	--	4	64.5%	
Latino	--	--	--	2	33.8%		--	--	--	4	36.1%	
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		--	--	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>



ATTACHMENT C

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)
PREPA TEC LOS ANGELES HIGH
BOARD OF EDUCATION REPORT 170 – 20/21
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Prepa Tec Los Angeles High, beginning July 1, 2021 until June 30, 2026 to serve 480 students in grades 9-12 in each year of its charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Prepa Tec Los Angeles High for five (5) years beginning July 1, 2021 until June 30, 2026.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

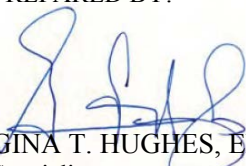
V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:


GINA T. HUGHES, ED.D.
Specialist
Charter Schools Division

APPROVED BY:


KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

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ATTACHMENT D



CHARTER PETITION RENEWAL RESPONSES

**Xavier Reyes, Chief Executive Officer
4210 Gage Avenue, Bell, CA 90201
(323) 800-2743**

**Responses to Data
Submitted to the Los Angeles Unified School District,
Charter Schools Division, 20th Floor
3333 S. Beaudry Ave., Los Angeles, CA 90017**

**October 7, 2020
for
Renewal Term July 1, 2021-June 30, 2026**

by



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Establishing "Verified" Data

CSD Prompt #1

Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

PTLAH Response

NWEA MAP Alignment to Common Core

The Measures of Academic Progress (MAP) assessments developed and published by the Northwest Evaluation Association (NWEA) are used at Prepa Tec Los Angeles High School for the purposes of identifying areas of success and areas needing improvement within English Language Arts and Mathematics in grades 9-11. The test is given three times per year: Fall, Winter, Spring, at the intervals recommended by the publisher's window for each testing period. Fall testing generally takes place after 7 weeks of instruction, Winter administration is after eighteen weeks of instruction and finally, the Spring assessment is after 28 weeks of instruction. The periods in between the administration of the assessments is valuable time to recover unfinished learning as indicated by the results of the MAP testing.

When choosing an assessment to use to identify areas needing particular attention, PTLAHS identified four key design factors to consider. The first factor is if the assessment design of the content reflected the various levels of skills and depth of knowledge which is required of California Common Core. Further, another key element which needed to be available in the benchmarking assessment was the agility of the assessment, from the student's perspective, to respond similarly to the Smarter Balanced Assessment used in the California Assessment of Student Performance and Progress (CAASPP). Then the benchmarking test needed to have alignment to and predictability of a student's future performance on the CAASPP. Lastly, the assessment's database needed to provide educators with a reasonably user friendly process to identify key unfinished learnings in order for the teachers in the classroom to make informed decisions regarding closing student's learning gaps.

As California schools closed in March of 2020 due to the COVID-19 virus pandemic, no one could have ever anticipated there would not be a state recognized, valid, and verified assessment for the junior class. As had been the practice of Prepa Tec Los Angeles High School, the MAP growth test was administered to all students in grades 9-12 in the Fall and Winter of the 2019-2020 school year. The school was not able to deliver the Spring assessment due to the shift to Distance Learning.

Because there is a lack of State valid and verified achievement data on which to base the full scope of learning that has occurred within the charter's first term, Prepa Tec Los Angeles High School submits for consideration an analysis of the valid, unverified data collected from the MAP growth assessments in English Language Arts and Mathematics.

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The argument the NWEA's MAP growth assessment data should be considered valid consists of the following factors:

- It is a nationally norm referenced test
- Its design is computer adaptive much like the CAASPP assessments
- There is a linear achievement scale which spans grade levels (RIT)
- It has a predictable measure aligning to a student's performance on the CAASPP

Nationally Normed Referenced Test

In 2015, the Glossary of Education Reform defines a norm referenced test as standardized assessments in which student scores can be compared and ranked to an average student, typically in the same age group or grade, who has already taken the test (Retrieved on August 29, 2020). In NWEA's 2020 MAP Growth Normative Data overview, the company indicates that randomized samples of assessments were sampled from between 3.6 million and 5.5 million test scores representing, "500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states." These scores then went through the appropriate processes which were aligned to the same methodology used for the 2015 norming. The goal was to ensure the norms accurately represent the K-12 student population in the United States

Computer Adaptive Testing (CAT) and Rasch Unit (RIT)

According to NWEA, because the MAP assessments are computer adaptive, the Rasch Unit (RIT) scores were developed for each subject matter test and are on a scale of 100 to 350. Similar to the CAASPP, developed by the Smarter Balanced Assessment Consortium (SBAC), this scale is cumulative over the student's educational journey

Predictor of Student Performance on CAASPP

NWEA published its initial correlation of RIT cut scores to the CAASPP in English Language Arts and Mathematics in May 2015. These cut scores for grades 2-11 were associated with the first published performance levels of the SBAC tests in the same two subjects. When these first correlations were made, they used the best data at the time (there was not a norm referenced linking study, nor was there enough information gathered from the SBAC) to establish a predictive tool for future student performance based on RIT scores in all three seasons of testing: Fall, Winter, Spring.

In late 2015, NWEA published their linking study which took the norm referenced cut scores of 2015 and correlated them to Grades 3-8 SBAC performance levels. An analysis by Johns Hopkins School of Education in 2016 indicates that the correlation coefficient of the NWEA MAP Growth assessments to the SBAC was between 0.80 - 0.89, where it is generally accepted that a result of 0.70 is highly correlated. Further, the analysis determined that the MAP Growth assessments yielded an 84% and 88% predictability on the English Language Arts and mathematics SBAC assessments, respectively.

In 2017, the Harvard University Center for Education Policy Research published the SDP Fellowship Capstone Report which included results from the winter NWEA Map Growth assessments for the West Linn-Wilsonville School District the correlation coefficient

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ranged from 0.65 to 0.74 indicating a high moderate to strong correlation. Later in the analysis, Yiu, et al (2017), tie the areas of greatest need within the goal areas of the NWEA MAP Growth assessments align to the SBAC claims and targets. Instructional decisions can be made based upon the analysis of the relationship between the goals and claims and targets.

In July 2020, using similar structures as it did in 2015, NWEA updated norm cut-off RIT scores to identify percentile ranks for each of the three administrations of the MAP Growth assessments. Further, NWEA has published updated correlation charts which now include college and career readiness (CCR) associated with the SAT and ACT. With this information, it is likely if a student reaches a RIT score correlated to the "proficiency" status of the SAT and ACT in 10th grade, they will also have "met standard" on the CAASPP in their junior year.

The preceding information was assembled in order to show NWEA is a valid source of data to use when looking at student performance and progress. As students grow, they are coming closer to meeting standards. We now have an effective tool to use when planning for instruction and targeting the specific needs of each student as they progress through Prepa Tec Los Angeles High School.

CSD Prompt #2

Describe how the data submitted shows one year's progress as growth in achievement in ELA and Math from one academic year to the next.

PTLAH Response

The comparative report used to determine growth of student achievement in NWEA is called the Student Growth Report. These data compare the tested school with how similar students performed who were included in NWEA's 2020 Norm Study. According to NWEA, the study was completed for the Fall of 2015 to the Spring of 2018. These comparisons of year to year growth can be made from Fall administration to Fall administration or Winter to Winter, thus showing a group's growth over one year. The enrolled term associated with the report indicates the student's grade level. For example in looking at a report with an enrolled term of 2019-2020 and a comparison of Fall 2019 to Fall 2018, the growth represents one year of data for each grade level.

CSD Prompt #3

Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter term.

PTLAH Response

School Norms Section

The Map Growth Student Growth Report School Norms section ranks grade-level growth among the growth observed across all matching schools within the NWEA norms study. The components of this section include Projected Growth, School Conditional Growth Index and School Conditional Growth Percentile.

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Projected Growth

The Projected Growth is based upon two factors including the number of instructional weeks prior to the administration of the testing and the mean RIT score of the tested group and the 2020 Norms research.

School Conditional Growth Index

This indicators levels the playing field for groups within grade levels. This measure ranks growth our students made compared to similar groups based on the 2020 Norms research. A value of "0" in this indicator means that tested students mean performance met exactly the projected expected growth.

School Conditional Growth Percentile

This indicator translates the School Conditional Growth index into a percentile. An index of "0" is the 50th percentile.

Student Norms Section

The Map Growth Student Growth Report Student Norms section shows how many students collectively met or exceeded their individual growth projections. This indicator is intended for evaluating the growth within each grade, but not for comparing grades. There are four sections in this comparison: Count with Projection, Count Met Projection, Percent Met Projection, and Student Median Conditional Growth Percentile.

Count Met Projection

This indicates the number of students with valid projection scores.

Count and Percent Met Projection

This indicates the number and percent of students who met the projection

Student Median Conditional Growth Percentile

Percentile that falls in the middle of all the Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms. The student norms percentile is often larger than the school norms percentile, because individual students' growth rates are typically larger than a grade can grow as a whole.

CSD Prompt #4

Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition, if applicable.

PTLAH Response

Post Secondary Outcomes

Prepa Tec Los Angeles High School's first graduating class was in 2020, there are no indicators available for post secondary outcomes. The school is subscribing to the National Clearinghouse Database and will track the results moving forward. It is evident by college acceptance letters and students successfully completing college courses while attending PTLAH.

Student Performance Data

I. English Language Arts

The NWEA Data for the following school years supports that students are learning and that there is consistent growth toward the norm. The learning gap is closing for PTLAH students.

Table 1: NWEA ELA 4 Year Comparison

NWEA ELA - 4 year Comparison	Group	2016-2017	2019-2020	Growth +/-
	ALL STUDENTS	210.7	216.9	6.2
	Economically Disadvantaged	212.5	214.9	2.4
	Students with Disabilities	199.0	197.4	-1.6
	ELL	189.5	205.8	15.3

Local NWEA Results August 2020

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Table 2: English Language Arts-Reading Fall NWEA Data

NWEA Reading Overall										
Fall	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020	Student results data to be generated this school year									
2019	3	90	0	17	1	6	6	98		
2018	0	20	5	94	ND	ND				
2017	3	46	ND	ND						
2016	3	39								

Table 3: English Language Arts-Reading Winter NWEA Data

NWEA Reading Overall										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021	Student results data to be generated this school year									
2020	2	80	4	70	3	26	-1	1		
2019	2	31	-1	1	ND	ND				
2018	7	99	ND	ND						
2017	0	1								

PTLAH NWEA Data 2020

The NWEA data for English Language Arts (ELA)-Reading comparing the Fall and Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Fall:** For Class of 2020 RIT Growth 3, National Percentile Rank 90. Class of 2021 RIT Growth 0, National Percentile Rank 17. Class of 2022 RIT Growth 1, National Percentile Rank 6. Class of 2023 RIT Growth 6, National Percentile Rank 98. **Winter:** Class of 2020 RIT Growth 2, National Percentile Rank 80. Class of 2021 RIT Growth 4, National Percentile Rank 70. Class of 2022 RIT Growth 3, National Percentile Rank 26. Class of 2023 RIT Growth -1, National Percentile Rank 1. For School Year 2018-2019 **Fall:** Class of 2020 RIT Growth 0, National Percentile Rank 20. Class of 2021 RIT Growth 5, National Percentile Rank 94. **Winter:** Class of 2020 RIT Growth 2, National Percentile Rank 31. For School Year 2017-2018: **Fall:** Class of 2020 RIT Growth 3, National Percentile Rank 46. **Winter:** Class of 2020 RIT Growth 7, National Percentile Rank 99. For School Year 2016-2017: **Fall:** Class of 2020 RIT Growth 3, National Percentile Rank 39. **Winter:** Class of 2020 RIT Growth 0, National Percentile Rank 1.

The classes of 2020, 2021, and 2023 have shown the ability to perform at levels in the high 90's percentile ranking when compared to students like them nationally. This indicates that our students can reach designated targets over time.

By outpacing national norms for RIT growth in English Language Arts-Reading, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis

In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores. Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. Notwithstanding, the percentile of performance, the groups of All Students, Hispanic, and ELL increased their RIT score above those in the 2020 normed 50th percentile. Overall, the data reflects that students are moving at or better than the norm. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

Furthermore, the Economically Disadvantaged grew, although not at the rate of the aforementioned groups. With dedicated intervention and support, they continue to increase their progress. The Special Education group declined in performance. Consideration should be made within the IEPs for the use of designated supports while testing. It is important to remember that MAP NWEA is just one way to measure the abilities of students. Many students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA. Thus considering the tests results that may not reflect their full capabilities and/or abilities. Hence, Prepa Tec Los Angeles High School uses portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests.

Goals for English Language Arts

The following charts provide the baseline data and annual goals for the next five years which will be adjusted depending on each year's outcomes. The charts are based on grade and include the significant sub groups, baseline RIT Score, and 5 consecutive years that demonstrate an increase in scores to reach the five year goal in the monitored area such as reading.

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Table 4: 9th Grade Baseline Reading Data and 5 Year Goals

9th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline RIT	21-22	22-23	23-24	24-25	25-26
Reading	All Students	208.2	212	215	218	220	222
	ELLs	195.7	201	207	212	217	222
	Students with Disabilities	202.8	207	212	216	219	222
	Economically Disadvantaged	206.5	211	215	218	220	222

Table 5: 10th Grade Baseline Reading Data and 5 Year Goals

10th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Reading	All Students	211.9	214	217	220	222	225
	ELLs	193.0	199	205	211	218	225
	Students with Disabilities	198.6	204	210	215	220	225
	Economically Disadvantaged	212.7	215	218	221	223	225

Table 6: 11th Grade Baseline Reading Data and 5 Year Goals

11th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26

Reading	All Students	214.0	216	218	220	223	225
	ELs	203.8	208	213	217	221	225
	Students with Disabilities	208.0	212	216	219	222	225
	Economically Disadvantaged	214.0	216	218	220	223	225

The academic growth for students in reading is based upon our internal assessment, the MAP growth from NWEA. With the correlation study to the SBAC discussed in the petition, the strategy for the school is to ensure that all students reach the RIT score of 225 in reading by the Spring Assessment of students' junior year.

Subgroup Analysis

Table 7: English Learners NWEA-Reading

English Learners NWEA- Reading										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021	Student results data to be generated this school year 2020-2021									
2020	3	89	10	99	ND	ND	-3	1		
2019	6	89	3	12	ND	ND				
2018	10	99	ND	ND						
2017	ND	ND								

PTLAH NWEA Database 2020

The NWEA data for English Learners English Language Arts (ELA)-Reading Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Winter**: Class of 2020 RIT Growth 3, National Percentile Rank 89. Class of 2021 RIT Growth 10, National Percentile Rank 99. Class of 2022 No Score. Class of 2023 RIT Growth -3, National Percentile Rank 1. For School Year 2018-2019 **Winter**: Class of 2020 RIT Growth 10, National Percentile Rank 99.

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Table 8: Low Socio-Economically Disadvantaged NWEA-Reading

Low Socio-Economically Disadvantaged NWEA-Reading										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021	Student results data to be generated this school year									
2020	4	89	4	71	5	75	-1	1		
2019	2	36	-1	1	ND	ND				
2018	6	95	ND	ND						
2017	0	1								

PTLAH NWEA Database 2020

The NWEA data for Low Socio-Economically Disadvantaged English Language Arts (ELA)-Reading Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Winter**: Class of 2020 RIT Growth 4, National Percentile Rank 69. Class of 2021 RIT Growth 4, National Percentile Rank 71. Class of 2022 RIT Growth 5, National Percentile Rank 75. Class of 2023 RIT Growth -1, National Percentile Rank 1. For School Year 2018-2019 **Winter**: Class of 2020 RIT Growth 6, National Percentile Rank 95. For School Year 2016-2017 Class of 2020 RIT Growth 0, National Percentile Rank 1.

Table 9: Special Education NWEA-Reading

Special Education NWEA-Reading										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021	Student results data to be generated this school year									
2020	ND	ND	7	96	ND	ND	ND	ND		
2019	ND	ND	-1	1	ND	ND				
2018	11	99	ND	ND						
2017	ND	ND								

PTLAH NWEA Database 2020

The NWEA data for Special Education English Language Arts (ELA)-Reading Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020 due to the "Pandemic". Average or above average growth year after year. For the School Year 2019-2020 results for RIT Growth and PTLAH's National Percentile Ranks are as follows: **Winter**: Class of 2021 RIT Growth 7, National Percentile Rank 96. . Class of 2022 No Scores Class of 2023 No Scores. For School Year 2018-2019 **Winter**: Class of 2020 No Scores. For School Year 2016-2017 Class of 2021 RIT Growth -1, National Percentile Rank 1.

Leveraged Resources

Among the resources available to increase student academic achievement in Reading. Some of the strategies are from Creative Commons Attribution 4.0 International License.

- Teachers build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of reading comprehension.
- Reading comprehension development activities build opportunities to engage with grade-level texts.
- With the use of NewsELA, materials gradually advance the level of reading practices, analytical skills, and conceptual understanding of content
- Teachers provide scaffolding and create tasks that lead students to build an increased understanding of complex grade-level text over time.
- Teachers engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time.
- Materials reflect an asset based model of teaching and learning, and provide guidance for creating instructional opportunities that reflect that perspective.
- Teacher training to provide guidance for instructional practices that promote student agency and learner autonomy.
- Teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understanding.
- Scaffolding vocabulary to build academic language prior to reading the text.
- Vertical Articulation was established and is continuing where teachers meet by content to ensure skills and content is addressed in sequential order via backwards planning curriculum alignment
- Professional Development for both teachers and administrators in data analysis to make data-driven decisions.
- Common conference period was established to allow English teacher collaboration and data driven instructional planning
- Instituted Professional Learning Communities, where grade levels: Establishment of the use of ManageBac, an information management systems where teachers create their units and are required to address the needs of Students with Disabilities, English Language Learners and other identified subgroups.
- Professional Development in both International Baccalaureate and CA Common Core Standards, emphasizing on IB being the "how" the CA Common Core Standards are the "what" is being taught enhanced with Learner Profile attributes and Approaches To Learning (ATL) skills.
- Professional Development on both scaffolding and differentiation for students to be taught grade level standards and at the same time reinforcing what has been learned.
- Students who are English Learners are provided with specialized instruction that supports their development of proficiency in the four domains of language: speaking, reading, listening, and writing.
- An inclusivity policy was developed by all staff and stakeholders to be inclusive of all learners.

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Instructional Strategies to Address Gaps

During the 3rd year in session, PTLAH embarked upon aligning the instructional program with the IB Programme that more specifically addresses both the MYP and DP.

This process also involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.

During the 2019-20 school year, the results on the SBAC for Cohort 1 students who graduated again triggered a review of current practices and approaches that resulted in programmatic and instructional changes. Although data indicates that students were working toward the norm, there was a significant gap in testing results. The following systemic changes have been implemented:

- Checking for understanding of the reading comprehension
- Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners.
- Allowance of time for students to process and demonstrate understanding
- Inquire different levels of depth of knowledge questions
- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Continuation of learning through homework and practice
- Cooperative/collaborative learning
- Setting objectives and providing feedback
- Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class.
- Currently teachers are providing targeted interventions after school
- Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation.
- Facilitate Data driven instruction.
- Opportunities for peer review and collaboration among teachers, administrators and staff.
- Teachers work on interdisciplinary units of study.
- Professional development is focused on increasing student academic achievement.

This year, students were identified for targeted support based on the Winter NWEA results. At present, PTLAH staff is in the process of administering the NWEA. Below we have set goals for targeted support. After the fall 2020 NWEA results are in, the staff will disaggregate the data in order to identify student growth needs and work with the students to establish individualized goals; as well as, arrange groups of students to work with based on identified needs.

PTLAH promotes and emphasizes that regardless of where the student's academic achievement level is, each student will be supported to become proficient in their learning. Specifically, in addressing Mathematics and English Language Arts, the subgroups to be focused on are English Learners, Students with Disabilities, Hispanics and Economically Disadvantaged.

II. Mathematics

Academic performance of PTLAH students in Mathematics who met or exceeded the standard on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show a group of students at PTLAH far behind comparable LAUSD and State students, as shown in Table below. Further, the results for this first SBAC, 2018-2019, show in the area of Mathematics for All Students scoring 3.26% Above Standard, as compared to the State at 32.24% and LAUSD at 31.86%, respectively.

Table 10: NWEA Mathematics 4 Year Comparison

	Group	2016-2017	2019-2020	Growth +/-
NWEA Mathematics - 4 year Comparison	ALL STUDENTS	215.2	219.6	4.2
	Economically Disadvantaged	216.8	220	3.2
	Students with Disabilities	213.0	206.8	-6.2
	ELL	195.6	209.8	14.2

Cde.ca.gov Dataquest 2020

Table 11: Mathematics NWEA Fall Data

Overall Math NWEA										
Fall	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020										
2019	-2	12	0	11	2	41	4	81		
2018	3	77	7	99	ND	ND				
2017	2	21	ND	ND						
2016	0	3								

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Table 12: Mathematics NWEA Winter Data

Overall Math NWEA										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021										
2020	0	29	3	74	3	78	2	19		
2019	2	52	2	30	ND	ND				
2018	5	98	ND	ND						
2017	1	4								

PTLAH NWEA Data 2020

The NWEA data for Mathematics comparing the Fall and Winter results indicate that growth is occurring every year with the exception of the school year 2019-2020. Average or above average growth year after year. For the **School Year 2019-2020** results for the RIT Growth and PTLAH's National Percentile Ranks are as follows: **Fall-For** Class of 2020 RIT Growth -2, National Percentile Rank 12. Class of 2021 RIT Growth 0, National Percentile Rank 11. Class of 2022 RIT Growth 2, National Percentile Rank 41. Class of 2023 RIT Growth 4, National Percentile Rank 81. **Winter** Class of 2020 RIT Growth 0, National Percentile Rank 20 Class of 2021 RIT Growth 3, National Percentile Rank 74. Class of 2022 RIT Growth 3, National Percentile Rank 78. Class of 2023 RIT Growth 2, National Percentile Rank 19. For **School Year 2018-2019 Fall**: Class of 2020 RIT Growth 3, National Percentile Rank 77. Class of 2021 RIT Growth 0, National Percentile Rank 11. Class of 2022 RIT Growth 2, National Percentile Rank 41. Class of 2023 RIT Growth 4, National Percentile Rank 81. **Winter**: Class of 2020 RIT Growth 2, National Percentile Rank 52. Class of 2021 RIT Growth 2, National Percentile Rank 30. For **School Year 2017-2018 Fall**: Class of 2020 RIT Growth 2, National Percentile Rank 21. **Winter**: Class of 2020 RIT Growth 5, National Percentile Rank 98. For **School Year 2016-2017 Fall**: Class of 2020 RIT Growth 0, National Percentile Rank 3. **Winter**: Class of 2020 RIT Growth 1, National Percentile Rank 4.

Each class going through PTLAH has shown the ability to outperform the norm in one testing season or another. This shows that under the right conditions our students can and do perform in this manner. Some classes have shown to compare to their peers in the 95th percentile or above while others have shown in the 74th percentile and the 78th percentile. Overall, growth is happening within each class.

By outpacing national norms for RIT growth in Mathematics, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis

In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores. Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade.

Notwithstanding, the percentile of performance, the groups of All Students, ELL increased their RIT score above those in the 2020 normed 50th percentile. Overall, the data reflects that students are moving at or better than the norm, with the exception of the school year 2019-2020. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

With dedicated intervention and support, all students will increase their progress. Although the Special Education group declined in performance, considerations should be made within the IEPs for the use of designated supports while testing. It is important to remember that MAP NWEA is just one way to measure the abilities of students. Many students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA. Thus considering the tests results that may not reflect their full capabilities and/or abilities. Hence why at Prepa Tec Los Angeles High School, we use portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests.

Goals for Mathematics

The following charts provide the baseline data and annual goals for the next five years which will be adjusted depending on each year's outcomes. The charts are based on grade and include the significant sub groups, baseline RIT Score, and 5 consecutive years that demonstrate an increase in scores to reach the five year goal in the monitored area such as reading.

The analysis of the data concludes PTLAH underperformed LAUSD and the State in all groups identified for analysis.

Mathematics Grade Level Goals

The academic growth for students in mathematics is based upon our internal assessment, the MAP growth from NWEA. With the correlation study to the SBAC discussed in the petition, the strategy for the school is to ensure that all students reach the RIT score of 242 in mathematics by the Spring Assessment of students' junior year.

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Mathematics Subgroup Analysis

Table 13: Mathematics English Learners Winter NWEA Data

English Learners NWEA Math											
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024		
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	
2021											
2020	1	12	4	93	6	99	5	71			
2019	7	99	2	47	ND	ND					
2018	7	99	ND	ND							
2017	ND	ND									

Local NWEA Data

Overall, students in class 2020 have shown that in 2018, they were in the 99th percentile nationally ranked. In 2018, the students demonstrated they had a 99th percentile nationally ranked. In 2020, the students were in the 12th percentile nationally ranked. The class of 2021 demonstrated to move up from 47th percentile in 2019 to 93rd percentile in 2020. The class of 2022 was in the 99th percentile in the year 2020.

Table 14: Mathematics Low Socio-Economically Disadvantaged NWEA Winter Data

Low Socio-Economically Disadvantaged NWEA Math											
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024		
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	
2021											
2020	1	50	3	76	1	17	5	71			
2019	1	23	1	26	ND	ND					
2018	5	96	ND	ND							
2017	3	26									

Local NWEA Data

The low socio-economically disadvantaged subgroup, class of 2020, were in the 26th percentile. However, they grew to the 96th percentile in 2018. In 2019, they were in the 23rd percentile and grew again to the 50th percentile in 2020. The class of 2021 was in the 26th percentile in 2019 and grew to the 76th percentile in 2020.

Table 15: Mathematics Special Education NWEA Winter Data

Special Education NWEA-Math										
2020 - 2021										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	ND	ND	-1	2	ND	ND	ND	ND		
2019	ND	ND	2	53	ND	ND				
2018	5	97	ND	ND						
2017	ND	ND								

Local NWEA Data

The students with disabilities, class of 2020, performed in the 97th percentile in 2018. The class of 2021, they performed in the 53rd percentile in 2019. Then, in 2020, they performed in the 2nd percentile.

Leveraged Resources

Among the resources available to increase student academic achievement in Mathematics. Some of the resources were attained by edutopia.com.

- Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in mathematics.
- Through professional development of International Baccalaureate - Middle Years Programme and Diploma Programme, teachers participate in professional development to create Inquiry based teaching and learning that encourages questioning and makes space for curiosity while students are learning mathematics.
- Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas.
- Teachers provide their students with authentic problems that increase students' drive to engage with mathematics because we understand applying math to real-world problems helps increase both student interest and understanding.
- Through the use of IB Learner Profile attributes, teachers share positive attitudes about math.
- Teachers explicitly teach students the IB Approaches to Learning Skills that enable them to tackle math with confidence.

Instructional Strategies

To facilitate mathematical instructional strategies, the process involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.

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- Checking for understanding of the mathematical reasoning and numerical expressions, (numeracy).
- Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners.
- Allowance of time for students to process and demonstrate understanding
- Inquire different levels of depth of knowledge questions
- Identifying real life situations
- Demonstrating knowledge by writing how the students arrived at the answers.
- Reinforcing effort and providing recognition
- Continuation of learning through homework and practice
- Cooperative/collaborative learning
- Setting objectives and providing specific feedback
- Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class.
- Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation.
- Facilitate Data driven instruction.
- Opportunities for peer review and collaboration among teachers, administrators and staff.
- Teachers work on interdisciplinary units of study.
- Professional development is focused on increasing student academic achievement.

Table 16: 9th Grade Mathematics Baseline Data and 5 Year Goals

9th Grade Baseline Data and 5 Year Goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Math	All Students	215.0	219	223	224	231	236
	ELLs	203.8	210	2147	224	230	236
	Students with Disabilities	213.1	218	223	228	232	236
	Economically Disadvantaged	216.5	220	224	228	232	236

PTLAH's 9th Grader Goals, for *Mathematics* is 236 and above over the course of five years in order to ensure that all our students are able to attain "Met or Exceed Standard" on the SBAC as 11th graders.

Table 17: 10th Grade Mathematics Baseline Data and 5 Year Goals

10th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Math	All Students	214.7	219	224	229	234	239
	ELLs	203.7	211	219	225	232	239
	Students with Disabilities	206.0	213	220	227	233	239
	Economically Disadvantaged	215.2	220	225	230	235	239

PTLAH's 10th Grader Goals, for Mathematics is 239 and above; over the course of five years in order to ensure that all our students are able to attain "Met or Exceed Standard" on the SBAC as 11th graders.

Table 18: 11th Grade Mathematics Baseline Data and 5 Year Goals

11th Grade Baseline Data and 5 year goals							
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Math	All Students	220.4	225	230	234	238	242
	ELLs	212.4	218	224	230	236	242
	Students with Disabilities	207.9	214	221	228	235	242
	Economically Disadvantaged	222.9	227	232	235	239	242

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Among PTLAH's 11th Grader Goals, for *Mathematics* the goal is 242 and above; over the course of five years in order to ensure that all our students are able to attain "Met or Exceed Standard" on the SBAC as 11th graders

Results for All Grades:

PTLAH's students will continue to be supported by the efforts described above and given the fact that over 90% of both teachers and administration have remained on staff and are committed to increasing student academic achievement by meeting the needs of the students and intervening early based on data analyses and interventions. The school's initiatives implemented by teachers as a result of following the International Baccalaureate approaches to teaching and learning, including the use of format and terminology such as "Claims" and use of required language and critical thinking results in order to score at "Proficiency" level on the SBAC, SAT and ACT. In addition, it better prepares our students to successfully complete the requirements for the IB Diploma Programme.

SMART Goal # 1

CAASPP – LEA % Standard Met and Standard Exceed for ELA and Mathematics

LCFF, Priority #1 and 2, Outcome # 1, #2, #4:

Outcome #1: 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

Metric/Method for Measuring: Verification of credential/certification using the Commission on Teacher Credentialing, and PTLAH's Master Schedule.

Curriculum is an important component in the effective implementation of CCSS. PTLAH will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, supporting NEXT Generation Science Standards program, and accompanying digital curricula, platforms, and e-texts.
- Supported by the International Baccalaureate programme, and protocols.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving PTLAH's unduplicated students and students with special needs. As part of our whole child approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter

III. English Learner Progress Indicator

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency,

at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate "Change". Because only two years of ELPAC data are currently available, only "Status" will be reported for the 2019 Dashboard.

State "Verified" Data Results for English Learners

With 63 students identified as English learners in 2019 at PTLAH, 42.9% are making progress towards English language proficiency. This anomaly results in a Low performance level as shown in Table below.

Table 19: ELPAC Results

English Language Acquisition Status

ELPI Level	Prepa Tec	State	LAUSD
Progressed at Least One ELPI Level	38.00%	42.90%	42.10%
Maintained ELPI Level 4	4.70%	5.30%	2.90%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.30%	31.50%	35.40%
Decreased at Least One ELPI Level	23.80%	20.10%	19.40%

cde.ca.gov Dataquest August 2020

During the 2018-2019 school year, students' ELD curriculum was delivered in an embedded model within the student's ELA class. This was identified as a root cause to why the performance of ELs were what they were. Beginning in the 2019-2020 school year, PTLAH determined to implement both designated and integrated ELD as prescribed in the California ELD standards. With the COVID-19 interruption, summative testing for ELs was paused in the Spring of 2020. Currently in order to provide the opportunity to see progress for the 2019-2020 school year, the ELPAC can be administered to English learners until October 30, 2020. The current climate in Los Angeles has provided permission through the L.A. County's Department of Health to have live, in person testing in small groups. However, many parents and students are very concerned to resume any service through an in-person environment. PTLAH is carefully monitoring the situation and will make decisions on their ability to summatively test our EL population in partnership with leaders from Alta Public Schools, the school's parent organization.

Leveraged Resources

Our goal is to help our EL students make rapid progress out of Emerging and Expanding into Bridging and eventually to re-designation. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students master listening, speaking, reading and writing in English, PTLAH students will be immersed in English, with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a moderate EL population is to embed CCSS English Language Development (ELD) principles in all aspects of the curriculum.

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The EL Master Plan will be used as a resource guide for curriculum planning. PTLAH teachers will be trained to use the English Language Development standards of the state. Teachers will receive professional development in the area of teaching students who are English Learners. PTLAH will facilitate the following steps in reclassifying English Language Learner students:

- (1) Review the annual ELPAC results for English-language proficiency. In order to be reclassified, a student must meet the ELPAC definition of proficiency. If the student meets this criterion, we will move on to the next step in the reclassification process otherwise the student will remain as an English learner.
- (2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student's results on the latest approved SBE/CDE accountability system assessment in English-language arts. If the student attains at least "Standard Met" on the results of the latest approved SBE/CDE accountability system assessment (Smarter Balanced) we will move on to the next step in the decision process. If this criterion is not met, the student would remain an English learner.
- (3) Review teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school, which include the student's grades in English Language Arts. If the student attains a grade of at least "C" we will move on to the next step in the reclassification process. If not, the student would remain an English learner.
- (4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians should be notified, school records would be updated, and the student's progress would be monitored for two years after they have been reclassified to be certain the student's academic achievement and progress is continuing. PTLAH has implemented the use of the CA Common Core English Language Development monitoring of the reclassification student will be conducted through internal Benchmarks, NWEA results, as well as CDE identified measures. Students will have an ILP with performance level goals. Students will take a diagnostic assessment as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic results.

Should the reclassified student's progress indicate the student is not achieving, the Response to Intervention (RTI) model will be used, as well as support through SDAIE strategies and identified research-based support. PTLAH will provide additional and appropriate education services that EL's are required to receive under federal and state law. Support for students will be provided at each level of need to ensure continued growth and educational success. The reclassified student will be monitored for progress for two-years where continued support and intervention would be provided.

Instructional Strategies

PTLAH is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PTLAH shall submit a certification to the California Department of Education that certifies that they will either adopt and implement CDE's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

PTLAH shall provide a copy of its entire, current plan upon request such as during the annual oversight review process.

PTLAH shall administer the ELPAC annually. PTLAH shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

IV. College and Career

PTLAH's mission is to prepare students for higher education. Data results were prepared using the 2019 California Dashboard Technical Guide and steps were followed to ensure those students who are in the combined 4 and 5 year cohort are the total numbers of students in consideration. In 2020, PTLAH had a total of 66 students. Of those 66 students, 25 of them met the prepared criteria #8 (19 students through college credit and 6 through the Smarter Balanced assessment). The only state "verified" data available is for 2018-2019. PTLAH graduated its first class in 2020. Therefore, Table below, indicates the years being compared.

Results

PTLAH is slightly above LAUSD and slightly lower than the State in students being prepared for college and careers. The College and Career Indicator at Prepared Level shows the following: All students for PTLAH 37.9%, State 44.1% and LAUSD 37.7%. Hispanic students for PTLAH 38.6%, State 36.1% and LAUSD 36.7%. Economically

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Disadvantaged students for PTLAH 38.5%, State 35.8% and LAUSD 37.1%. Students with Disabilities students for PTLAH 00.0%, State 10.8% and LAUSD 7.3%. ELL students for PTLAH 00.0%, State 16.8% and LAUSD 12.1%.

Table 20: PTLAH College and Career Indicator at Prepared Level

		2019-2020	*2018-2019	School
			Year	
Group	Prepa Tec	State	LAUSD	
ALL STUDENTS	37.9%	44.1%	37.7%	
Hispanic	38.5%	36.1%	36.7%	
Economically Disadvantaged	38.5%	35.8%	37.1%	
Students with Disabilities	0.0%	10.8%	7.3%	
ELL	0.0%	16.8%	12.1%	

cde.ca.gov Dataquest September 2020

The table below further shows the percent of students who are prepared for College and Career in the “approaching prepared” at 62.1% for PTLAH, 17.1% and 21.3% for the State and LAUSD, respectively. Finally, not prepared is 0% for PTLAH, 38.8% and 41.1% for the State and LAUSD, respectively.

Table 21: PTLAH College and Career Indicator By Level

2019-2020 *2018-2019 School Year

College and Career Indicator By Level	Group	Prepa Tec	State	LAUSD
	Prepared	37.9%	44.1%	37.7%
	Approaching Prepared	62.1%	17.1%	21.3%
	Not Prepared	0.0%	38.8%	41.1%

cde.ca.gov Dataquest September 2020

Root Cause Analysis

PTLAH has established A-G graduation requirements for all students, which means all students who complete will automatically fall into the Approaching Prepared level. PTLAH wants to maintain this level of performance, more than one criteria in preparation needs to be explored. Comparing the data the high school has with the most recent Dashboard data, the school has exceeded LAUSD with a greater percentage of students prepared. The school needs to plan to close the 7.8% gap they have with the State in terms of prepared. With the balance of PTLAH's approaching prepared, the school can employ strategic actions to move them into prepared.

Considering significant groups of students, PTLAH is falling short with Students with Disabilities and English Learners, as shown in Table 1.5 above, special attention will be placed in the improvement plan to address the needs of students with disabilities and English learners in College and Career readiness.

Leveraged Resources

Moreover, in the "low-income" students category, 24% of them were IBDP candidates and 26% of IBDP course students in all U.S. high schools. PTLAH reported 54% IBDP candidates and 56% course students in 2019, a sizable number above the national trend. (<https://ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf>). For PTLAH, out of 157 eligible students in 2019, i.e., students from the 11th and 12th grade class, 44.58% of them were taking an IBDP course or chose to pursue DP candidacy. This is double the national average for "low-income" students, "low income" as determined by the Federal Free or Reduced meal program participation data. Additionally, PTLAH has continued to see an increase of students taking DP courses or enrolling in the DP as candidates, as shown in Table below..

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V. Long Term English Learners (LTELs)

Table 22: "At RISK" Long Term English Learners 2019-2020

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	1	13	7	23	44	67
10	3	0	8	3	14	35	49
11	4	1	10	12	27	52	79
12	2	2	14	2	20	43	63

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	11	4	45	24	84	174	258
SBE - Prepa Tec Los Angeles High	11	4	45	24	84	174	258
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546	585,321
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977	2,282,001

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

"At Risk" Long Term English Learners for 2018-2019 does not have data- **Subgroup filters have been disabled to protect student privacy**

Table 23: "At RISK" Long Term English Learners 2017-2018

Subgroup filters have been disabled to protect student privacy.

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	7	1	9	11	28	58	86
10	5	1	19	2	27	57	84

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	12	2	28	13	55	115	170
SBE - Prepa Tec Los Angeles High	12	2	28	13	55	115	170
Los Angeles County	167,776	33,017	51,881	52,636	305,310	327,537	632,847
State	658,390	144,146	218,135	250,479	1,271,150	1,104,495	2,375,645

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

Root Cause Analysis

PTLAH follows a detailed EL master plan describing support for LTELs, including who will be responsible for monitoring the progress of Long Term English Learners. Included is an update on the school's implementation of Designated English Language Development (ELD) time. The PTLAH will monitor the progress of our LTELs together with all teachers, and assessments are reviewed to ensure that all English Learners are making progress. PTLAH is implementing a designated period to support LTELs in reading and comprehension three times a week. This is a needs-based intervention program that begins mid-semester based on a needs assessment and available staffing. Meetings were held with English Learners and their parents to inform them of their English Proficiency status and the criteria for reclassification, which included English course grades, NWEA MAPs English results, Lexile levels, CAASPP Interim results, and ELPAC results.

During these meetings, parents are informed of the importance of reclassification of our students. English Learners with a greater need for support through instruction in Spanish

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paired with English have been intentionally scheduled to travel as a mini cohort through courses with bilingual teachers when possible. Tutoring and additional supports will work closely with this group of students during some of their classes. Teachers use culturally and linguistically responsive teaching strategies that facilitate access to content, tasks, and discussions in English, including hand-s-on learning, conferencing, small group instruction, accessing prior knowledge, differentiation, and Total Physical Response (TPR).

Leveraged Resources

As PTLAH continues to work with our LTELs, the following strategies are in place to help them successfully reclassify, reflecting progressive mastery of English as indicated by the ELPAC:

- Teachers write exemplars to set the bar for excellence for LTELs
- Students have opportunities to write first, talk second, share with peers third. The power is in the conversation.
- Teachers monitor aggressively to check independent student work to determine whether they are learning what is being taught
- Implementation of the Read 180 program. Teachers continue to receive training
- Implementation with fidelity of the IB Program per annual teacher training
- Use opportunities to read news-related non-fiction at their independent reading level via NewsELA.
- Focus on the use of Project- Based-Learning instruction to ensure explicit literacy instruction.
- Peer-assisted and small group learning.
- Academic Language support during content area instruction.
- Appropriate assessment in various forms to understand and support student learning (formative, summative, benchmark, California Interim Assessments, NWEA, etc.).
- Learning activities related to social-emotional development and identity formation.
- Increased focus on best practices for ELs during PTLAH's professional development meetings.
- An increased focus on IB Program literacy strategies (Clarifying, Predicting, Questioning, and Summarizing) and writing in all content areas, along with collaborative work in pairs and groups.

Instructional Strategies to Address Gaps

As a result of the following California State of Education initiatives PTLAH has modified its ELD program to better serve our English Learners. The following Principles are used in order to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. <https://www.cde.ca.gov/sp/el/rm/>. Additionally, PTLAH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school or district to implement the process all at once. Therefore, PTLAH will annually select a focus to determine priority and then design a path of improvement, which will be included in the Charter School's academic achievement plan. PTLAH will use The California English Learner Roadmap teacher Toolkit to support that process.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, establishing a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respecting the value of English learners' primary language and culture, which is in complete alignment with IB. On July 1, 2018, the California Department of Education regulations for implementing Prop. 58, which established programs for English Learners that promote proficiency in multiple languages and leverages students' home language as an asset, specifically addresses the following principles as outlined at cde.ca.gov:

Principle One: Assets-Oriented and Needs-Responsive Schools^[1]

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access^[2]

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness^[3]

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems^[4]

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for

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college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Cde.ca.gov Dataquest 2012018 <https://caaspp.cde.ca.gov/sb2018>

PTLAH will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. PTLAH teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

Administration, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).

VI. Reclassification

Root Cause Analysis

Table 24: Reclassification for 2019-2020

<u>School</u>	<u>CDSCode</u>	<u>Enrollment</u>	<u>English Learners</u>	<u>Fluent-English-Proficient Students</u>	<u>Students Redesignated FEP</u>
Prepa Tec Los Angeles High	19769920133900	340	84 (24.7 %)	188 (55.3 %)	3 (3.8 %)
<u>District Total:</u>		0	84 (24.7 %)	188 (55.3 %)	3 (3.8 %)
<u>County Total:</u>		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
<u>State Total:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

In 2019-2020 Reclassification was realized at 3 (3.8%) for PTLAH.

Table 25: PTLAH Reclassification for 2018-2019

<u>School</u>	<u>CDSCode</u>	<u>Enrollment</u>	<u>English Learners</u>	<u>Fluent-English-Proficient Students</u>	<u>Students Redesignated FEP</u>
Prepa Tec Los Angeles High	19769920133900	288	79 (27.4 %)	155 (53.8 %)	0 (0.0 %)
<u>District Total:</u>		0	79 (27.4 %)	155 (53.8 %)	0 (0.0 %)
<u>County Total:</u>		1,464,002	272,914 (18.6 %)	426,824 (29.2 %)	53,901 (17.7 %)
<u>State Total:</u>		6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

In 2018-2019 Reclassification was realized at 0 (0.0%) for PTLAH.

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Table 26: PTLAH Reclassification for 2017-2018

School	CDSCode	Enrollmen t	English Learners	Fluent-English- Proficient Students	Students Redesignated FEP
Prepa Tec Los Angeles High	197699201339 00	224	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
<u>District Total:</u>		0	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
<u>County Total:</u>		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
<u>State Total:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

In 2017-2018 Reclassification was realized at 3 (12.0%) for PTLAH.

Leveraged Resources

The use of ELPAC to support and accelerate student progress towards English proficiency PTLAH will use the results of the most current ELPAC results and work with the students to set goals for the Spring ELPAC summative assessment in the following ways:

1. Identify English Learners and the areas of need
2. To support students in establishing goals for Reclassification
3. Place students in the appropriate educational program
4. Develop lessons and units embedding the areas of language needs
5. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Students are provided meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework and as outlined in the Master Plan for English Learners.

The use of the Common Core State Standards ELD instruction which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than exposing students to abundant English and incidentally addressing specific forms. All teachers are supported

to understand and use ELD standards and planning instructional scaffolds during core courses. Teachers are supported to use students' output (speaking and writing) to monitor student progress on a daily basis through formative assessments to strategically target student language needs.

Instructional Strategies to Address Gaps

PTLAH implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction. (Due to the IB MYP required eight courses, the 9th graders receive ELD within their ELA class; however from 10th grade on EL students are assigned an ELD class period.)
2. ELD instruction emphasizes listening and speaking and incorporates reading and writing
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions)
4. ELD instruction is planned and delivered with specific language objectives for each lesson
5. ELD instruction integrates meaning and communication to support explicit teaching of language
6. ELD instruction includes carefully planned interactive activities among students
7. ELD instruction provides students with corrective feedback on form
8. ELD teachers attend to communication and language-learning strategies during instruction
9. ELD instruction emphasizes academic language as well as conversational language
10. ELD instruction continues until students meet reclassification criteria
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, PTLAH implements the following strategies when planning instruction for English Language Learners.

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- | | |
|---|-------------------------------|
| 1) modeling | 7) bridging |
| 2) contextualizing | 8) building schema |
| 3) reframing | 9) developing metacognition |
| 4) checking for comprehension | 10) monitoring/assessing |
| 5) questioning | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting |

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Technology in the classroom provides the tools, including software that allows learning that meets the needs of the individual student, which is crucial for our path forward for our EL students.

On an annual basis (on or about October 1), PTLAH shall submit a certification to the California Department of Education that certifies that they will adopt and implement English Learner Master Plan which aligns with the state guidelines for reclassification and encompasses the following:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
- ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:
 - Score of Basic or above on the most recent California Content Standards Test CAASPP/ Smarter Balanced in English-language arts
 - English proficiency on the ELPAC overall level of Early Advanced (level 4) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
 - Teacher evaluation based on student grades/progress report marks
 - Parent consultation and approval

Process for monitoring progress of ELs and Reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions.
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs

- e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments; as well as, internal formative assessment to determine English learner progress and provide the necessary intervention support.
3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

PTLAH addresses student's linguistic diversity with a positive, additive orientation. PTLAH affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepares graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

VII. Graduation

SMART Goal # 2

LCFF Priority #3, Outcome # 10:

Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and
Programs and services developed and provided to individuals with exceptional needs

4-Year Graduation Rate

PTLAH has one of the highest Graduation Rates in the region. After reviewing the inclusion and exclusion criteria reported in the 2019 California Dashboard Technical Guide for PTLAH's first graduating class of 2020, there are 73 total students in the cohort. Of the 73 students, 65 graduated producing a cohort graduation rate of 89.0%, 5 students continued to be 5th year seniors, representing 6.8%, and 3 students are considered drop-outs, representing a 4.1% drop-out rate, as shown in Table 1.10.

4 and 5 Year Graduation Rate

In the Fall of 2020 when the Dashboard is released, PTLAH expects to see a Combined Cohort Graduation Rate of 89.1% calculated by 1 student in the 2018-2019 (due to the student's entrance into PTLAH within the four years of the start of the Cohort) Cohort plus 73 students in the 2019-2020 Cohort totaling 74 students. The combined cohort for both years is equal to 74, with 66 students successfully completing within 4 or 5 years of the entrance into their cohort. When the combined cohort graduation rate is published in the Fall of 2021, the expectation is that all five students from the 2019-2020 cohort will have been successful in graduating from PTLAH. They will be added to the 2020-2021 Cohort in order to include in the calculation for the combined cohort.

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Graduation Rate in 2020

Table 27: PTLAH 2019-2020 4 year Graduation Rate, State and LAUSD

4 Year Cohort	2019-2020	*2018-2019
Graduation Rate	Prepa Tec LA	State LAUSD
All Students	89%	84.5% 78.0%
Hispanic	89%	82.1% 77.7%
Economically Disadvantaged	90.3%	81.1% 78.3%
Students with Disabilities	66.7%	67.7% 60.9%
ELL	80%	68.7% 52.7%

Cde.ca.gov Dataquest

Post Secondary Enrollment (2 or 4 year institution)

Class of 2019-2020 Seniors:

- Highest Rates of College Acceptance in the Region, at 61.2% or forty-one (41) students have been accepted to various in-state and out-of-state colleges and universities.
- 3% or two (2) students have enlisted in the armed forces
- 28.4% or nineteen (19) students took 1 or more Community College Courses while in High School

All PTLAH Students:

- 100% of PTLAH's students take a College Preparatory Scope and Sequence of UC-approved A through G courses in order to graduate with a diploma.
- The International Baccalaureate Diploma Program currently has 70 students enrolled, a 14.95% increase from the 2019-20 school year

Table 28: Prepa Tec Los Angeles High Comparable College-Going Result

College-going Culture	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College	2-Year College
Prepa Tec 2019*	67	41	61.19%	1	6	32	0	0	2
Huntington Park HS	376	188	50.00%	20	73	91	3	1	0
Freemont HS	370	164	44.30%	11	61	86	5	0	1
South Gate HS	549	280	51.00%	38	118	118	3	2	0
Jordan HS	83	22	26.50%	2	14	5	0	1	0
Bell HS	659	316	48.50%	51	137	115	5	7	1
Jefferson HS	130	67	51.50%	10	28	27	1	1	0
Marquez Magnet A	134	59	44.00%	7	23	26	2	1	0
Maywood Academy	288	104	38.80%	4	32	65	0	2	1
Diego Rivera Magnet	135	59	43.70%	8	29	21	0	1	0
LAUSD Median	288	104	44.30%	10	32	65	5	2	0
LAUSD	26,633	13,524	50.80%	1,721	4,395	6,164	539	657	68
State	391,666	257,788	65.80%	28,162	47,623	142,453	12,600	24,982	1,788

Dataquest, 2017-2018 College-going Rates,
<https://dq.cde.ca.gov/dataquest/DQCensus/CGRLevels.aspx?agglevel=District&cds=1964733&year=2017-18>

Graduation Requirements

CA State minimum Graduation Requirements - This option is available to students eligible for Special Education services and must be written into the student's IEP prior to the first day of the student's senior year should it be found through an IEP team appropriate for the student. Through AB 216, AB 1806 and AB 167, students are foster, homeless or probationary youth who are either removed from their home under Cal. Welf. & Inst. Code § 309 or subject to a petition under Cal. Welf. & Inst. Code § 300 or 602, regardless of where they live. Once a youth is found eligible, they remain eligible, even if they transfer schools again, return to their biological parents' care, or their court case closes.

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Beginning with the graduating class of 2020, the student who graduates from Prepa Tec Los Angeles High School will:

- Earn at minimum 220 credits, including credits for certain required courses.
- Complete a Senior Creativity, Activity and Service Expo
- Be encouraged to take courses necessary for success in college and career pathway thus earning more than the minimum number of credits for graduation.

	UC/CSU Required	UC/CSU Recommended	AB216/ 1806	LAUSD	PTLAHS
English	30	40	30	40	40
Math	30	40	20	30	30
*Social Science	30	NA	30	30	40
Science	20	30	20	20	20
Foreign Lang.	20	30	10	20	20
VAPA	10	NA		10	10
PE/Health	NA	NA	20	20	20
ELECTIVES	NA	NA	NA	40	40
TOTAL minimum graduation credits			130	210	220

* Students who transfer into the school in grade 10 through 12 may take another elective in lieu of the 9th grade IB required Geography course.

VIII. Chronic Absenteeism

California Department of Education/State “Verifiable” Data Results for Chronic Absenteeism

Source:

<https://dg.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=School&cds=19769920133900&year=2018-19> reflect zero Chronic absenteeism. However, the 2019-20 CALPADS report via https://www.calpads.org/Report/Snapshot/14_1_StudentAbsenteeismCount Indicates the following:

Table 29: Chronic Absenteeism

	<i>Group</i>	<i>Prepa Tec 2019-2020 CALPADS</i>	<i>State 2018-19 Dataquest</i>	<i>LAUSD 2018-19 Dataquest</i>
<i>Chronic Absenteeism</i>	<i>ALL STUDENTS</i>	13.9%	12.10%	13.80%
	<i>Hispanic</i>	12.7%	13.40%	20.20%
	<i>Economically Disadvantaged</i>	13.0%	15.20%	19.60%
	<i>Students with Disabilities</i>	12.8%	19.50%	25.70%
	<i>ELL</i>	10.6%	12.50%	18.9%

Root Cause Analysis:

Absenteeism

Per data reported in CALPADS and Dataquest PTLAH had a 0% Chronic Absenteeism Rate in 2018-2019. Table below indicates that PTLAH is well under the percentages of Chronic Absenteeism, including subgroups, than LAUSD at 13.80%, and the State at 12.10%.

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Table 30: 2018-2019 School Year Chronic Absenteeism

2018-2019 School Year				
	Group	Prepa Tec	State	LAUSD
Chronic Absenteeism	ALL STUDENTS	0.00%	12.10%	13.80%
	Hispanic	0.00%	13.40%	20.20%
	Economically Disadvantaged	0.00%	15.20%	19.60%
	Students with Disabilities	0.00%	19.50%	25.70%
	ELL	0.00%	12.50%	18.9%

Cde.ca.gov Dataquest Dashboard August 2020

Leveraged Resources

During the 2017-2018 school year, Chronic Absenteeism reflected an increased rate of 24.3%, a significant decrease was realized in the school year 2018-2019 to 0.0%. According to the CALPADS Data, there was Decrease in Chronic Absenteeism from 2017-18 to 2019-20. Please note that Dataquest has not posted the 2019-20 Chronic Absenteeism data. However, the CALPADS data reflects the following:

- All students went from 24.3 to 13.9%
- Latino students went from 25.5% to 12.7%
- Economically Disadvantaged went from 24.8% to 13.0%
- Students with Disabilities went from 37.9% to 12.8%
- ELL went from 32.8% to 10.6%

This change was realized and sustained by creating an environment where all students experience a sense of belonging, with the implementation of the Multi-Tiered System of Supports (MTSS), specifically the use of Positive Behavioral Interventions and Supports (PBIS) in which students are recognized for their growth and accomplishments, along with a strong partnership with parents, teachers and our community.

Targeted Group Analysis

The school expects similar results to the 2019-20 school year for 2020-2021. Several factors contribute to the similar expectations is as follows:

Factor #1: PTLAH has realized these results by providing a school culture and success based on a stable team; leadership team, administration, teachers and staff. Moving from the 2019-2020 school year to present, PTLAH has a 91.3% teacher retention rate. PTLAH's administration and central service office administration has maintained 90.9% stability for three years. The community of Prepa Tec Los Angeles High School is committed to the program identified within the School Improvement Plan. This plan has been vetted by the school's School Site Council; as well as, the school's governing body, the Alta Public Schools' board. Further, the testament of the commitment of educators is noted through the retention rate of educators within the system.

Factor #2: The High School's P2 in February 2020 was 317.30 (92% ADA) which was used to calculate the base funding for 2020-2021.

Instructional Strategies to Address Gaps

Factor #3: As a result of the before-school-year teacher preparation, PTLAH has had a strong beginning attendance rate in spite of distance learning instructional structure. For the first month of the school year, there was a 90.91% attendance rate for all students in our first week; 95.86% in our second week; 95.93% in our third week; and 97.48% in our fourth week, and finally week eight reflects ADA at 98.13% as shown in Table below.

Table 31: PTLAH Distance Learning Attendance 2020-2021

<i>School</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 8 As of 10/7/2020</i>
	<i>8/11 - 8/18</i>	<i>8/19-8/25</i>	<i>8/26-9/01</i>	<i>9/02-9/08</i>	<i>9/30-10/7</i>
<i>Prepa Tec High</i>	<i>90.91%</i>	<i>95.86%</i>	<i>95.93%</i>	<i>97.48%</i>	<i>98.13%</i>

PTLAH Powerschool 2020

Daily students attendance is monitored by the teacher each period via the Student Information system, PowerSchool, in which teachers take daily attendance. Partnership with students, teachers and parents as outlined in LCAP Priority 3, Outcome 4:

Attendance is monitoring using the following:

- Attendance Clerk will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SW PBIS Training.

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- Teachers will be trained in the Schoolwide Behavior Support Plan; as well as, implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.

School will use the Family Support Team process that mirrors the School Support Team model.

IX. Student Suspension

Root Cause Analysis

Suspension Rate “Verifiable” Data Results

PTLAH suspended less students than the state and more than LAUSD. The Table below, references the suspension rate. The school posts a 1.5% rate as compared to the State at 3.6% and LAUSD at 0.4%.

Table 32: 2018-2019 School Year Suspensions

<i>2018-2019 School Year</i>				
<i>Suspension Rate</i>	<i>Group</i>	<i>Prepa Tec</i>	<i>State</i>	<i>LAUSD</i>
	<i>ALL STUDENTS</i>	<i>1.50%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Hispanic</i>	<i>0.30%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Economically Disadvantaged</i>	<i>0.00%</i>	<i>4.40%</i>	<i>0.40%</i>
	<i>Students with Disabilities</i>	<i>0.00%</i>	<i>6.40%</i>	<i>1.30%</i>
	<i>ELL</i>	<i>0.00%</i>	<i>3.20%</i>	<i>0.50%</i>

Cde.ca.gov Dataquest Dashboard August 2020

PTLAH has reduced Suspensions by 5 percentage points between 2017-18 at 6.6% and 2018-19 at 1.3%.

Leveraged Resources

Beginning in 2018-19, PTLAH initiated the implementation of the Multi-Tiered System of Supports (MTSS), specifically focusing on Positive Behavioral Interventions and Supports

(PBIS). In addition, professional development focused on developing a Growth Mindset by Carol Dweck was initiated. PTLAH believes that all students can learn when provided appropriate instruction, support and interventions in order to develop the social and academic skills to reach their fullest social-emotional and academic potential. PTLAH is committed to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Supports, or MTSS. PTLAH is able to utilize Positive Behavior Interventions and Supports (PBIS) strategies to support the behavioral and academic needs of all students.

Targeted Group Analysis

PTLAH should continue to meet local indicators. The 2019-20 was the second school year in which the school met all indicators. The school expects the same result for 2020. Practices are already built into the culture of the school in order to maintain the same performance results.

Instructional Strategies to Address Gaps

Positive Behavioral Interventions and Supports (PBIS) throughout the school community. PTLAH has a team of staff who is in its 3rd year of training through LACOE and as a result of implementation of PBIS, has continued to decrease suspensions into the 2019-20 and 2020-21 school years that contribute to a positive school culture and climate supported by the progressive attendance and intervention policies. During professional development, staff are trained on how to embed PBIS in both structured and unstructured times. During professional development, teachers practice PBIS strategies and collaborate on how to uniformly develop a safe, responsible, and respectful culture. Teachers and other school staff identify students who need additional social-emotional support via the school counselor or through a referral process with a local nonprofit counseling service, with parent permission. Counseling services and mental health plans are held on campus.

SMART Goal # 3

Suspensions will be reduced and maintained at $\leq 1\%$ including all subgroups

LCFF Priority Goal #3; Outcome 7:

- Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site
- Site will provide timely interventions when students reach the threshold for absenteeism and tardiness.
- Sites will utilize intervention resources including administration, community counseling services, intervention specialists
- Provide Positive behavioral interventions to address student behavioral needs

Site will maintain a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between administration, staff, students, parents/guardians and the community.

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Metric/Method for Measuring: SARC Report and pupil suspension report. Full implementation of Restorative Justice model and the overall PBIS system including greater use of SST protocols to look at diverse behavior intervention strategies for incorporation.

IX. Teacher Retention Rate

School culture and success depend on a stable team. Moving from the 2019-2020 school year to present, PTLAH has a 91.3% teacher retention rate. PTLAH's administration and central service office administration has been 90.9% retained for three years.

The community of Prepa Tec Los Angeles High School is committed to the program identified within the School Improvement Plan. This plan has been vetted by the school's School Site Council, as well as the school's governing body, the Alta Public School's board. Further, the testament of the commitment of educators is noted through the retention rate of educators within the system.

Some of the key factors that play into the retention of teachers are the salary study performed to match the pay to the teachers based on education, years of experience and to match the surrounding charters and districts. The teaching staff also prefers to stay with Prepa Tec Los Angeles High School due to the professional development they receive due to the international baccalaureate program they implement to all students. One more major reason teachers choose to stay on board is due to the familia like climate and culture that gets cultivated within our school and supported by administration both at the site and central levels.

Additional Questions

Table 33: English Language Arts-Reading NWEA Results for English Language Learners

According to Ruthann Munsterman at the California State Department of Education, in order to meet the condition of the waiver, the school (there was not indication that it was for specified grade levels) must offer the number of minutes lost (1,160), plus the minimum number of minutes required (64,800) for two consecutive years. For PTLAH that will be a minimum of 65,960 minutes each year for two years. The waiver office has completed their review of the waiver request and submitted it to the State Board of Education for approval at the January 2021 meeting.

Due to COVID-19, the two years to be included in the waiver are the 2021-22 and the 2022-23 school years. The following is the bell schedule reflecting the instructional minutes plus passing period per bell schedule:

2021-22 and 2022-23

Prepa Tec Los Angeles High School

Gage and Stafford

Mon & Thurs	Odd Days	Periods 1, 3, 5, 7	= A Schedule
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Tues & Fri	Even Days	Periods 2, 4, 6, 8	= B Schedule
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Regular Schedule			Inst. Min	passing
Nutrition	7:30 AM	8:26 AM		
1st/2nd	8:30 AM	9:55 AM	1:25:00	0:04:00
Paws Period	9:59 AM	10:33 AM	0:34:00	0:04:00
3rd/4th	10:37 AM	12:02 PM	1:25:00	0:00:00
Lunch	12:02 PM	12:32 PM		0:04:00
5th/6th	12:36 PM	2:01 PM	1:25:00	0:04:00
7th/8th	2:05 PM	3:30 PM	1:25:00	

Wednesdays are alternating Odd/Even Day with a Minimum Day Schedule.

Wednesday Schedule			Inst. Min	passing
Nutrition	7:30 AM	8:26 AM		
1st/2nd	8:30 AM	9:26 AM	0:56:00	0:04:00
Paws Period	9:30 AM	10:00 AM	0:30:00	0:04:00
3rd/4th	10:04 AM	11:00 AM	0:56:00	0:00:00
Lunch	11:00 AM	11:30 AM		0:04:00
5th/6th	11:34 AM	12:30 PM	0:56:00	0:04:00
7th/8th	12:34 PM	1:30 PM	0:56:00	

The following are the school calendars for the 2021-22 and 2022-23 school years which indicate the number of instructional days and minimum days scheduled.

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Alta Public Schools
 2021-2022

Month	Calendar	Notes	Regular	Early Release	Total
August 2021	Calendar grid for August 2021	Professional Development, New Student Day, Mission Day (Student*)	14	2	16
September 2021	Calendar grid for September 2021	9/8/21: Labor Day	16	5	21
October 2021	Calendar grid for October 2021	10/14: End of Quarter 1	12	4	16
November 2021	Calendar grid for November 2021	11/11: Veterans Day 11/25: Thanksgiving Day 11/22-11/26: Thanksgiving Break	14	2	16
December 2021	Calendar grid for December 2021	12/20-01/10: Winter Break 12/25: Christmas Day 12/17: End of Quarter 2/ Resort cards mailed	8	5	13
January 2021	Calendar grid for January 2021	01/05: New Year's Day 01/09: Martin Luther King Day	12	3	15
February 2021	Calendar grid for February 2021	02/16: President's Day 2/22: Professional Development	14	4	18
March 2021	Calendar grid for March 2021	3/30: End of Quarter 3 03/21: Cesar Chavez Day	18	4	20
April 2021	Calendar grid for April 2021	04/04: Good Friday 04/06: Good Friday (Catholics) 04/22: 04/23: Good Friday 04/22-04/24: Good Friday	12	4	16
May 2021	Calendar grid for May 2021	05/31: Memorial Day	17	4	21
June 2021	Calendar grid for June 2021	06/01: Juneteenth (African American) 06/01 and 06/02: Juneteenth 06/04-06/06: Juneteenth	4	4	8
Total Instructional Days			141	41	182



Alta Public Schools
 2022-2023

Month	Calendar Grid	Notes	Regular	Early Release	Total
August 2022	Calendar grid for August 2022	8/18-8/22: Teacher & Staff Development 8/18: First Day of School	9	3	13
September 2022	Calendar grid for September 2022	9/5: Labor Day	18	3	21
October 2022	Calendar grid for October 2022	10/20-20 End of Quarter 1 10/24-10/27: Professional Development 10/28-10/29: Fall Break	13	3	16
November 2022	Calendar grid for November 2022	11/11: Veterans Day 11/24: Thanksgiving Day 11/24-11/25: Thanksgiving Break	13	3	16
December 2022	Calendar grid for December 2022	12/19-01/09: Winter Break 12/25: Christmas Day 12/16: Semester 1 Exams 12/16: End of Quarter 2/ Report cards mailed	8	4	12
January 2023	Calendar grid for January 2023	01/03: New Year Day 01/20: Martin Luther King Day	14	2	16
February 2023	Calendar grid for February 2023	02/20: President's Day	16	3	19
March 2023	Calendar grid for March 2023	3/20: Professional Development 03/31: End of Quarter 3 03/31: Cesar Chavez Day	18	3	21
April 2023	Calendar grid for April 2023	04/10-04/11: Spring Break	12	3	15
May 2023	Calendar grid for May 2023	05/29: Memorial Day	18	4	21
June 2023	Calendar grid for June 2023	07/14-07: Early Release - Semester 2 Exams 06/15: Last Day of School 06/28-07/02: Summer Break	9	3	12

Total Instructional Days

Regular	Early Release	Total
148	34	182

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The following Instructional Days and Minutes Calculator reflects the total number of instructional minutes for each of the two years. In the first year the number of instructional minutes exceeds the state requirement by 1,260 which is above 1,160 minutes lost. In the second year, the number of instructional minutes exceeds the state requirement by 2,490 which is above the 1,160 minutes lost.

Table 34: School Instructional School Year Minutes

School Year	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above State Req't.
2021-22	141	390	41	270	182	64,800	66,060	1,260
2022-23	148	390	34	270	182	64,800	67,290	2,490



CHARTER PETITION RENEWAL RESPONSES ADDENDUM

**Xavier Reyes, Chief Executive Officer
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**Updated Responses to Data
Submitted to the Los Angeles Unified School District,
Charter Schools Division, 20th Floor
3333 S. Beaudry Ave., Los Angeles, CA 90017**

**October 9, 2020
for
Renewal Term July 1, 2021-June 30, 2026**

by



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Executive Summary

PTLAH is an International Baccalaureate school offering the Diploma Programme and is a candidate school of the Middle Years Programme. When looking back at the first five years of the school's record, highlights include:

- **PTLAH is 1 of 3 IB Diploma Programs in LAUSD.** As an IBDP World School, PTLAH Provides the Capstone IB Programme through the Diploma Programme as students progress through the IB Continuum through Alta Public Schools
- **Projected top 4 graduation rate in the region, including magnets and charter schools.** A projected 89% 4-year graduation rate, with a projected 89.1% 5-year graduation rate.
- **Projected highest college attendance rate of all regional public schools.** 61.1% of high school graduates in the Class of 2020 attending 2 or 4 year colleges/universities
- Student suspension rate of 1.5%
- Projected 37.9% of students fully prepared for Post secondary and 62.1% approaching prepared with 0% not prepared
- Attendance Rate in the Fall of 2020 during the CoronaVirus Pandemic with an average above 95%
- Internal assessment data in both Language Arts and Mathematics indicate that students within each class are growing each year, thus closing the gap and moving students toward expected performance

As there has not been a published California School's Dashboard since the 2018-2019 school year, nor will there be one published to show results from the 2020-2021 school year, the internal data and results mentioned above warrant the consideration and approval for PTLAH to be renewed for a full 5 year term in order to grow and continue to meet the discrete needs of the students that the school serves.

I. English Language Arts

The NWEA Data for the following school years supports that students are learning and that there is consistent growth toward the norm. The learning gap is closing for PTLAH students.

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Table 1: Winter to Winter NWEA ELA 4 Year Comparison Class of 2020

Group		2016-2017	2017 - 2018	2018 - 2019	2019-2020
NWEA ELA - 4 year Comparison	ALL STUDENTS	210.7	215.8	216.2	216.9
	Economically Disadvantaged	211.2	215.7	215.7	214.9
	Students with Disabilities	188.2	199.1	ND	ND
	ELL	188.4	201.1	202.0	205.8

Local NWEA Results August 2020

Table 1 indicates that each year the Class of 2020 students in all categories grew in the mean RIT point scores with the exception of the Economically Disadvantaged group where in the 2018-2019 year their performance remained the same and then declined in 2019-2020. However, comparing growth overall from freshman to senior year, each group showed gains.

Table 2: Fall to Fall NWEA ELA 3-Year Comparison 12th grade (Class of 2021)

Group		2017 – 2018 Grade 9	2018 – 2019 Grade 10	2019-2020 Grade 11	2020-2021 Grade 12
NWEA ELA - 4 year Comparis on	ALL STUDENTS	208.2	212.0	214.0*	ND
	Economically Disadvantaged	208.2	211.6	214.0*	ND
	Students with Disabilities	206.0 n	203.3	208.0*	ND

ELL 191.3 195.6 203.8* ND

Local NWEA Results August 2020

**Winter Scores used in 2019-2020 as they contained subgroup data*

For the current Seniors, each group showed year over year growth with the exception of Students with Disabilities from 2018-2019 to 2019-2020. When looking at growth over time, each group's performance is higher than when they were freshman.

Table 3: Winter to Winter NWEA ELA 2 Year Comparison 11th grade (Class of 2022)

NWEA ELA - 3year Comparison	Group	2018 – 2019	2019 – 2020	2020-2021
		9 th grade	10 th Grade	11 th Grade
	ALL STUDENTS	208.2	211.9	ND
	Economically Disadvantaged	209.6	212.7	ND
	Students with Disabilities	ND*	ND*	ND
	ELL	194.9	193.0	ND

Local NWEA Results August 2020

**Subgroup Less than 10*

For the current Juniors (Class of 2022), year over year growth is shown in the All Students category and the Economically Disadvantaged, while the English Learners slipped from 2018-2019 to 2019-2020. With previous historical data, it stands to reason that this group of students will perform at or above the same levels as their peers in the future.

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Table 4: Winter to Winter NWEA ELA Baseline 10th grade (Class of 2023)

Group		2019 – 2020 9 th Grade	2020-2021 10 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	208.2	ND
	Economically Disadvantaged	209.5	ND
	Students with Disabilities	ND*	ND
	ELL	195.7	ND

Local NWEA Results August 2020

Table 4 indicates the current entrance for all students and subgroups as 9th grad students in 2019-2020. They are combining into high school at or near the same levels as students before them. If the trend remains the same, it is fair to project these students will perform as well or better than their predecessors.

Table 5: English Language Arts-Reading Fall NWEA Data

NWEA Reading Overall										
Fall	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020	Student results data to be generated this school year									

2019	3	90	0	17	1	6	6	98		
2018	0	20	5	94	ND	ND				
2017	3	46	ND	ND						
2016	3	39								

Local NWEA Results August 2020

Table 5 indicates the growth students made from fall to fall for each grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Fall of 2019, they grew 3 RIT points in Reading compared to the Fall of 2018. In the row labeled 2018, the class did not grow between the Fall of 2018 and Fall of 2017, etc. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Fall of 2019, they performed at the 90th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Table 6: English Language Arts-Reading Winter NWEA Data

NWEA Reading Overall										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021			Student results data to be generated this school year							
2020	2	80	4	70	3	26	-1	1		
2019	2	31	-1	1	ND	ND				

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2018	7	99	ND	ND					
2017	0	1							

Local NWEA Results August 2020

Table 6 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Winter 2020, they grew 2 RIT points in Reading compared to the Winter 2019. In the row labeled 2017, the class did not grow between the Winter of 2017 and Winter of 2016, etc. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Winter of 2020, they performed at the 80th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Conclusion to Table 5 and 6

Looking at Table 5 and 6, each grade level either in the Fall to Fall or Winter to Winter comparison grew. Just like the Smarter Balanced is a point in time, so is the NWEA. At various points groups of students may perform and show comparative growth or they may not. The take-away from these graphs is that at least one test administration per academic year, each grade level exhibited growth. For example, take the school year 2019-2020. In the Fall of 2019 the 10th grade class grew 6 points. In the Winter of 20, they actually had negative growth. But at least in one test administration within the school year, the class made growth as compared to the same time of year in the previous administration. Growth happens at PTLAH in the area of Reading.

The classes of 2020, 2021, and 2023 have shown the ability to perform at levels in the high 90's percentile ranking when compared to students like them nationally. This indicates that our students can reach designated targets over time.

By outpacing national norms for RIT growth in English Language Arts-Reading, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis ELA

CSD Inquiry	The school did not have schoolwide ELA "Status" performance for 2018. In 2019, at -65.7 was lower than the state at -3.0.
Root Cause	<u>EVIDENCE OF A CHALLENGE:</u>

	<p>In the 2017-18 school year the school's grade span was 9th - 10th; thus no eleventh graders to test.</p> <p>The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year. This is the same 2020 cohort group that took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p>The first SBAC results for the 2018-19 school year for PTLAH students showed results in ELA at -65.7 lower than the -3.0 state score.</p> <p><u>CAUSE ASSUMPTIONS:</u></p> <p>In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme mid year as the school prepared for Diploma Programme authorization; as well as, administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>During these beginning years, teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u></p> <p>We believe that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST?:</u></p> <p>We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p>
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	<p>As a young school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization which provides continuity and ensures fidelity to the program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> • By spring 2020, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. • In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>Among the resources available to increase student academic achievement in Reading. Some of the strategies and initiatives that were instituted:</p> <ul style="list-style-type: none"> • Teachers were provided ongoing training and provided guidance for instructional practices that promote student agency and learner autonomy. • Teachers build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of reading comprehension. • Teachers were trained to provide scaffolding and create tasks that lead students to build an increased understanding of complex grade-level standards • Teachers engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time via varied formative and summative assessments that students prepare and present to the class • Scaffolding vocabulary development to build academic language prior to reading the text. <p>Beginning in 2018-19</p> <ul style="list-style-type: none"> • With the use of NewsELA, materials gradually advance the level of reading practices, analytical skills, and conceptual understanding of content • Professional Development for both teachers and administrators in data analysis to make data-driven decisions.

	<ul style="list-style-type: none"> • Common conference period was established to allow teacher collaboration and data driven instructional planning • Instituted Professional Learning Communities, where grade levels and content area teachers follow a cycle of data use, including SBAC and NWEA data, to establish goals and determine approaches to reach those goals. • Establishment of the use of ManageBac, an information management systems where teachers create their units that address the required elements of IB • Professional Development in both International Baccalaureate and CA Common Core Standards, emphasizing on IB being the “how” and the CA Common Core Standards are the “what” is being taught enhanced with Learner Profile attributes and Approaches To Learning (ATL) skills development. • Professional Development on both scaffolding and differentiation for students to be taught grade level standards and at the same time reinforcing what has been learned. • An inclusivity policy was developed by all staff and stakeholders to be inclusive of all learners. • Vertical Articulation was established and is continuing where teachers meet by content to ensure skills and content is addressed in sequential order via backwards planning curriculum alignment.
<p>Initiatives 2020-2021</p>	<p>In addition to continuation with the practices established in 2018-19 and 2019-20, the following initiatives were established this year:</p> <ul style="list-style-type: none"> • This year, students were identified for targeted support based on the Winter NWEA results. At present, PTLAH staff is in the process of administering the Fall NWEA. Goals have been set for targeted support. • After the fall 2020 NWEA results are in, the staff will disaggregate the data in order to identify student growth needs and work with the students to establish individualized goals; as well as, arrange groups of students to work with based on identified needs. • PTLAH promotes and emphasizes that regardless of where the student's academic achievement level is, each student will be supported to become proficient in their learning. Specifically, in addressing English Language Arts, the subgroups to be focused on are English Learners, Students with Disabilities, Hispanics and Economically Disadvantaged.

Subgroup Analysis

English Learners NWEA- Reading										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021			Student results data to be generated this school year 2020-2021							

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2020	3	89	10	99	ND	ND	-3	1		
2019	6	89	3	12	ND	ND				
2018	10	99	ND	ND						
2017	ND	ND								

Table 7: English Learners NWEA-Reading
 PTLAH NWEA Database 2020

With the exception of the 10th grade in 2020, the English learners have shown growth each school year where data is available.

Table 8: Low Socio-Economically Disadvantaged NWEA-Reading

Low Socio-Economically Disadvantaged NWEA-Reading											
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade		
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	
2021			Student results data to be generated this school year								
2020	4	89	4	71	5	75	-1	1			
2019	2	36	-1	1	ND	ND					
2018	6	95	ND	ND							
2017	0	1									

PTLAH NWEA Database 2020

The NWEA data for Low Socio-Economically Disadvantaged English Language Arts With the exception of the current 10th grade in 2020 and the current 12th grade in 2019, growth has been experienced.

Table 9: Special Education NWEA-Reading

Special Education NWEA-Reading											
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade		
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	
2021			Student results data to be generated this school year								
2020	ND	ND	7	96	ND	ND	ND	ND			
2019	ND	ND	-1	1	ND	ND					
2018	11	99	ND	ND							
2017	ND	ND									

PTLAH NWEA Database 2020

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The current 12th grade is the only group with data. This data shows in 2020, there was growth. The SpEd sub group is difficult to measure due to the reportable data of less than 10 students being identifying.

Root Cause Analysis ELA - Subgroup

CSD Inquiry	In 2019, three of three significant student groups (EL, Latino, SED), (majority) "Status" was lower than the state. ELs (-126.4) were lower than the state at -45.6. Latino (-65.4) was lower than the state's -27.1; and SED's (-71.3) was lower than the state's -30.5.
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<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u> The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year is the same 2020 cohort group that took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program in previous school years, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme during the Labor Day holiday weekend as the school prepared for Diploma Programme authorization; as well as, the new administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>In the school year of 2018- 2019, the Superintendent hired a part-time special education coordinator to help support the special education population. Another position that was filled was the academic counselor who oversaw the English Language program at PTLAH.</p> <p>Beginning in the 2019-2020 school year, ELD was embedded into their Language Arts course teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality. During this school year, we also added a few personnel positions to better serve the subgroups such as a full time special education coordinator and data and assessment coordinator to help support the special education subgroup and support students who are in the English Language and Low socioeconomically disadvantaged groups.</p> <p><u>VARIABLES THAT PERSIST:</u> We believe that because there was a young staff . However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action</p>
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<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all EL, Latino and SED students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th grade EL, Latino and SED students will score at least 5 percentage points above the California State average for their respective subgroups.
<p>Activities Prior 2016-2020</p>	<ul style="list-style-type: none"> ● Students who are English Learners are provided specialized instruction that supports their development of proficiency in the four domains of language: speaking, reading, listening, and writing. ● Establishment of the use of ManageBac, an information management system where teachers create their units and are required to address the needs of Students with Disabilities, English Language Learners and other identified subgroups. ● Teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understanding.
<p>Initiatives 2020-2021</p>	<p>During the 3rd year in session, PTLAH embarked upon aligning the instructional program with the IB Programme that more specifically addresses both the MYP and DP.</p> <p>This process also involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.</p> <p>During the 2019-20 school year, the results on the SBAC for Cohort 1 students who graduated again triggered a review of current practices and approaches that resulted in programmatic and instructional changes. Although data indicates that students were working toward the norm, there was a significant gap in testing results. The following systemic changes have been implemented:</p> <ul style="list-style-type: none"> ● Checking for understanding of the reading comprehension ● Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners.

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	<ul style="list-style-type: none"> ● Allowance of time for students to process and demonstrate understanding ● Inquire different levels of depth of knowledge questions ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Continuation of learning through homework and practice ● Cooperative/collaborative learning ● Setting objectives and providing feedback ● Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class. ● Currently teachers are providing targeted interventions after school ● Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation. ● Facilitate Data driven instruction. ● Opportunities for peer review and collaboration among teachers, administrators and staff. ● Teachers work on interdisciplinary units of study. ● Professional development is focused on increasing student academic achievement.
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PTLAH Leadership Team 2020

II. Mathematics

Academic performance of PTLAH students in Mathematics who met or exceeded the standard on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show a group of students at PTLAH far behind comparable LAUSD and State students, as shown in Table below. Further, the results for this first SBAC, 2018-2019, show in the area of Mathematics for All Students scoring 3.26% Above Standard, as compared to the State at 32.24% and LAUSD at 31.86%, respectively.

2*Local NWEA Results August 2020*

Table 7 indicates growth for all groups in the class of 2020 during the four years at high school. Each year, each subgroup showed growth and performed better upon exit than they did upon entrance

Table 11: Fall to Fall NWEA Math 3-Year Comparison 12th grade (Class of 2021)

Group		2017 – 2018 Grade 9	2018 – 2019 Grade 10	2019-2020 Grade 11	2020-2021 Grade 12
NWEA ELA - 4 year Comparis on	ALL STUDENTS	217.7	217.2	220.4	ND
	Economically Disadvantaged	217.4	217.2	222.9	ND
	Students with Disabilities	214.9	208.4	207.9	ND
	ELL	204.3	205.0	212.4	ND

Local NWEA Results August 2020

Table 8 is a mixed story for the current seniors. With the exception of the Students with Disabilities, all subgroups are currently performing higher than their entrance into the school. The 2018-2019 school year performance is down for all groups except English Learners. This may be due to the entire administration changing in that year.

Table 12: Winter to Winter NWEA ELA 2 Year Comparison 11th grade (Class of 2022)

Group		2018 – 2019 9 th grade	2019 – 2020 10 th Grade	2020 – 2021 11 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	212.0	214.7	ND
	Economically Disadvantaged	212.6	215.2	ND
	Students with Disabilities	ND*	ND*	ND
	ELL	198.9	203.7	ND

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Local NWEA Results August 2020

For the class of 2022, current 11th grade students, each group has increased performance within the two years they have attended PTLAH,

Table 13: Winter to Winter NWEA ELA Baseline 10th grade (Class of 2023)

Group		2019 – 2020 9 th Grade	2020-2021 10 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	215.0	ND
	Economically Disadvantaged	218.5	ND
	Students with Disabilities	ND*	ND
	ELL	203.8	ND

Local NWEA Results August 2020

The current 10th grade class has come in like classes before them. If the data trends are accurate, it is possible to see that these students will increase their performance as their peers did before them.

Table 14: Mathematics NWEA Fall Data

Fall	Overall Math NWEA									
	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020										
2019	-2	12	0	11	2	41	4	81		

2018	3	77	7	99	ND	ND				
2017	2	21	ND	ND						
2016	0	3								

Local NWEA Results August 202

Table 11 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter with the exception of the class of 2020 in the Fall of 2019. For example, looking at the 9th Grade, in the Fall of 2019, they grew 4 RIT points in Mathematics compared to the Fall of 2018. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the 9th Grade in the Fall of 2019, they performed at the 81st percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Table 15: Mathematics NWEA Winter Data

Winter	Overall Math NWEA									
	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021										
2020	0	29	3	74	3	78	2	19		
2019	2	52	2	30	ND	ND				
2018	5	98	ND	ND						
2017	1	4								

Local NWEA Results August 202

Table 12 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Winter of 2018, they grew 5 RIT points in Mathematics compared to the Winter of 2017. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Winter of 2018, they performed at the 98th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

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Conclusion for Table 11 and 12

Looking at Table 11 and 12, each grade level either in the Fall to Fall or Winter to Winter comparison grew. Just like the Smarter Balanced is a point in time, so is the NWEA. At various points groups of students may perform and show comparative growth or they may not. The take-away from these graphs is that at least one test administration per academic year, each grade level exhibited growth. For example, take the school year 2019-2020. In the Fall of 2019 the 10th grade class grew 4 points. In the Winter of 20, they grew another 2 RIT points. The class made growth as compared to the same time of year in the previous administration. Growth happens at PTLAH in the area of Mathematics.

Each class going through PTLAH has shown the ability to outperform the norm in one testing season or another. This shows that under the right conditions our students can and do perform in this manner. Some classes have shown to compare to their peers in the 95th percentile or above while others have shown in the 74th percentile and the 78th percentile. Overall, growth is happening within each class.

By outpacing national norms for RIT growth in Mathematics, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis Mathematics

CSD Inquiry	<ul style="list-style-type: none"> In 2019, Distance from Standard (DFS) was at -169.8 was lower than the state -33.5.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; thus no eleventh graders to test.</p> <p>The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year. The same 2020 cohort group took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program in</p>

	<p>previous school years, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme during the Labor Day holiday weekend as the school prepared for Diploma Programme authorization; as well as, the new administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>Until the 2018-2019 school year, teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u> We believe that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. However, we recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness.</p> <p><u>WHAT MAKES IT PERSIST:</u> PTLAH recognizes that the lack of fidelity to systems and processes to address the variables that persist and caused lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>As a start-up school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization to establish fidelity to the program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and an unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
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<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores.</p> <ul style="list-style-type: none"> ● Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. ● Notwithstanding, the percentile of performance, the groups of All Students, ELL increased their RIT score above those in the 2020 normed 50th percentile. ● Overall, the data reflects that students are moving at or better than the norm, with the exception of the school year 2019-2020. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.
<p>Initiatives 2020-2021</p>	<p>PTLAH has dedicated intervention and support for all students to increase their progress.</p> <ul style="list-style-type: none"> ● Although the Special Education group declined in performance, considerations should be made within the IEPs for the use of designated supports while testing. ● It is important to remember that MAP NWEA is just one way to measure the abilities of students. ● Results indicate that many of our students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA, SBAC, etc. ● Considering the tests results that may not reflect their full capabilities and/or abilities. ● PTLAH uses other measures, such as portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests. ● Re-establishing opportunities for test preparation, use of MTSS and Counseling to promote positive self belief and building of self-esteem. ● Ensuring that teachers are offered appropriate Professional Development, coaching, and needed support for their Instructional Delivery. ● A systemic change approach and fidelity to the implementation of the IB Program.

PTLAH Leadership Team 2020

Mathematics Subgroup Analysis

Table 16: Mathematics English Learners Winter NWEA Data

English Learners NWEA Math										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
					2021					
2020	1	12	4	93	6	99	5	71		
2019	7	99	2	47	ND	ND				
2018	7	99	ND	ND						
2017	ND	ND								

Local NWEA Data

Overall, students in class 2020 have shown that in 2018, they were in the 99th percentile nationally ranked. In 2018, the students demonstrated they had a 99th percentile nationally ranked. In 2020, the students were in the 12th percentile nationally ranked. The class of 2021 demonstrated to move up from 47th percentile in 2019 to 93rd percentile in 2020. The class of 2022 was in the 99th percentile in the year 2020.

Table 17: Mathematics Low Socio-Economically Disadvantaged NWEA Winter Data

Low Socio-Economically Disadvantaged NWEA Math										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	1	50	3	76	1	17	5	71		
2019	1	23	1	26	ND	ND				
2018	5	96	ND	ND						
2017	3	26								

Local NWEA Data

The low socio-economically disadvantaged subgroup, class of 2020, were in the 26th percentile. However, they grew to the 96th percentile in 2018. In 2019, they were in the

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23rd percentile and grew again to the 50th percentile in 2020. The class of 2021 was in the 26th percentile in 2019 and grew to the 76th percentile in 2020.

Table 18: Mathematics Special Education NWEA Winter Data

2020 - 2021										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	ND	ND	-1	2	ND	ND	ND	ND		
2019	ND	ND	2	53	ND	ND				
2018	5	97	ND	ND						
2017	ND	ND								

Local NWEA Results August 2020

The students with disabilities, class of 2020, performed in the 97th percentile in 2018. The class of 2021, they performed in the 53rd percentile in 2019. Then, in 2020, they performed in the 2nd percentile.

Root Cause Analysis Mathematics Subgroup

CSD Inquiry	<ul style="list-style-type: none"> In 2019, both numerically significant student groups (2 of 2), were lower than the state (Latino, SED). Latino (-170.2%) was lower than the states -62.2%; SED (-175.6%) was lower than the states -63.7%. ^(SEP)
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; the 2018-2019 were the first group of Juniors who took the SBAC assessment.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS, and then to Gage.</p>

	<p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. Although PTLAH acknowledges and realizes that we must be data driven.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize academic achievement.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenges of putting systems into place; as well as the dedicated nature of institutionalizing an effective IB Program.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH underperformance involves maintaining a stable personnel which includes teachers, administrators and staff in addition to providing ongoing professional development, peer reviews, coaching and other researched based effective systemic strategies and protocols.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>Among the resources available to increase student academic achievement in Mathematics. Some of the resources were attained by edutopia.com.</p> <ul style="list-style-type: none"> ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in mathematics. ● Through professional development of International Baccalaureate - Middle Years Programme and Diploma Programme, teachers participate in professional development to create Inquiry based teaching and learning that encourages questioning and makes space for curiosity while students are learning mathematics. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers provide their students with authentic problems that increase students' drive to engage with mathematics because we understand applying math to real-world problems helps increase both student interest and understanding. ● Through the use of IB Learner Profile attributes, teachers share positive attitudes about math. <p>Teachers explicitly teach students the IB Approaches to Learning Skills that enable them to tackle math with confidence.</p>

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<p>Initiatives 2020-2021</p>	<p>To facilitate mathematical instructional strategies, the process involves a strategic approach to instructional delivery methodology and ensuring that all teachers are offered and provided coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.</p> <ul style="list-style-type: none"> ● Checking for understanding of the mathematical reasoning and numerical expressions, (numeracy). ● Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners. ● Allowance of time for students to process and demonstrate understanding ● Inquire different levels of depth of knowledge questions ● Identifying real life situations ● Demonstrating knowledge by writing how the students arrived at the answers. ● Reinforcing effort and providing recognition ● Continuation of learning through homework and practice ● Cooperative/collaborative learning ● Setting objectives and providing specific feedback ● Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class. ● Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation. ● Facilitate Data driven instruction. ● Opportunities for peer review and collaboration among teachers, administrators and staff. ● Teachers work on interdisciplinary units of study. ● Professional development is focused on increasing student academic achievement.
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PTLAH Leadership Team 2020

III. English Learner Progress Indicator

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate "Change". Because only two years of ELPAC data are currently available, only "Status" will be reported for the 2019 Dashboard.

State "Verified" Data Results for English Learners

With 63 students identified as English learners in 2019 at PTLAH, 42.9% are making progress towards English language proficiency. This anomaly results in a Low performance level as shown in Table below.

Table 19: ELPAC Results

English Language Acquisition Status

ELPI Level	Prepa Tec	State	LAUSD
Progressed at Least One ELPI Level	38.00%	42.90%	42.10%
Maintained ELPI Level 4	4.70%	5.30%	2.90%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.30%	31.50%	35.40%
Decreased at Least One ELPI Level	23.80%	20.10%	19.40%

cde.ca.gov Dataquest August 2020

During the 2018-2019 school year, students' ELD curriculum was delivered in an embedded model within the student's ELA class. This was identified as a root cause to why the performance of ELs were what they were. Beginning in the 2019-2020 school year, PTLAH determined to implement both designated and integrated ELD as prescribed in the California ELD standards. With the COVID-19 interruption, summative testing for ELs was paused in the Spring of 2020. Currently in order to provide the opportunity to see progress for the 2019-2020 school year, the ELPAC can be administered to English learners until October 30, 2020. The current climate in Los Angeles has provided permission through the L.A. County's Department of Health to have live, in person testing in small groups. However, many parents and students are very concerned to resume any service through an in-person environment. PTLAH is carefully monitoring the situation and will make decisions on their ability to summatively test our EL population in partnership with leaders from Alta Public Schools, the school's parent organization.

Root Cause Analysis ELPI

CSD Inquiry	In 2018, the school did not have ELPI performance data. 2019 ELPI does not designate a color.
Root Cause	<u>EVIDENCE OF A CHALLENGE:</u> According to the California Department of Education, the English Learner Progress Indicator does not have a performance level (color) on the 2018 Dashboard due to transition to the English Language Proficiency Assessments for California (ELPAC). However, the Dashboard reports the percentage of students in each ELPAC performance level.

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	<p>2018 ELPI performance https://www.caschooldashboard.org/reports/19769920133900/2018/a/cademic-performance#english-learner-progress</p> <p>2019 ELPI performance https://www.caschooldashboard.org/reports/19769920133900/2019/a/cademic-performance#english-learner-progress</p> <p><u>CAUSE ASSUMPTIONS:</u> ELPI performance indicators began in fall 2019. English Learner Progress Indicator does not have a performance level designated color due to the transition from CELDT to ELPAC.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that the transition from CELDT to ELPAC has created some of these confusions; however, PTLAH acknowledges and realizes that we must be data driven and uses the ELPAC results and English Learner Progress Indicators to inform instruction and initiatives.</p> <p><u>WHAT MAKES IT PERSIST:</u> This is the only year in which the CDE did not have a dashboard visible, made public English Language Proficiency Indicator due to the transition of the CELDT to the ELPAC.</p> <p><u>ORIGINS:</u> Historically, students who were considered to be English Learners, were measured under the CELDT, but as the state made changes to the ELPAC, scores were not reflective on DataQuest for the transition year of 2018.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students.</p>
<p>SMART Goal</p>	<p>By the Spring of 2021 each EL will progress at least 5% according to the ELP indicator.</p>
<p>Activities Prior</p>	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p>

	<ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015.</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

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Root Cause Analysis Progress toward Proficiency

CSD Inquiry	Dashboard indicates 42.9% of ELs are making progress towards English proficiency, compared to the states 48.3%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause of why the student population scored 5.40% less than the state is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. it</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	All LTELs will increase language fluency proficiency equal to or above the state.
Activities Prior	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The</p>

	<p>evaluation for the program effectiveness for EL/LTEs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

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Root Cause Analysis for proficiency level "Low"

CSD Inquiry	The proficiency level for was "Low" for PTLAHS" compared to the State's level of "Medium".
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause of why the student population scored at low compared to the state that averaged medium is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	By the Spring of 2021, the proficiency level rating for ELs at PTLAHS will be medium.
Activities Prior	PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.

	<p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELEs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

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Root Cause Analysis for Participation Rate

CSD Inquiry	The school did not meet the 2019 participation rate where 92% of students were ELPAC tested.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> Only 92% of the students took the ELPAC test. Some of the students were absent during the administration and make-up of it.</p> <p><u>CAUSE ASSUMPTIONS:</u> Considering it was the first administration of ELPAC, teacher and student preparation for the test was low. Due to loss in staff there were delays in the administration of the test thus we did not allow enough time to capture all EL students due to absences.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that the testing window for ELPAC testing should be wider, hence more participation to reach the 100% goals set forth by the school.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements in preparation to take the ELPAC.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	95% of EL students will be tested in ELPAC
Activities Prior	<ul style="list-style-type: none"> ● Testing was scheduled ● Teachers were provided an overview of the expectations for reclassification
Initiatives 2020-2021	PTLAH shall administer the ELPAC annually. PTLAH shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. Assessment Calendar is set with allowable make up days

	<ul style="list-style-type: none"> Administration and EL Lead Teacher provide Parent information meetings on the requirements of reclassification and testing requirements
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IV. Long Term ELs

Table 20: "At RISK" Long Term English Learners 2017-2018

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	7	1	9	11	28	58	86
10	5	1	19	2	27	57	84

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	12	2	28	13	55	115	170
SBE - Prepa Tec Los Angeles High	12	2	28	13	55	115	170
Los Angeles County	167,776	33,017	51,881	52,636	305,310	327,537	632,847
State	658,390	144,146	218,135	250,479	1,271,150	1,104,495	2,375,645

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverELType.aspx?cds=19769920133900&aqlevel=School&ye>

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Table 21: "At RISK" Long Term English Learners 2018-2019

<u>Grade</u>	<u>English Learners</u>				<u>EL Total</u>	<u>RFEP</u>	<u>Total (Ever-EL)</u>
	<u>EL 0-3 Years</u>	<u>At-Risk 4-5 Years</u>	<u>LTEL 6+ Years</u>	<u>EL 4+ Years Not At-Risk or LTEL</u>			
<u>09</u>	<u>6</u>	<u>1</u>	<u>14</u>	<u>0</u>	<u>21</u>	<u>39</u>	<u>60</u>
<u>10</u>	<u>9</u>	<u>0</u>	<u>25</u>	<u>0</u>	<u>34</u>	<u>49</u>	<u>83</u>
<u>11</u>	<u>3</u>	<u>1</u>	<u>20</u>	<u>0</u>	<u>24</u>	<u>55</u>	<u>79</u>

Report Totals

<u>Retrieved from Cde.ca.gov Dataquest English Learner September 2020 level</u>	<u>English Learners</u>				<u>EL Total</u>	<u>RFEP</u>	<u>Total (Ever-EL)</u>
	<u>EL 0-3 Years</u>	<u>At-Risk 4-5 Years</u>	<u>LTEL 6+ Years</u>	<u>EL 4+ Years Not At-Risk or LTEL</u>			
<u>Prepa Tec Los Angeles High</u>	<u>18</u>	<u>2</u>	<u>59</u>	<u>0</u>	<u>79</u>	<u>143</u>	<u>222</u>
<u>SBE - Prepa Tec Los Angeles High</u>	<u>18</u>	<u>2</u>	<u>59</u>	<u>0</u>	<u>79</u>	<u>143</u>	<u>222</u>
<u>Los Angeles County</u>	<u>146,917</u>	<u>47,756</u>	<u>73,293</u>	<u>4,948</u>	<u>272,914</u>	<u>334,986</u>	<u>607,900</u>
<u>State</u>	<u>607,888</u>	<u>220,738</u>	<u>342,983</u>	<u>24,379</u>	<u>1,195,988</u>	<u>1,131,092</u>	<u>2,327,080</u>

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19769920133900&agglevel=School&year=201>

Table 22: "At RISK" Long Term English Learners 2019-2020

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	1	13	7	23	44	67
10	3	0	8	3	14	35	49
11	4	1	10	12	27	52	79
12	2	2	14	2	20	43	63

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	11	4	45	24	84	174	258
SBE - Prepa Tec Los Angeles High	11	4	45	24	84	174	258
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546	585,321
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977	2,282,001

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverELType.aspx?cds=19769920133900&agglevel=School&year=2>

DISCUSSION TABLES 20, 21, and 22

Table 21 in 2017-2018, it is realized that 50.9% were Long Term ELS. In 2018-2019 (Table 22), the school had 74.6% of their ELs designated as Long Term English

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Learners. Table 22 indicates that in 2019-2020, 28.5% (24/84) of all English Learners at PTLAH are Long Term ELs. When comparing this data to the data in 2019-2020 to 2018-2019, there was a reduction of Long Term ELs by 46.1%. The contributing factors to this decrease can be attributed to the implementation and full fidelity to the designated and integrated ELD approach, limited reclassification, and student attrition.

Root Cause Analysis Long Term EL

CSD Inquiry	In 2019, the school had a 17.4% LTEL rate compared to the states 8.9%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause for the 8.5% higher than the state LTEL rate is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize academic achievement.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	By Spring of 2021, reduce the number and percent of Long Term English Learners by 5%
Activities Prior	PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered

	<p>placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers are provided a list of EL/LTEL students to monitor and ensure they are receiving appropriate supports for English proficiency. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity

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	<ul style="list-style-type: none"> • Continued implementation of designated and integrated ELD as prescribed by the California Standards. • Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. • Continue Professional Development on addressing the needs of EL students • Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development <p>As a result of the California State of Education initiatives PTLAH has modified its ELD program to better serve our English Learners. The following Principles are used in order to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. https://www.cde.ca.gov/sp/el/rm/. Additionally, PTLAH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school or district to implement the process all at once.</p> <p>The Instructional Strategies to Address Gaps include PTLAH will annually select a focus to determine priority and then design a path of improvement, which will be included in the Charter School's academic achievement plan. PTLAH will use The California English Learner Roadmap teacher Toolkit to support that process.</p>
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V. Reclassification

Table 23: PTLAH Reclassification for 2017-2018

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Prepa Tec Los Angeles High	19769920133900	224	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)

<u>District Total:</u>		0	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
<u>County Total:</u>		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
<u>State Total:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/cbeds4.asp?cYear=2017-18&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSele>

In 2017-2018 Reclassification was realized at 3 (12.0%) for PTLAH.

Root Cause Analysis for Reclassification

CSD Inquiry	In 2018 the school had 0% rate of reclassification, less than the state's 13.8%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> PTLAH recognizes that 0% of the EL population was reclassified. Moreover, this brings us to 13.8% lower than what the state's rate indicated.</p> <p><u>CAUSE ASSUMPTIONS:</u> PTLAH assumes the cause of this deficiency was the transition of the counselor, who was in charge of reclassification was having complications fulfilling her agreement with PTLAH therefore leaving the reclassification criteria incomplete.</p> <p><u>VARIABLES THAT PERSIST:</u> After research, PTLAH determined that reclassification was not taken care of at the level it should have and therefore put resources and strategies in place to not have the issue persist.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school model.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the</p>

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	<p>10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected ELPAC reclassification rate consists of the team being trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<p>In Spring 2021, increased reclassification will meet or be greater than the state's rate.</p>
<p>Activities Prior</p>	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California</i></p>

	<p><i>Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Recognizing that students work and learn at different paces they will be paired so that students who excel in a particular subject can help students who are struggling with that subject. Research shows that people deepen understanding through the process of teaching others.</p> <ul style="list-style-type: none"> ● How the school will use the results of the ELPAC to support and accelerate student progress towards English proficiency ● How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the Common Core State Standards in English Language Arts/English Language Development Framework ● Process for annual evaluation of the school's EL program(s) ● Process and specific criteria for EL reclassification for the grades served by the charter school ● Process for monitoring progress of ELs and reclassified (RFEP) students ● Process for monitoring progress and effectiveness of support for Long Term English Learners (LTELs) and for students At-Risk of Becoming LTELs. <p>Long-Term English Learners (LTELs):</p> <p>Long Term English Learners have different needs as compared with other English Learners. LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted support. Our teachers, along with our administrative team will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student based on their results and provide a focus on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies.</p> <p>Monitor the success of LTEL students in mainstream classes. Individually check in with them to ensure that they are effectively developing the literacy skills to fully engage in the content.</p> <p>Meet, engage, and train parents of LTELs in supporting their students' acquisition of literacy and language. Especially with LTELs we cannot assume that they are getting the necessary wraparound literacy supports (inside and outside of school) as English proficient students</p> <p>Provide explicit academic and literacy development across the curriculum (lessons designed around language objectives). Starting this semester, each department will be responsible for focusing on certain ELD standards that align with their core curriculum. Teachers will also be made aware of</p>

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	the various literacy proficiency levels and needs of each LTEL student so that they can provide these students with more intensive support.
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PTLAH Leadership Team 2020

Root Cause Analysis for Reclassification Rate

CSD Inquiry	In 2019 the school had 3.8% rate of reclassification, less than the state's 13.8%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> ELPAC criteria for Reclassification changed requiring students to score a 4 on the ELPAC in order to be considered eligible for reclassification. Currently, in the Fall of 2020, the school is summative testing all ELs to determine who can be reclassified and their progress reported as such for the 2019-2020 school year.</p> <p><u>CAUSE ASSUMPTIONS:</u> Beginning in the 2019-2020 school year, ELD was embedded into their Language Arts courses. Teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that because there was a young staff . However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school odel. This is evidenced by the current administration receiving full DP authorization in the first year as a team in the 2018-2019 school year. This allowed the school to offer its now seniors their first DP experience in the Fall of 2019 when they were juniors.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p>

	<p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p> <p><u>CAUSE ASSUMPTIONS:</u> Although our students have successfully participated in A-G courses and College Courses the results indicate that students are not test ready.</p> <p><u>VARIABLES:</u> Among the variables is ensuring that teachers are fully trained in the ELD Standards and the Roadmap Principals. Teachers must be coached for implementation and use of strategies, along with fidelity to the IB Program.</p> <p><u>WHAT MAKES IT PERSIST:</u> The current conditions under the Pandemic is a considerable cause to the persistence of no reclassification rate. However, the school is currently testing ELs to determine who can be reclassified and attributed to the 2019-2020 school year.</p> <p><u>ORIGINS:</u> The level of Language Acquisition, fossilization of local communication and exposure within our community. Code switching and the need for assimilation.</p> <p><u>OPPORTUNITIES:</u> Teachers must be provided with cultural relevant professional development; a</p>
<p>SMART Goal</p>	<p>By Spring of 2021, increase Reclassification of ELI proficiency greater or equal to 6% and above the State..</p>
<p>Activities Prior</p>	<p>The use of ELPAC to support and accelerate student progress towards English proficiency PTLAH will use the results of the most current ELPAC results and work with the students to set goals for the Spring ELPAC summative assessment in the following</p> <ol style="list-style-type: none"> 1. Identify English Learners and the areas of need 2. To support students in establishing goals for Reclassification 3. Place students in the appropriate educational program 4. Develop lessons and units embedding the areas of language needs 5. To determine the professional development needed to support teachers in addressing the needs of English Language Learners <p>Students are provided meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework and as outlined in the Master Plan for English Learners.</p> <p>The use of the Common Core State Standards ELD instruction which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific</p>

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	<p>aspects of English is far more productive than exposing students to abundant English and incidentally addressing specific forms. All teachers are supported to understand and use ELD standards and planning instructional scaffolds during core courses. Teachers are supported to use students' output (speaking and writing) to monitor student progress on a daily basis through formative assessments to strategically target student language needs.</p>
<p>Initiatives 2020-2021</p>	<p>PTLAH implements the guidelines for effective ELD instruction provided by Saunders and Goldberg (in CDE, 2010, pp.27-28):</p> <ol style="list-style-type: none"> 1. A separate block of time is devoted to daily ELD instruction. (Due to the IB MYP required eight courses, the 9th graders receive ELD within their ELA class; however from 10th grade on EL students are assigned an ELD class period.) 2. ELD instruction emphasizes listening and speaking and incorporates reading and writing 3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions) 4. ELD instruction is planned and delivered with specific language objectives for each lesson 5. ELD instruction integrates meaning and communication to support explicit teaching of language 6. ELD instruction includes carefully planned interactive activities among students 7. ELD instruction provides students with corrective feedback on form 8. ELD teachers attend to communication and language-learning strategies during instruction 9. ELD instruction emphasizes academic language as well as conversational language 10. ELD instruction continues until students meet reclassification criteria 11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day. <p>In addition, PTLAH implements the following strategies when planning instruction for English Language Learners.</p> <p>Key Features of SDAIE</p> <p>In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include: modeling</p> <ol style="list-style-type: none"> 1. Bridging 2. Contextualizing 3. Building schema 4. Reframing

	<ol style="list-style-type: none">5. Developing metacognition6. Checking for comprehension7. Monitoring/assessing8. Questioning9. Adjusting speech register10. Orchestrating all modalities of learning11. Interacting <p>Technology in the classroom provides the tools, including software that allows learning that meets the needs of the individual student, which is crucial for our path forward for our EL students.</p> <p>Process for monitoring progress of ELs and Reclassified (RFEP) students</p> <ol style="list-style-type: none">1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions.<ol style="list-style-type: none">a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trendsc. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomesd. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needse. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments; as well as, internal formative assessment to determine English learner progress and provide the necessary intervention support.3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners
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	PTLAH addresses student's linguistic diversity with a positive, additive orientation. PTLAH affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepares graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.
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PTLAH Leadership Team 2020

VI. Student Suspension

Suspension Rate "Verifiable" Data Results

PTLAH suspended less students than the state and more than LAUSD. The Table below, references the suspension rate. The school posts a 1.5% rate as compared to the State at 3.6% and LAUSD at 0.4%.

Table 24: 2018-2019 School Year Suspensions

<i>2018-2019 School Year</i>				
<i>Suspension Rate</i>	<i>Group</i>	<i>Prepa Tec</i>	<i>State</i>	<i>LAUSD</i>
	<i>ALL STUDENTS</i>	<i>1.50%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Hispanic</i>	<i>0.30%</i>	<i>3.60%</i>	<i>0.40%</i>
	<i>Economically Disadvantaged</i>	<i>0.00%</i>	<i>4.40%</i>	<i>0.40%</i>
	<i>Students with Disabilities</i>	<i>0.00%</i>	<i>6.40%</i>	<i>1.30%</i>
	<i>ELL</i>	<i>0.00%</i>	<i>3.20%</i>	<i>0.50%</i>

Cde.ca.gov Dataquest Dashboard August 2020

<https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2018-19&aggllevel=School&cds=19769920133900>

PTLAH has reduced Suspensions by 5 percentage points between 2017-18 at 6.6% and 2018-19 at 1.3%.

Root Cause Analyzes for "Change"

CSD Inquiry	The school wide "change" in 2018 of 4.9% (increased) was higher than the state's "Change" of -0.1% (Maintained), and in 2019 the "Change" of 5.0% (declined) was lower than the state's "Change" of -0.1%
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> PTLAH recognizes the change in 2018 if 4.9% increase higher than the state's change of -0.1 and the 2019 change decline of 5.0% than the state's of -0.1%. Moreover, the evidence we have is the culture that carries through the years.</p> <p><u>CAUSE ASSUMPTIONS:</u> School wide and growth mindset have a significant positive impact on approaches to behavior and discipline.</p> <p><u>VARIABLES THAT PERSIST:</u> Staff continues to take part in PBIS training through LACOE which enables all staff to approach students with a growth mindset and a positive, win-win outcome.</p> <p><u>WHAT MAKES IT PERSIST?:</u> The continuation of PBIS and growth mindset continues to be a practice at PTLAH molding the climate while cultivating the culture.</p> <p><u>ORIGINS:</u> The factors causing the lower suspension rate include the additional resources and training within the PBIS program as well as students themselves taking ownership of their own discipline. The evidence of students attending school this fall indicates PTLAH is improving the structure in which we handle the minor classroom disruptions coupled with student ownership of learning.</p> <p><u>OPPORTUNITIES:</u> Continued opportunities for the development of staff in classroom management, setting a schoolwide culture of behavioral success, and the teacher's ability to infuse appropriate responses in the classroom setting all add to the various opportunities PTLAH has in the future to creat the environment we want to see.</p>
SMART Goal	Each year, PTLAH will maintain a 1.5% or lower By Spring of 2021, the full implementation of PBIS will be realized
Activities Prior	During these years, Positive Behavioral Interventions and Supports (PBIS) throughout the school community. PTLAH has a team of staff who is in its 3rd year of training through LACOE and as a result of implementation of PBIS, has continued to decrease suspensions into the 2019-20 and 2020-21 school years that contribute to a positive

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	<p>school culture and climate supported by the progressive attendance and intervention policies. During professional development, staff are trained on how to embed PBIS in both structured and unstructured times. During professional development, teachers practice PBIS strategies and collaborate on how to uniformly develop a safe, responsible, and respectful culture. Teachers and other school staff identify students who need additional social-emotional support via the school counselor or through a referral process with a local nonprofit counseling service, with parent permission. Counseling services and mental health plans are held on campus.</p>
<p>Initiatives 2020-2021</p>	<p>PTLAH initiated the implementation of the Multi-Tiered System of Supports (MTSS), specifically focusing on Positive Behavioral Interventions and Supports (PBIS). In addition, professional development focused on developing a Growth Mindset by Carol Dweck was initiated. PTLAH believes that all students can learn when provided appropriate instruction, support and interventions in order to develop the social and academic skills to reach their fullest social-emotional and academic potential. PTLAH is committed to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Supports, or MTSS. PTLAH is able to utilize Positive Behavior Interventions and Supports (PBIS) strategies to support the behavioral and academic needs of all students.</p>

PTLAH Leadership Team 2020

VII. College and Career

PTLAH’s mission is to prepare students for higher education. Data results were prepared using the 2019 California Dashboard Technical Guide and steps were followed to ensure those students who are in the combined 4 and 5 year cohort are the total numbers of students in consideration. In 2020, PTLAH had a total of 66 students. Of those 66 students, 25 of them met the prepared criteria #8 (19 students through college credit and 6 through the Smarter Balanced assessment). The only state “verified” data available is for 2018-2019. PTLAH graduated its first class in 2020. Therefore, Table below, indicates the years being compared.

Results

PTLAH is slightly above LAUSD and slightly lower than the State in students being prepared for college and careers. The College and Career Indicator at Prepared Level shows the following: All students for PTLAH 37.9%, State 44.1% and LAUSD 37.7%. Hispanic students for PTLAH 38.6%, State 36.1% and LAUSD 36.7%. Economically Disadvantaged students for PTLAH 38.5%, State 35.8% and LAUSD 37.1%. Students with Disabilities students for PTLAH 00.0%, State 10.8% and LAUSD 7.3%. ELL students for PTLAH 00.0%, State 16.8% and LAUSD 12.1%.

Table 25 PTLAH College and Career Indicator at Prepared Level

		2019-2020	*2018-2019 School Year	
College and Career Indicator at Prepared Level	Group	Prepa Tec	State	LAUSD
	ALL STUDENTS	37.9%	44.1%	37.7%
	Hispanic	38.5%	36.1%	36.7%
	Economically Disadvantaged	38.5%	35.8%	37.1%
	Students with Disabilities	0.0%	10.8%	7.3%
	ELL	0.0%	16.8%	12.1%

*cde.ca.gov Dataquest September 2020

The table below further shows the percent of students who are prepared for College and Career in the “approaching prepared” at 62.1% for PTLAH, 17.1% and 21.3% for the State and LAUSD, respectively. Finally, not prepared is 0% for PTLAH, 38.8% and 41.1% for the State and LAUSD, respectively.

Table 26: PTLAH College and Career Indicator By Level

		2019-2020	*2018-2019 School Year	
College and Career Indicator By Level	Group	Prepa Tec	State	LAUSD
	Prepared	37.9%	44.1%	37.7%
	Approaching Prepared	62.1%	17.1%	21.3%
Not Prepared	0.0%	38.8%	41.1%	

*cde.ca.gov Dataquest September 2020

Root Cause Analysis College and Career

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CSD Inquiry	In 2018 and 2019 the school did not have percentages of College / Career prepared students.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> The 2020 California Dashboard would have been the first time this calculation would have been published on the page. Without the 2020 Dashboard published, the first year of this evidence will be released in 2021.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumptions to this cause are that the State does not calculate this indicator for all classes each year, rather they calculate it for graduating classes.</p> <p><u>VARIABLES THAT PERSIST:</u> If the 2020 Dashboard would be published, PTLAH would have a projected 37.9% fully prepared for post-secondary and 62.1% approaching prepared with 0% not prepared. The variables that persist include all students graduate with A-G, the school offers and promotes the dual enrollment program with East LA CC, and other programs to ensure students have access to be fully prepared</p> <p><u>WHAT MAKES IT PERSIST:</u> The school's understanding of how the calculation is made for college and career readiness assists in the appropriate placement of students to reach desired goals is what makes this persist.</p> <p><u>ORIGINS</u> PTLAH added a grade each year our first graduating 9th Graders 2016-2017 took place in 2019-2020.</p> <p><u>OPPORTUNITIES:</u>In 2020-2021 the IB tests will be another methodology used to increase the percentage of students fully prepared after graduation. This is the inaugural year of the exams, and we expect students to do well. Further, the school is investigating the IB CP (Career Preparedness) model to assist those students who may not be college bound right after high school. This will yield an additional opportunity for students to be fully prepared.</p>
SMART Goal	The graduating class of 2021 will achieve 41% fully prepared and 39% approaching prepared as measured by the California College and Career Indicator.

<p>Activities Prior</p>	<ul style="list-style-type: none"> ● PTLAH has established A-G graduation requirements for all students, which means all students who complete will automatically fall into the Approaching Prepared level. ● PTLAH wants to maintain this level of performance, more than one criteria in preparation needs to be explored. ● Comparing the data that PTLAH has with the most recent Dashboard data, the school has exceeded LAUSD with a greater percentage of students prepared. ● The school needs to plan to close the 7.8% gap they have with the State in terms of prepared. With the balance of PTLAH's approaching prepared, the school can employ strategic actions to move them into prepared. ● Considering significant groups of students, PTLAH is falling short with Students with Disabilities and English Learners. Special attention will be placed in the improvement plan to address the needs of students with disabilities and English learners in College and Career readiness.
<p>Initiatives 2020-2021</p>	<p>Moreover, in the "low-income" students category, 24% of them were IBDP candidates and 26% of IBDP course students in all U.S. high schools. PTLAH reported 54% IBDP candidates and 56% course students in 2019, a sizable number above the national trend.</p> <p>https://ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf). For PTLAH, out of 157 eligible students in 2019, i.e., students from the 11th and 12th grade class, 44.58% of them were taking an IBDP course or chose to pursue DP candidacy. This is double the national average for "low-income" students, "low income" as determined by the Federal Free or Reduced meal program participation data. Additionally, PTLAH has continued to see an increase of students taking DP courses or enrolling in the DP as candidates.</p>

PTLAH Leadership Team 2020



District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: None
 Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Growth: Math 6+ CA 2010
 CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	92	215.0	15.2	217	215.8	17.7	217.1	16.1	213.7	15.5	213.3	16.2
Fall 2019-2020	9	85	212.6	15.7	213	214.6	18.1	215.0	14.4	210.8	16.9	210.6	17.3
Winter 2018-2019	9	61	212.0	16.3	211	213.7	19.4	213.2	17.1	211.6	15.9	209.7	17.5
Fall 2018-2019	9	80	211.0	20.1	211	213.2	22.4	212.7	20.2	210.6	20.2	207.8	21.8
Spring 2017-2018	9	110	219.9	16.0	222	222.1	17.2	221.2	17.3	219.4	16.9	217.0	16.5
Winter 2017-2018	9	113	217.7	16.4	218	221.7	16.9	218.0	18.0	216.0	17.6	215.1	16.8
Fall 2017-2018	9	60	210.4	16.6	214	212.7	17.6	213.3	17.8	209.2	16.4	206.9	18.7
Winter 2016-2017	9	108	215.1	19.3	219	217.6	20.9	215.9	20.5	215.1	19.0	211.7	20.4
Fall 2016-2017	9	97	216.4	17.8	217	217.7	18.9	218.0	17.5	215.6	20.2	214.4	18.4
Winter 2019-2020	10	58	214.7	15.5	214	216.7	16.8	215.7	15.9	213.7	17.1	212.8	17.4
Fall 2019-2020	10	68	213.5	16.3	214	215.8	18.2	214.6	16.2	212.9	18.0	211.0	17.1
Winter 2018-2019	10	92	217.2	16.2	218	219.8	19.5	218.2	17.2	216.6	15.8	214.3	16.6
Fall 2018-2019	10	103	216.7	16.7	217	218.3	18.3	219.1	15.7	216.7	17.9	213.0	19.5
Spring 2017-2018	10	95	220.7	17.2	221	222.4	18.3	220.9	17.2	220.9	19.0	218.7	18.6
Winter 2017-2018	10	100	219.5	18.3	221	222.5	20.0	219.5	19.0	219.1	19.1	216.8	18.9
Fall 2017-2018	10	108	218.2	18.1	220	220.9	20.5	218.3	18.8	217.9	18.4	215.6	18.6
Winter 2019-2020	11	80	220.4	16.7	221	222.8	19.3	221.3	17.3	220.2	17.8	217.7	16.8
Fall 2019-2020	11	93	217.3	17.1	216	220.7	18.8	218.7	17.7	217.1	19.3	213.2	16.6
Winter 2018-2019	11	81	221.5	15.8	220	224.3	18.0	222.2	16.9	220.9	16.1	219.0	16.5
Fall 2018-2019	11	95	220.2	18.3	221	222.9	21.9	221.7	17.7	219.9	19.8	216.8	17.4
Winter 2019-2020	12	70	219.6	12.9	219	222.6	15.2	220.4	13.4	218.3	14.9	216.9	13.3
Fall 2019-2020	12	67	219.1	15.3	219	222.0	17.2	220.4	16.4	217.7	16.8	217.1	15.7

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.





District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: None
 Small Group Display: No

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Language Arts: Reading

Prepa Tec Los Angeles High School

Growth: Reading 2-5 CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	9	3									
Fall 2019-2020	12	1									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	92	208.2	14.9	211	206.3	17.2	209.8	14.6	208.9	15.5
Fall 2019-2020	9	85	205.6	17.8	209	203.7	21.0	205.3	17.6	207.9	17.1
Winter 2018-2019	9	52	208.2	17.8	210	206.7	18.7	207.5	18.8	210.7	18.0
Fall 2018-2019	9	83	205.9	20.2	210	205.7	21.7	204.6	20.8	207.6	20.4
Spring 2017-2018	9	111	214.4	16.3	218	214.4	18.1	214.7	17.3	214.1	16.2
Winter 2017-2018	9	113	213.3	15.7	216	213.4	16.9	212.7	15.8	214.1	16.9
Fall 2017-2018	9	117	208.2	17.3	210	207.6	18.9	207.5	17.6	209.7	17.9
Winter 2016-2017	9	112	210.7	18.3	214	209.6	19.3	210.2	19.6	212.1	18.2
Fall 2016-2017	9	99	212.9	15.5	215	212.7	15.7	211.9	16.7	214.3	16.7
Winter 2019-2020	10	56	211.9	17.2	214	210.0	18.0	213.5	17.9	212.2	18.1
Fall 2019-2020	10	65	205.9	19.2	210	204.4	21.3	205.4	19.0	207.9	19.6
Winter 2018-2019	10	88	211.4	17.2	216	210.1	20.0	210.7	17.5	213.1	17.2
Fall 2018-2019	10	104	212.0	16.1	215	211.9	17.8	211.1	16.4	213.3	17.9
Spring 2017-2018	10	98	217.3	14.9	218	217.4	15.3	217.1	16.3	217.6	16.0
Winter 2017-2018	10	100	215.8	16.6	219	214.9	17.3	215.1	17.0	217.1	17.7
Fall 2017-2018	10	105	214.4	14.3	215	213.8	16.2	215.2	15.3	214.3	14.7
Winter 2019-2020	11	78	214.0	15.6	216	211.6	18.4	214.8	16.4	215.3	16.3
Fall 2019-2020	11	87	212.3	17.2	214	211.4	18.2	211.8	19.2	214.0	16.9
Winter 2018-2019	11	73	216.2	15.9	221	215.4	17.4	215.8	15.8	217.7	16.5
Fall 2018-2019	11	95	213.2	16.7	216	212.6	17.3	212.5	17.3	214.7	17.6
Winter 2019-2020	12	61	216.9	12.9	220	215.3	14.5	215.6	12.6	219.9	14.8
Fall 2019-2020	12	67	214.1	13.9	215	212.1	15.8	213.9	14.3	216.1	14.8

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	2			
Winter 2018-2019	11	2			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.





District Summary Report

Aggregate by School

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Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	9	84	208.0	13.8	209	206.8	15.6	207.4	14.1	210.0	14.2
Winter 2018-2019	9	65	209.4	15.0	211	209.3	16.7	208.8	14.7	210.4	16.0
Fall 2018-2019	9	83	207.7	17.3	210	208.0	19.2	206.0	17.8	208.9	17.2
Fall 2016-2017	9	77	208.7	16.0	211	208.1	19.2	206.8	15.9	210.9	15.6
Fall 2019-2020	10	65	209.2	14.8	209	208.9	16.7	208.3	14.8	210.6	15.1
Winter 2018-2019	10	95	208.2	16.2	211	206.6	17.8	207.9	17.3	210.2	15.7
Fall 2018-2019	10	104	209.4	14.9	212	208.4	16.8	208.7	15.6	211.1	15.0
Fall 2019-2020	11	87	212.6	14.0	213	211.9	15.7	211.0	14.2	215.2	14.9
Winter 2018-2019	11	84	213.7	12.4	216	213.0	13.7	212.3	12.6	216.0	13.9
Fall 2018-2019	11	93	213.4	12.6	214	213.2	13.6	212.0	13.8	215.2	13.3
Fall 2019-2020	12	66	213.2	12.6	215	212.8	14.3	211.7	13.5	215.2	12.9

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Fall 2016-2017	9	1			
Winter 2018-2019	10	2			
Winter 2018-2019	11	2			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: None
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Growth: Science 6-8: for use with NGSS 2013 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	9	100	208.2	12.4	211	209.0	15.2	207.3	13.0	208.3	11.9
Winter 2017-2018	9	106	205.7	12.6	207	205.4	14.6	206.3	14.2	205.9	12.4
Fall 2017-2018	9	65	201.7	11.9	203	201.8	14.1	201.9	12.4	202.0	12.3
Spring 2017-2018	10	86	207.3	13.9	206	207.7	15.2	207.6	14.6	206.8	14.5
Winter 2017-2018	10	98	206.4	13.1	207	207.0	13.9	206.7	15.3	205.5	13.3
Fall 2017-2018	10	96	203.1	13.3	204	203.3	15.2	202.1	14.4	204.0	12.8

Screening: Science 6-8: for use with NGSS 2013 Next Generation Science Standards: 2013

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	9	11	192.1	12.3	194

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	22	203.8	14.9	203	204.0	19.5	203.7	17.0	205.9	16.2	200.9	12.9
Winter 2018-2019	9	13	198.9	13.0	203	197.5	14.1	202.5	15.9	201.8	11.9	194.2	15.8
Fall 2018-2019	9	14	198.1	18.3	203	198.9	22.0	200.2	17.8	199.1	17.8	195.0	20.3
Winter 2017-2018	9	21	204.3	18.8	206	209.3	17.1	204.1	20.7	200.9	21.0	203.3	19.9
Fall 2017-2018	9	15	193.0	13.6	188	193.6	13.2	196.6	15.1	195.1	14.6	188.2	18.1
Winter 2016-2017	9	20	195.6	14.4	197	199.9	16.3	194.0	13.6	195.4	15.8	192.6	15.6
Fall 2016-2017	9	20	197.0	12.7	195	197.6	12.5	199.9	14.1	196.4	15.1	194.3	13.3
Winter 2019-2020	10	14	203.7	12.5	203	205.7	16.2	206.3	14.6	202.4	11.9	200.9	14.8
Winter 2018-2019	10	25	205.0	14.9	204	206.6	19.6	205.1	13.7	206.4	15.4	201.8	14.0
Fall 2018-2019	10	26	201.9	16.3	201	203.3	17.9	207.5	14.0	202.9	17.2	195.1	20.9
Winter 2017-2018	10	26	204.7	16.8	204	207.1	17.7	205.0	18.2	203.6	17.0	203.5	17.7
Winter 2019-2020	11	25	212.4	19.3	209	213.0	22.4	212.7	19.2	213.0	21.5	211.8	18.5
Winter 2018-2019	11	22	210.0	14.0	210	211.6	15.3	210.5	14.2	209.6	15.2	208.5	15.0
Fall 2018-2019	11	23	206.2	13.0	203	205.9	15.5	211.2	12.3	204.4	15.1	204.0	13.1
Winter 2019-2020	12	20	209.8	12.3	210	215.0	14.6	209.6	13.6	208.5	14.4	206.4	11.8

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

811

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	79	216.5	15.5	217	217.4	18.2	218.5	16.2	215.1	15.8	214.8	16.3
Winter 2018-2019	9	54	212.6	16.2	211	214.4	19.2	213.8	17.3	212.1	15.7	210.3	17.5
Fall 2018-2019	9	67	213.2	19.0	211	216.0	21.5	214.2	19.7	212.9	19.0	210.0	19.9
Winter 2017-2018	9	100	217.4	16.7	218	221.4	17.3	217.6	18.4	215.7	18.2	214.8	16.9
Fall 2017-2018	9	41	210.3	17.8	216	212.6	19.1	212.6	18.4	210.0	17.7	207.0	19.7
Winter 2016-2017	9	70	216.0	19.2	220	218.4	20.5	216.0	20.8	215.8	18.6	213.5	20.5
Fall 2016-2017	9	73	216.5	18.6	217	217.8	19.3	218.3	17.8	215.4	21.8	214.8	19.4
Winter 2019-2020	10	25	215.2	16.7	212	218.0	18.1	216.5	17.8	212.5	18.7	213.5	17.5
Winter 2018-2019	10	85	217.2	16.3	218	219.6	19.6	218.3	17.5	216.6	15.8	214.6	16.9
Fall 2018-2019	10	90	217.3	17.1	218	219.1	18.7	219.8	16.2	216.9	18.2	213.7	20.1
Winter 2017-2018	10	69	220.7	18.3	223	223.7	20.4	220.3	18.3	220.5	19.1	218.2	19.1
Winter 2019-2020	11	36	222.9	18.6	222	225.6	20.3	223.4	20.5	223.0	19.2	220.2	18.5
Winter 2018-2019	11	58	222.1	15.9	224	224.6	17.2	223.0	17.0	221.0	16.7	219.9	16.8
Fall 2018-2019	11	64	220.4	19.4	222	223.3	22.6	221.2	18.3	220.7	20.8	217.0	19.0
Winter 2019-2020	12	32	220.0	13.3	219	221.3	15.2	222.4	12.9	219.3	15.4	216.4	14.1

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	1											
Winter 2018-2019	9	1											
Fall 2018-2019	9	2											
Winter 2017-2018	9	3											
Fall 2017-2018	9	1											
Winter 2016-2017	9	5											
Fall 2016-2017	9	2											
Winter 2019-2020	10	2											
Winter 2018-2019	10	2											
Fall 2018-2019	10	2											
Winter 2017-2018	10	4											
Winter 2019-2020	11	2											
Winter 2018-2019	11	3											
Fall 2018-2019	11	3											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

818

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	1											
Winter 2016-2017	9	2											
Fall 2016-2017	9	1											
Winter 2018-2019	10	1											
Fall 2018-2019	10	2											
Winter 2017-2018	10	2											
Winter 2019-2020	11	1											
Fall 2018-2019	11	1											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	8											
Winter 2018-2019	9	8											
Fall 2018-2019	9	10	196.7	32.3	192	195.7	35.7	199.2	30.6	197.7	31.8	194.9	33.0
Winter 2017-2018	9	14	214.9	20.0	220	217.6	21.5	214.8	22.8	212.5	19.0	214.6	17.7
Fall 2017-2018	9	5											
Winter 2016-2017	9	10	200.9	24.8	200	203.8	26.2	197.5	22.1	203.5	24.3	198.3	28.0
Fall 2016-2017	9	9											
Winter 2019-2020	10	6											
Winter 2018-2019	10	14	208.4	17.9	203	208.8	22.2	209.4	18.3	210.1	16.9	204.6	17.5
Fall 2018-2019	10	15	209.1	17.0	202	210.8	16.8	210.3	16.5	210.3	20.0	206.0	20.2
Winter 2017-2018	10	13	202.5	21.8	201	205.5	23.3	202.5	21.5	201.2	20.8	201.0	23.9
Winter 2019-2020	11	11	207.9	15.8	215	209.6	18.6	205.6	16.3	211.2	17.7	206.3	16.1
Winter 2018-2019	11	10	206.9	16.7	207	207.9	16.7	207.1	15.5	208.0	16.4	205.7	21.6
Fall 2018-2019	11	13	204.5	18.0	200	203.3	21.0	208.5	16.2	202.3	18.9	203.8	17.9
Winter 2019-2020	12	8											

Explanatory Notes

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District Summary Report

Aggregate by School

816

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Math: Math K-12

Prepa Tec Los Angeles High School

Program: homeless

Growth: Math 6+ CA 2010

CA Common Core Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	2											
Winter 2019-2020	10	7											
Winter 2019-2020	11	7											
Winter 2019-2020	12	3											

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	22	195.7	14.4	197	<u>192.1</u>	16.0	199.0	14.3	196.1	15.1
Winter 2018-2019	9	12	194.9	12.6	195	193.3	12.4	194.5	14.3	197.5	13.5
Fall 2018-2019	9	13	190.1	11.5	193	191.4	12.8	188.5	11.7	190.9	14.0
Winter 2017-2018	9	21	194.2	18.1	204	195.0	19.6	193.2	17.4	194.2	19.1
Fall 2017-2018	9	24	191.3	20.4	193	190.8	21.0	190.6	21.0	192.8	21.8
Winter 2016-2017	9	21	188.4	16.5	197	187.8	18.9	188.6	16.3	189.5	17.1
Fall 2016-2017	9	20	196.3	14.6	196	198.3	14.4	194.5	15.2	196.6	17.4
Winter 2019-2020	10	13	193.0	12.6	197	191.2	14.6	194.7	13.7	193.2	12.9
Winter 2018-2019	10	22	196.4	15.0	201	192.8	16.4	198.1	14.6	198.2	18.2
Fall 2018-2019	10	27	195.6	15.8	198	195.3	20.2	195.1	13.2	196.2	18.7
Winter 2017-2018	10	26	201.1	17.9	207	199.2	16.5	202.0	17.9	201.7	20.4
Winter 2019-2020	11	20	203.8	18.5	205	201.9	21.5	205.4	18.9	203.6	18.8
Winter 2018-2019	11	17	202.0	14.7	206	200.1	18.3	202.9	13.7	203.1	13.9
Fall 2018-2019	11	24	202.9	15.7	209	203.0	17.2	202.0	16.2	204.1	15.7
Winter 2019-2020	12	16	205.8	12.0	209	203.2	14.6	207.3	12.3	207.1	11.1

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Winter 2018-2019	11	1			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

817

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	79	209.5	14.9	213	207.7	17.1	211.0	14.8	209.9	15.3
Winter 2018-2019	9	47	209.6	17.2	210	208.5	18.1	208.7	18.7	211.9	17.0
Fall 2018-2019	9	67	208.8	18.6	212	208.7	20.0	207.2	19.6	210.5	18.8
Winter 2017-2018	9	100	212.8	16.0	215	212.5	17.2	212.3	16.0	213.7	17.3
Fall 2017-2018	9	100	208.2	17.3	210	207.5	18.5	207.2	17.4	210.1	18.3
Winter 2016-2017	9	72	211.2	19.1	215	209.8	19.9	211.0	20.2	213.0	18.9
Fall 2016-2017	9	76	213.1	15.7	217	213.3	15.4	211.4	16.9	214.7	17.2
Winter 2019-2020	10	23	212.7	19.0	217	211.1	20.0	214.1	20.1	213.0	18.7
Winter 2018-2019	10	81	211.3	17.5	214	210.0	20.5	210.7	17.7	212.9	17.6
Fall 2018-2019	10	91	211.6	16.6	215	211.6	17.8	210.6	17.0	212.6	18.4
Winter 2017-2018	10	69	215.7	16.8	221	214.9	17.6	214.6	17.0	217.3	17.7
Winter 2019-2020	11	36	214.0	17.2	214	212.4	19.5	214.8	18.8	214.9	17.7
Winter 2018-2019	11	53	215.7	17.2	221	214.2	18.6	215.7	17.0	217.3	17.8
Fall 2018-2019	11	66	213.5	17.1	218	213.1	17.5	212.7	17.8	214.8	18.0
Winter 2019-2020	12	28	214.9	15.2	215	213.4	16.1	213.0	14.6	218.3	17.7

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	2			
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	1									
Winter 2018-2019	9	1									
Fall 2018-2019	9	2									
Winter 2017-2018	9	3									
Fall 2017-2018	9	3									
Winter 2016-2017	9	4									
Fall 2016-2017	9	3									
Winter 2019-2020	10	2									
Winter 2018-2019	10	1									
Fall 2018-2019	10	2									
Winter 2017-2018	10	4									
Winter 2019-2020	11	2									
Winter 2018-2019	11	3									
Fall 2018-2019	11	3									
Winter 2019-2020	12	1									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

819

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	1									
Fall 2017-2018	9	1									
Winter 2016-2017	9	2									
Winter 2018-2019	10	2									
Fall 2018-2019	10	2									
Winter 2017-2018	10	2									
Fall 2018-2019	11	2									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	8									
Winter 2018-2019	9	6									
Fall 2018-2019	9	10	195.8	26.5	193	193.3	25.8	195.3	27.8	199.1	26.9
Winter 2017-2018	9	14	208.1	12.3	209	209.5	14.7	207.9	11.4	207.2	14.1
Fall 2017-2018	9	14	206.0	16.0	208	205.4	16.4	205.4	19.0	208.0	14.7
Winter 2016-2017	9	10	188.2	24.1	186	188.0	26.4	186.6	24.7	190.6	22.3
Fall 2016-2017	9	9									
Winter 2019-2020	10	5									
Winter 2018-2019	10	14	205.1	15.6	206	205.3	18.5	203.2	17.5	206.9	14.3
Fall 2018-2019	10	15	203.3	15.7	209	202.5	16.1	204.1	15.6	203.9	18.3
Winter 2017-2018	10	13	199.1	17.9	200	198.1	17.6	198.9	18.4	200.1	18.9
Winter 2019-2020	11	14	208.0	14.3	213	206.6	16.9	211.9	16.8	205.3	12.9
Winter 2018-2019	11	9									
Fall 2018-2019	11	14	198.4	16.6	207	199.0	17.4	197.5	18.5	199.5	15.8
Winter 2019-2020	12	7									

Screening: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Winter 2018-2019	11	1			

Explanatory Notes

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District Summary Report

Aggregate by School

821

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Reading

Prepa Tec Los Angeles High School

Program: homeless

Growth: Reading 6+ CA 2010 V2

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	9	2									
Winter 2019-2020	10	7									
Winter 2019-2020	11	8									
Winter 2019-2020	12	2									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	13	194.0	13.1	194	192.2	14.2	194.2	13.9	195.8	15.0
Fall 2018-2019	9	14	196.1	15.7	203	194.4	17.0	194.9	16.8	198.7	16.3
Fall 2016-2017	9	15	195.4	13.9	196	194.5	15.1	194.7	14.4	197.3	14.8
Winter 2018-2019	10	26	193.3	17.1	199	191.5	17.5	192.3	19.9	196.6	16.8
Fall 2018-2019	10	27	196.0	16.1	202	194.0	16.8	195.2	17.2	198.8	16.3
Winter 2018-2019	11	19	203.3	11.6	205	203.2	12.5	201.8	11.7	205.0	13.6
Fall 2018-2019	11	23	201.0	12.5	204	201.7	14.0	197.6	13.3	203.8	12.9

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Winter 2018-2019	11	2			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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District Summary Report

Aggregate by School

828

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	60	209.5	15.5	211	209.4	17.2	208.8	15.2	210.4	16.4
Fall 2018-2019	9	68	210.3	14.0	211	210.6	16.6	208.5	14.5	211.5	13.5
Fall 2016-2017	9	58	208.7	16.2	211	208.2	19.3	206.6	16.6	210.9	15.5
Winter 2018-2019	10	87	208.3	16.6	212	206.7	18.1	208.0	17.7	210.3	16.0
Fall 2018-2019	10	92	209.3	15.1	212	208.2	17.1	208.4	15.5	211.3	15.3
Winter 2018-2019	11	58	214.3	13.1	217	212.4	14.6	212.9	13.4	217.4	14.1
Fall 2018-2019	11	64	214.2	12.3	215	214.1	13.0	212.7	13.4	216.1	13.4

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	9	1			
Fall 2016-2017	9	1			
Winter 2018-2019	10	2			
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	2									
Fall 2018-2019	9	2									
Fall 2016-2017	9	2									
Winter 2018-2019	10	2									
Fall 2018-2019	10	2									
Winter 2018-2019	11	3									
Fall 2018-2019	11	3									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

825

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	10	2									
Fall 2018-2019	10	1									
Winter 2018-2019	11	1									
Fall 2018-2019	11	2									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Language Arts: Language Usage

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2018-2019	9	8									
Fall 2018-2019	9	9									
Fall 2016-2017	9	9									
Winter 2018-2019	10	13	204.3	8.4	203	201.9	9.2	205.9	8.9	205.5	8.7
Fall 2018-2019	10	15	206.1	11.4	207	205.3	12.0	205.5	11.5	207.3	13.9
Winter 2018-2019	11	9									
Fall 2018-2019	11	12	200.3	12.4	204	201.8	14.2	195.3	12.3	203.5	13.5

Screening: Language 2-12 CA 2010

CA Common Core English Language Arts: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2018-2019	11	2			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

827

Science: Science K-12

Prepa Tec Los Angeles High School

Program: English Language Learner (ELL)

Growth: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	21	193.7	12.1	195	192.2	15.4	194.1	12.5	195.2	12.1
Fall 2017-2018	9	11	190.6	10.6	192	186.2	13.8	194.0	10.5	193.5	10.6
Winter 2017-2018	10	25	194.0	11.0	196	194.9	12.6	193.2	15.6	194.0	9.8

Screening: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	9	4			

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Free and Reduced Lunch (FRL)

Growth: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	95	205.9	12.7	207	205.3	14.8	206.5	14.2	206.1	12.7
Fall 2017-2018	9	58	201.9	11.8	203	202.3	14.2	201.7	12.1	202.5	12.4
Winter 2017-2018	10	68	206.9	13.3	208	208.0	13.7	207.0	16.3	205.7	13.5

Screening: Science 6-8: for use with NGSS 2013

Next Generation Science Standards: 2013

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	9	10	190.9	12.2	192

Explanatory Notes

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District Summary Report

Aggregate by School

829

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Gifted and Talented (GATE)

Growth: Science 6-8: for use with NGSS 2013
 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	3									
Fall 2017-2018	9	3									
Winter 2017-2018	10	4									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
District: ALTA Public Schools
Grouping: Program
Small Group Display: No

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Section 504

Growth: Science 6-8: for use with NGSS 2013
 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	1									
Winter 2017-2018	10	2									

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools
 Grouping: Program
 Small Group Display: No

831

Science: Science K-12

Prepa Tec Los Angeles High School

Program: Special Education (SPED)

Growth: Science 6-8: for use with NGSS 2013
 Next Generation Science Standards: 2013

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science		Physical Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	9	11	200.3	14.1	206	197.4	15.1	200.5	16.0	203.4	13.2
Fall 2017-2018	9	5									
Winter 2017-2018	10	12	194.3	13.9	197	197.3	14.8	196.0	16.3	190.4	13.0

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
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Student Growth Summary Report

Aggregate by School

Term: Fall 2016-2017
 District: ALTA Public Schools

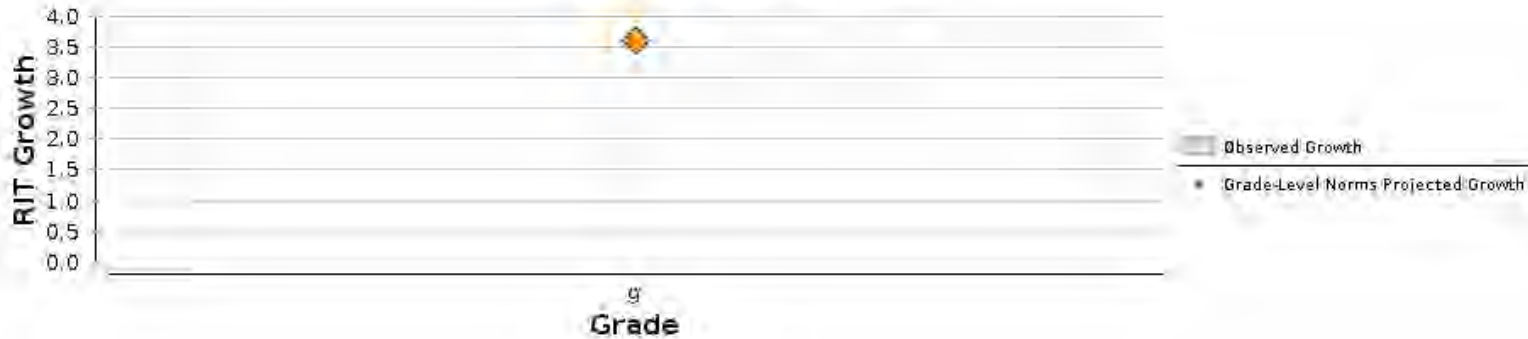
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2015 - Fall 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 7 (Fall 2016)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2016)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Fall 2016			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	44	217.5	12.8	22	217.8	15.8	18	0	1.2	3.6	-1.83	3	44	17	39	25

Math: Math K-12



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2015 - Fall 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 7 (Fall 2016)
 Grouping: None
 Small Group Display: No



Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2016)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Fall 2016			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	45	210.5	14.8	17	213.2	15.2	26	3	1.5	3.1	-0.28	39	45	24	53	54

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2017-2018
 District: ALTA Public Schools

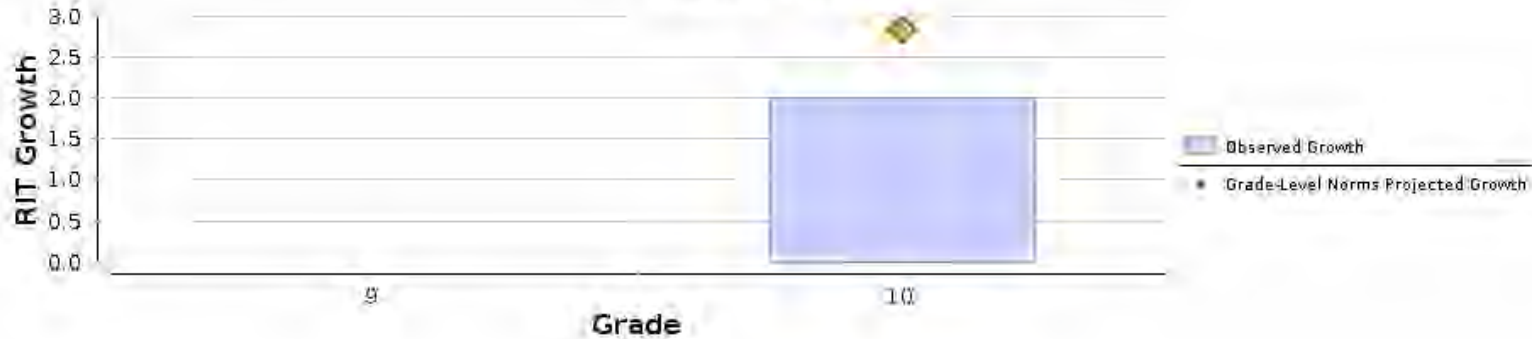
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2016 - Fall 2017
 Weeks of Instruction: Start - 7 (Fall 2016)
 End - 8 (Fall 2017)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2016			Fall 2017			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	0	**			**				**				**				
10	84	216.9	18.2	16	218.4	18.1	14	2	0.9	2.8	-0.80	21	84	43	51	49	

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Fall 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2016 - Fall 2017
 Weeks of Instruction: Start - 7 (Fall 2016)
 End - 8 (Fall 2017)
 Grouping: None
 Small Group Display: No

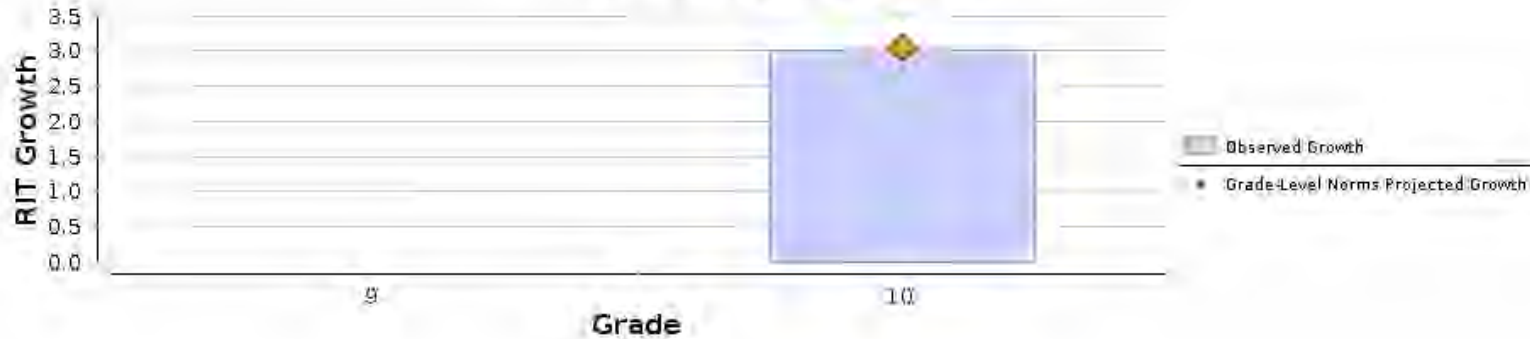
835

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2016			Fall 2017			Growth			Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	0	**			**				**					**			
10	83	212.4	16.1	24	215.3	14.5	22	3	0.9	3.1	-0.11	46	83	38	46	44	

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Fall 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2017 - Fall 2018
 Weeks of Instruction: Start - 8 (Fall 2017)
 End - 4 (Fall 2018)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2017			Fall 2018			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	1	*			*			*					*				
10	37	207.3	17.9	2	214.2	17.0	7	7	1.4	2.0	3.14	99	37	27	73	74	
11	82	217.3	17.2	11	219.9	18.5	13	3	0.9	1.4	0.73	77	82	41	50	48	

Math: Math K-12

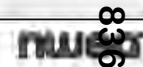


Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

887

Aggregate by School

Term: Fall 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2017 - Fall 2018
 Weeks of Instruction: Start - 8 (Fall 2017)
 End - 4 (Fall 2018)

Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Fall 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	1	*			*							*				
10	90	208.2	17.8	12	213.3	14.5	17	5	1.1	2.9	1.56	94	90	51	57	66
11	83	213.4	13.7	16	213.2	16.9	10	0	1.2	1.0	-0.83	20	83	40	48	51

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2018 - Fall 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 4 (Fall 2019)

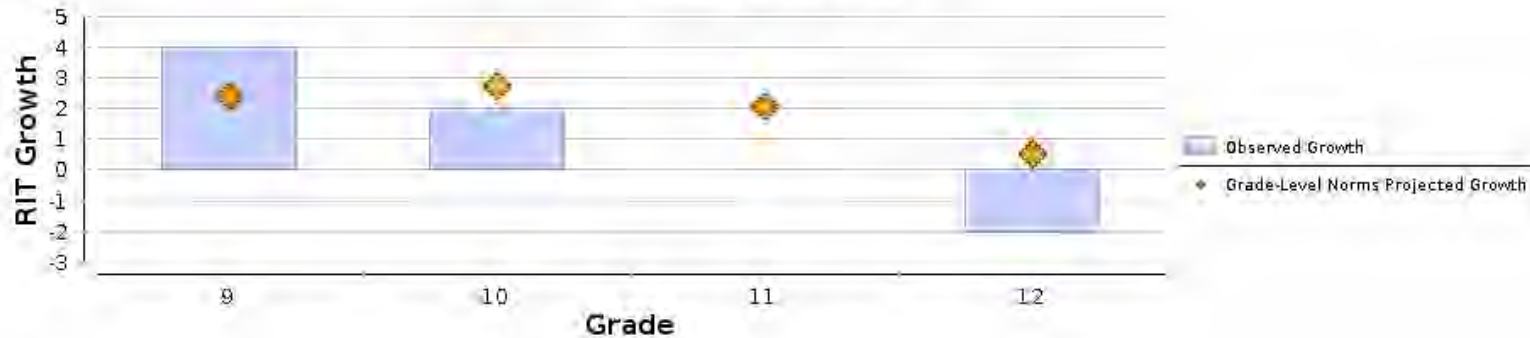
Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Fall 2019)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Fall 2019			Growth		Grade-Level Norms			Student Norms			Student Median Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	
9	64	210.1	16.5	6	214.1	15.4	11	4	1.2	2.4	0.88	81	64	39	61	59
10	52	212.1	20.2	8	214.4	17.3	8	2	1.3	2.7	-0.24	41	52	24	46	39
11	74	217.6	15.9	13	217.6	16.0	9	0	1.0	2.0	-1.23	11	74	31	42	41
12	60	220.3	16.8	14	218.7	14.9	10	-2	1.1	0.5	-1.17	12	60	22	37	40

Math: Math K-12

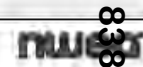


Explanatory Notes

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2018 - Fall 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 4 (Fall 2019)
 Grouping: None
 Small Group Display: No

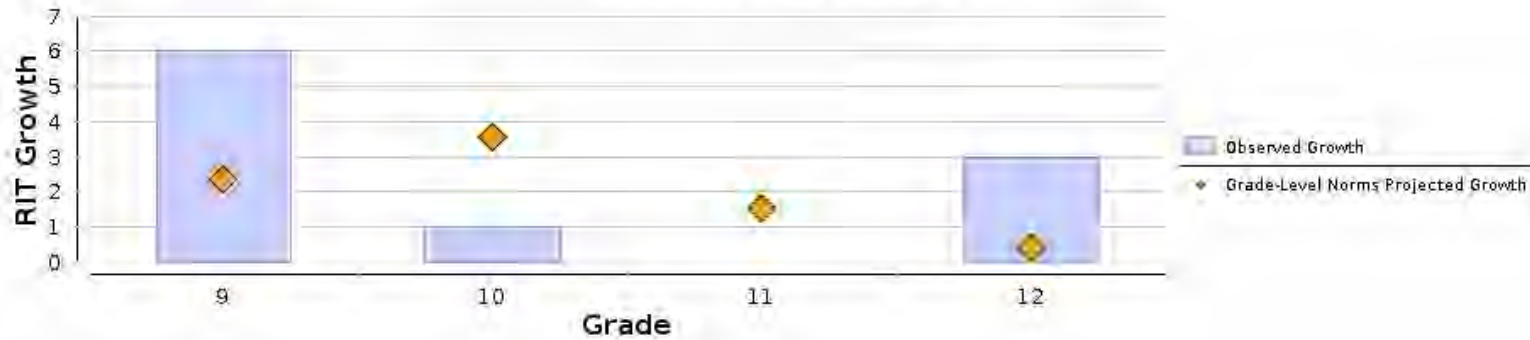
89

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Fall 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Fall 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	68	200.8	16.2	1	206.5	16.4	10	6	1.3	2.3	2.06	98	68	42	62	66
10	49	206.5	19.4	10	207.8	19.1	5	1	1.6	3.6	-1.52	6	49	26	53	56
11	71	212.2	15.4	14	212.3	17.1	8	0	1.5	1.5	-0.94	17	71	35	49	48
12	61	211.5	16.1	7	214.0	13.3	15	3	1.5	0.4	1.30	90	61	33	54	65

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2018 - Fall 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 4 (Fall 2019)

Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts:
 Language Usage

Grade (Fall 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Fall 2019			Growth		Grade-Level Norms			Student Norms			Student Median Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	
9	43	209.1	11.7	17	212.4	11.2	28	3	1.2	2.7	0.44	67	43	21	49	47
10	50	209.9	15.2	18	210.3	14.8	10	0	1.1	2.5	-1.68	5	50	21	42	41
11	70	210.4	13.4	11	212.9	12.7	12	3	0.8	1.7	0.72	76	70	40	57	58
12	58	211.6	12.2	8	213.5	12.3		2	1.3				0			

Language Arts: Language Usage

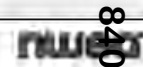


Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	47	215.7	17.2	12	216.9	17.1	12	1	1.1	4.2	-1.78	4	47	15	32	31

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: None
 Small Group Display: No

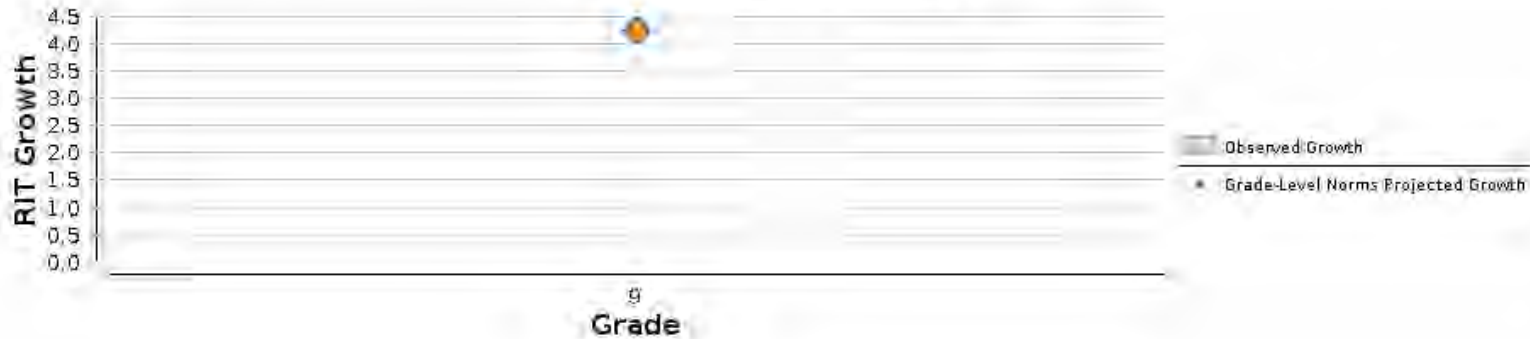
878

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth			Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	50	212.7	16.2	17	212.7	15.5	20	0	1.0	4.2	-3.13	1	50	15	30	27

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)

Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	6	*			*			*					*			
Free and Reduced Lunch (FRL)	35	214.5	18.5	10	217.6	17.6	13	3	1.1	4.2	-0.65	26	35	14	40	36
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	4	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2016-2017
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2016 - Winter 2017
 Weeks of Instruction: Start - 16 (Winter 2016)
 End - 20 (Winter 2017)
 Grouping: Program
 Small Group Display: No

84

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2016			Winter 2017			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	7	*			*			*					*			
Free and Reduced Lunch (FRL)	36	211.9	18.1	15	212.3	17.1	19	0	1.3	4.3	-2.91	1	36	13	36	29
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	4	*			*			*					*			

Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	17	195.5	15.5	1	202.2	13.4	1	7	2.3	1.9	3.04	99	17	12	71	79
Free and Reduced Lunch (FRL)	60	215.8	19.0	10	220.9	17.4	16	5	1.1	2.3	1.76	96	60	38	63	63
Gifted and Talented (GATE)	4	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	10	200.9	24.8	1	205.9	20.7	1	5	3.2	2.0	1.90	97	10	8	80	68

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: Program
 Small Group Display: No

846

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	18	187.6	17.5	1	197.6	18.8	1	10	4.2	4.7	3.65	99	18	11	61	59
Free and Reduced Lunch (FRL)	61	210.6	19.3	14	216.3	17.1	21	6	1.6	3.4	1.63	95	61	38	62	59
Gifted and Talented (GATE)	3	*			*			*					*			
Section 504	2	*			*			*					*			
Special Education (SPED)	10	188.2	24.1	1	199.1	19.1	1	11	5.6	4.7	4.30	99	10	5	50	51

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	0	**			**			**					**			
10	81	214.2	19.4	7	219.6	18.0	13	5	0.9	2.3	1.97	98	81	55	68	68

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Winter 2017-2018
 District: ALTA Public Schools

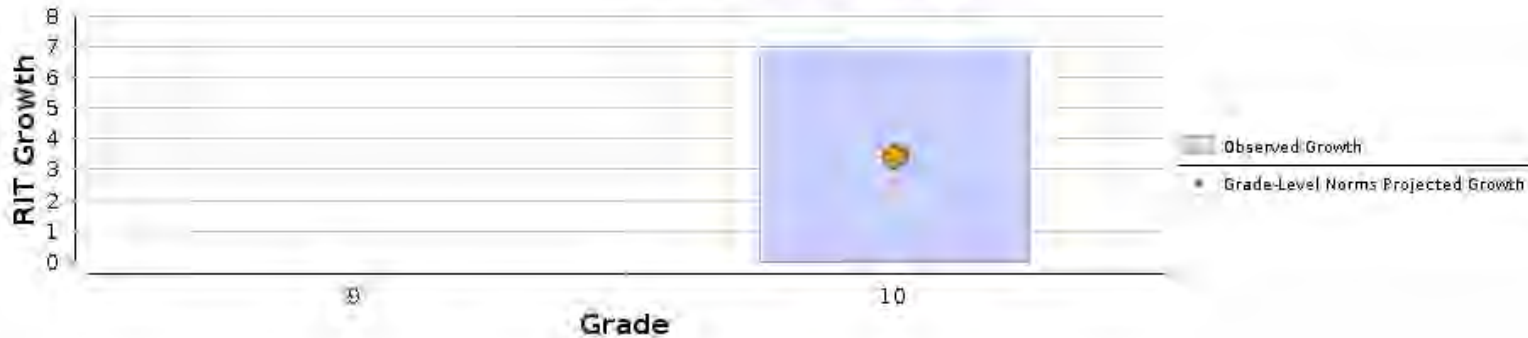
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2017 - Winter 2018
 Weeks of Instruction: Start - 20 (Winter 2017)
 End - 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2017			Winter 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	0	**			**			**					**			
10	84	209.3	19.3	12	215.9	17.2	20	7	1.3	3.4	2.20	99	84	55	65	62

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2018 - Winter 2019
Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
Grouping: Program
Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2018			Winter 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	18	207.4	15.5	2	209.4	15.0	2	2	1.6	2.1	-0.08	47	18	8	44	46
Free and Reduced Lunch (FRL)	75	217.7	15.8	14	219.0	15.5	12	1	0.8	2.3	-0.66	26	75	30	40	45
Gifted and Talented (GATE)	2	*			*			*					*			
Special Education (SPED)	11	210.2	20.0	3	212.5	18.0	4	2	2.2	2.2	0.07	53	11	7	64	64
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	19	205.7	18.1	1	212.2	13.2	2	7	2.6	2.0	2.88	99	19	11	58	63
Free and Reduced Lunch (FRL)	49	221.6	16.4	18	222.7	14.7	15	1	1.3	2.2	-0.74	23	49	23	47	45
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	8	*			*			*					*			

Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: Program
 Small Group Display: No

850

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2018			Winter 2019			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	17	193.6	19.0	1	196.3	14.8	1	3	3.8	4.4	-1.16	12	17	8	47	45
Free and Reduced Lunch (FRL)	72	212.5	17.0	20	211.9	17.1	9	-1	1.2	3.2	-2.66	1	72	27	38	35
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	1	*			*			*					*			
Special Education (SPED)	11	205.7	11.0	6	204.3	17.5	1	-1	3.3	3.6	-3.50	1	11	3	27	32
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	197.9	16.0	1	203.7	13.3	1	6	2.7	4.0	1.22	89	16	10	63	57
Free and Reduced Lunch (FRL)	47	214.2	17.4	15	216.5	16.6	16	2	1.6	2.8	-0.37	36	47	27	57	55
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	9	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

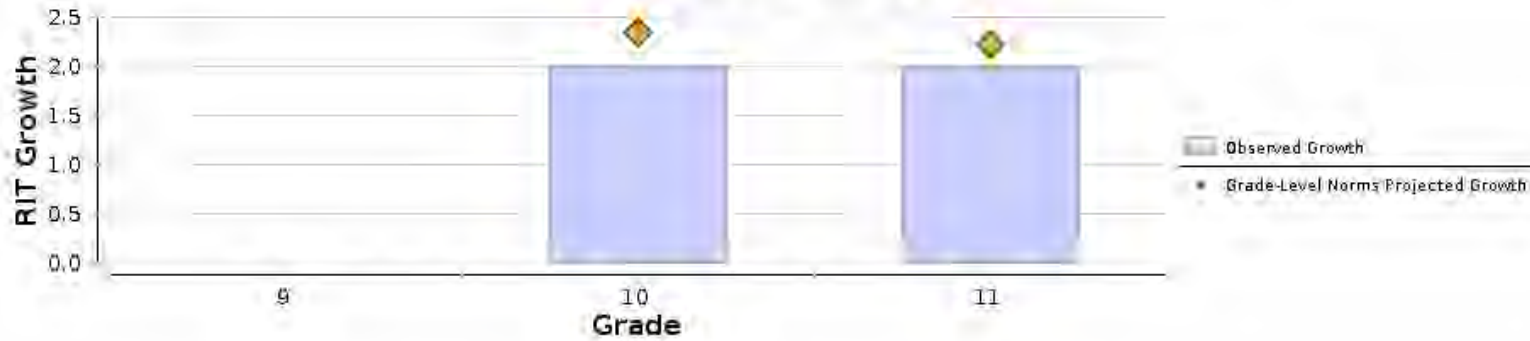
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Winter 2018			Winter 2019			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	1	*			*				*				*				
10	77	217.4	16.0	13	218.9	15.6	12	2	0.8	2.3	-0.53	30	77	32	42	45	
11	68	219.8	17.4	14	222.1	15.3	14	2	1.1	2.2	0.05	52	68	34	50	47	

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2018 - Winter 2019
 Weeks of Instruction: Start - 20 (Winter 2018)
 End - 20 (Winter 2019)
 Grouping: None
 Small Group Display: No

844

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against									
		Winter 2018			Winter 2019			Growth			Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
9	1	*			*				*				*				
10	74	212.3	17.2	19	211.7	17.0	9	-1	1.2	3.2	-2.67	1	74	28	38	35	
11	64	214.6	16.4	16	216.7	15.6	17	2	1.3	2.8	-0.48	31	64	33	52	50	

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

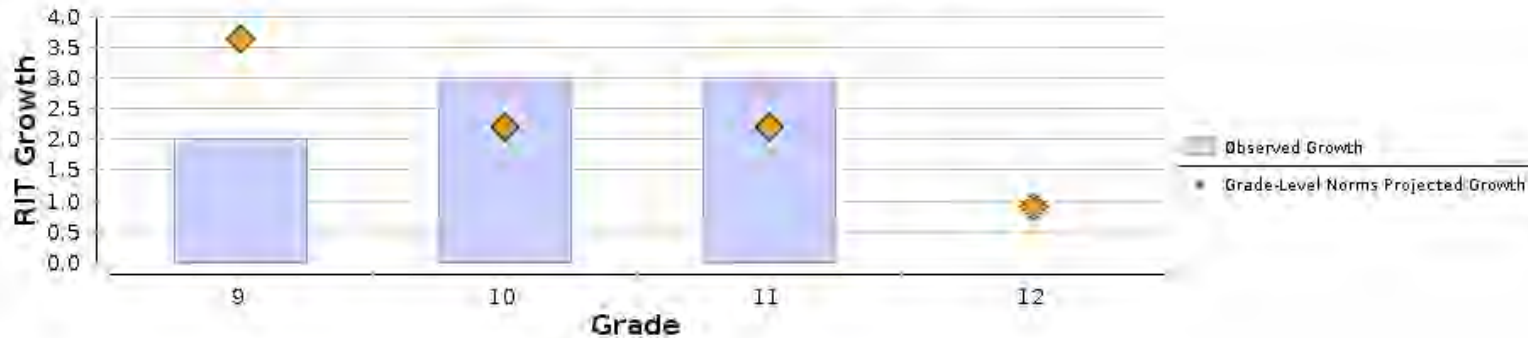
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: None
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	56	214.8	16.2	9	217.1	14.5	12	2	1.0	3.6	-0.86	19	56	21	38	37
10	40	210.9	17.0	4	214.3	16.1	5	3	1.3	2.2	0.76	78	40	23	58	58
11	60	216.9	16.3	8	220.1	15.7	10	3	0.9	2.2	0.66	74	60	30	50	47
12	55	220.3	15.1	11	219.7	13.6	11	0	1.1	0.9	-0.55	29	55	22	40	47

Math: Math K-12

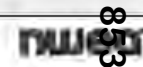


Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: None
 Small Group Display: No

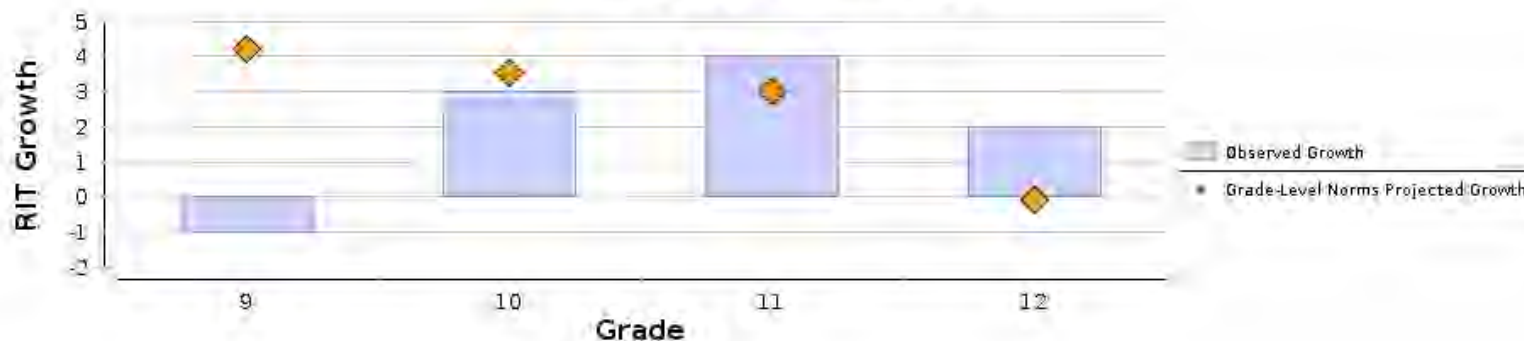
844

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9	60	209.8	13.7	8	208.5	13.9	10	-1	1.3	4.2	-4.11	1	60	18	30	25
10	33	207.6	19.2	8	210.2	17.9	6	3	1.6	3.5	-0.65	26	33	15	45	42
11	59	211.6	17.9	9	215.4	14.0	13	4	1.2	3.0	0.53	70	59	35	59	55
12	44	213.6	15.7	9	216.0	13.0	21	2	1.5	-0.1	0.85	80	44	20	45	50

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	18	207.4	15.5	2	209.4	15.0	2	2	1.6	2.1	-0.08	47	18	8	44	46
Free and Reduced Lunch (FRL)	75	217.7	15.8	14	219.0	15.5	12	1	0.8	2.3	-0.66	26	75	30	40	45
Gifted and Talented (GATE)	2	*			*			*					*			
Special Education (SPED)	11	210.2	20.0	3	212.5	18.0	4	2	2.2	2.2	0.07	53	11	7	64	64
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	19	205.7	18.1	1	212.2	13.2	2	7	2.6	2.0	2.88	99	19	11	58	63
Free and Reduced Lunch (FRL)	49	221.6	16.4	18	222.7	14.7	15	1	1.3	2.2	-0.74	23	49	23	47	45
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	8	*			*			*					*			

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

856

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	17	193.6	19.0	1	196.3	14.8	1	3	3.8	4.4	-1.16	12	17	8	47	45
Free and Reduced Lunch (FRL)	72	212.5	17.0	20	211.9	17.1	9	-1	1.2	3.2	-2.66	1	72	27	38	35
Gifted and Talented (GATE)	1	*			*			*					*			
Section 504	1	*			*			*					*			
Special Education (SPED)	11	205.7	11.0	6	204.3	17.5	1	-1	3.3	3.6	-3.50	1	11	3	27	32
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	197.9	16.0	1	203.7	13.3	1	6	2.7	4.0	1.22	89	16	10	63	57
Free and Reduced Lunch (FRL)	47	214.2	17.4	15	216.5	16.6	16	2	1.6	2.8	-0.37	36	47	27	57	55
Gifted and Talented (GATE)	3	*			*			*					*			
Special Education (SPED)	9	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	13	204.4	20.7	1	209.0	15.4	2	5	3.2	3.7	0.56	71	13	5	38	44
Free and Reduced Lunch (FRL)	47	215.8	17.2	11	218.5	15.2	16	3	1.2	3.6	-0.60	27	47	19	40	43
Special Education (SPED)	2	*			*			*					*			
homeless	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	11	198.4	13.1	1	204.3	12.7	1	6	2.5	1.9	2.50	99	11	8	73	68
Free and Reduced Lunch (FRL)	15	215.3	21.5	9	216.1	18.7	7	1	1.7	2.3	-0.94	17	15	7	47	28
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	5	*			*			*					*			
homeless	4	*			*			*					*			
11		Statistics cannot be aggregated above the program level														

Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

050

Prepa Tec Los Angeles High School

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	18	207.3	16.5	1	211.7	16.0	2	4	1.8	2.1	1.51	93	18	12	67	60
Free and Reduced Lunch (FRL)	24	219.5	17.1	13	222.8	16.3	16	3	1.5	2.2	0.70	76	24	12	50	48
Gifted and Talented (GATE)	2	*			*			*					*			
Section 504	1	*			*			*					*			
Special Education (SPED)	10	208.3	17.7	1	207.1	16.4	1	-1	1.9	2.1	-2.12	2	10	2	20	24
homeless	5	*			*			*					*			
12		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	15	210.1	12.8	1	207.9	12.0	1	-2	1.8	1.0	-1.15	12	15	5	33	38
Free and Reduced Lunch (FRL)	23	219.7	16.8	10	220.6	14.1	13	1	2.1	0.9	0.00	50	23	12	52	53
Special Education (SPED)	6	*			*			*					*			
homeless	1	*			*			*					*			

Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	200.5	14.1	1	197.8	12.9	1	-3	2.3	5.4	-6.01	1	16	2	13	13
Free and Reduced Lunch (FRL)	50	210.7	13.7	10	210.1	13.9	13	-1	1.4	4.1	-3.51	1	50	17	34	27
Special Education (SPED)	3	*			*			*					*			
homeless	1	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	9	*			*			*					*			
Free and Reduced Lunch (FRL)	13	207.7	20.2	9	212.2	21.2	10	5	2.1	3.5	0.68	75	13	6	46	43
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	2	*			*			*					*			
homeless	3	*			*			*					*			
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	14	195.0	15.2	1	205.0	13.6	1	10	1.9	4.2	3.94	99	14	12	86	79
Free and Reduced Lunch (FRL)	26	212.0	19.0	10	215.8	14.6	14	4	1.9	3.0	0.55	71	26	14	54	53
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	11	203.2	16.2	1	209.9	14.7	4	7	2.4	3.6	2.09	98	11	8	73	55
homeless	7	*			*			*					*			

Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
 District: ALTA Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Winter 2019 - Winter 2020
 Weeks of Instruction: Start - 20 (Winter 2019)
 End - 20 (Winter 2020)
 Grouping: Program
 Small Group Display: No

090

Prepa Tec Los Angeles High School

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
12		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	10	199.2	12.5	1	202.4	12.0	1	3	2.8	-0.3	1.20	89	10	6	60	60
Free and Reduced Lunch (FRL)	19	209.6	15.8	3	213.1	15.9	13	4	2.7	-0.2	1.25	89	19	9	47	50
Gifted and Talented (GATE)	1	*			*			*					*			
Special Education (SPED)	6	*			*			*					*			
homeless	1	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

PTLAH's Response to LAUSD's Adopted BOE Report and Findings



**PETITIONER'S RESPONSE TO LOS ANGELES UNIFIED SCHOOL
DISTRICT BOARD OF EDUCATION REPORT AND FINDINGS IN SUPPORT
OF DENIAL OF THE RENEWAL CHARTER PETITION FOR
PREPA TEC LOS ANGELES HIGH SCHOOL**

This document provides petitioner's response to the Los Angeles Unified School District ("LAUSD") Board of Education Report and written findings adopted on December 8, 2020 (the "Report") in support of LAUSD's denial of the renewal charter for Prepa Tec Los Angeles High School ("PTLAH"). Contrary to page 6 of the LAUSD Report, we understand the State Board of Education ("SBE") reviews this appeal *de novo* pursuant to Education Code section 47605.9(b).

PTLAH is a "Middle Performing" charter school under Education Code section 47607.2. (Exhibit 3.) In order to deny the renewal of a Middle Performing charter school under Education Code section 47607.2(b)(6), an authorizer is required to make a written finding that closure of the school is in the best interest of students, among other required findings:

"The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance."

(Ed. Code, § 47607.2(b)(6).) This requirement is *in addition to* the legal requirement that a school district shall not deny a renewal petition for a Middle Performing charter school unless it makes factual findings that the charter school has presented an unsound educational program, is demonstrably unlikely to successfully implement the educational program, does not contain reasonably comprehensive descriptions of all required elements, or does not contain required affirmations, assurances, and declarations. (Ed. Code, § 47605(c); LAUSD Policy and Procedures for Charter Schools, pp. 26-36; Exhibit 6, pp. 5, 21.)

Here, LAUSD's Report acknowledges that the findings in Education Code section 47607.2(b)(6) are required for denial, but expressly declined to make such findings. (See Exhibit 6, pp. 3, 5, 6, 21.) LAUSD did not make a finding that closure of the school will serve the best interest of PTLAH students; in fact, after considering all of our academic achievement data, LAUSD made the opposite finding:

"[T]he District has determined that non-renewal and closure of the Charter School is *not* in the best interest of its students..."

(Exhibit 6, p. 22 [emphasis added]; see also pp. 2, 5, 6.) Despite the criticisms in the Report related to finances and the school's limited academic data, which are addressed below, even LAUSD recognized that closing PTLAH at this point in time would *harm* students. As such, the LAUSD findings do not meet the legal standard to support a denial of a Middle Track charter school.

After LAUSD adopted the Report on December 8, 2020, PTLAH received a letter from LAUSD staff dated December 22, 2020 with an attachment characterized as "a summary of the LAUSD Board of Education's Written Findings of Fact." (Exhibit 7.) Staff's summary did not exist at the time of LAUSD's meeting and was not adopted by the Board of Education. In fact, for two of the "findings" in staff's summary, the Board adopted the *opposite* finding: (1) that "non-renewal and closure of the charter school is *not* in the best interests of its students," and (2) that "at the time of renewal, Charter School does *not* have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition." (Exhibit 6, pp. 22, 28.) The summary was *not* adopted by the LAUSD Board. On the contrary, it was the Report that was posted on LAUSD's website, provided to PTLAH, included in the agenda materials, and adopted by the LAUSD Board as its findings.

Closure of PTLAH in the midst of a global pandemic and an unprecedented time in public education would force hundreds of LatinX, socioeconomically disadvantaged, and English learner students who are deeply engaged in their International Baccalaureate ("IB") program back into the non-IB schools they chose to leave, at a time when schools may not even be reopened for in person instruction. This injustice is especially acute given all that our community has been through in the past 9+ months. PTLAH provides families in Southeast Los Angeles a high school community with the values and academic rigor that inspire our students to continue into higher education as a vehicle out of the cyclical poverty that has existed in our community.

LAUSD FINDINGS FOR DENIAL

The LAUSD findings are not drafted as findings for denial of the charter. Rather, they are drafted as *findings for approval* of the charter in the best interest of students, notwithstanding LAUSD's concerns regarding the charter school's academic performance and other indicators. As to these concerns, the Report makes two conclusory findings:

Finding #1: *LAUSD incorrectly found that the renewal charter for PTLAH presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)*

Finding #2: *LAUSD incorrectly found that Alta Public Schools (“Alta”) is demonstrably unlikely to successfully implement the program set forth in the charter for PTLAH. (Ed. Code, § 47605(c)(2).)*

In addition to LAUSD’s failure to make the requisite finding that closure is in the best interest of students under Education Code section 47607.2(b)(6), the above two findings are also inadequate to support a decision to deny the renewal. Below is PTLAH’s response to each of the two findings.

PETITIONER’S RESPONSE

The SBE has promulgated regulations establishing criteria for evaluating a charter under California Code of Regulations, title 5, section 11967.5.1¹, which the LAUSD Board of Education has adopted as part of their own criteria for evaluating renewal charters. (LAUSD Policy and Procedures for Charter Schools, pp. 11 fn. 16, 27-28.)

As for finding #1, under the law, a charter “shall be ‘consistent with sound educational practice’ if, in the SBE’s judgment, it is likely to be of educational benefit to pupils who attend.” (5 C.C.R. § 11967.5.1(a).) A “charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.” (*Id.*) An “unsound educational program” is narrowly defined by the SBE as *one that is likely to cause physical, educational, or psychological harm, or is of no educational benefit*, to the pupils who attend the charter school (among other factors not applicable here). (5 C.C.R. § 11967.5.1(b).)

Here, LAUSD’s conclusion that PTLAH has presented an unsound educational program fails to meet the legal standard because the Report does not bridge the analytical gap between the facts in the record and LAUSD’s ultimate conclusion. (See *American Indian Model Schools v. Oakland Unified School District* (2014) 227 Cal.App.4th 258, 278 (*AIMS*); *Topanga Assn for a Scenic Community v. County of Los Angeles* (1974) 11 Cal.3d 506, 514-15 (*Topanga*).) There is no evidence in the Report that LAUSD considered the appropriate criteria required under the law, i.e. the SBE’s charter evaluation criteria that were adopted as part of LAUSD’s own policies. Instead, the Report appears to rely almost entirely upon the school’s performance on the California School Dashboard, which only contains *one year of data* for all but one of the indicators (Suspension Rate). PTLAH opened its doors to 9th grade students in 2016-17 and steadily added one grade level each year until serving all high school grades 9-12 for the first time in the 2019-20 school year. Since only 11th graders participate in CAASPP testing at the high school level, and because CAASPP testing was suspended last year due to the pandemic,

¹ We understand the SBE is currently in the process of revising its charter school regulations in light of AB 1505. Any cites herein to the regulations are to the version in effect at the time of our appeal submission.

PTLAH only has one year of available CAASPP data. Closing a charter school based on only one year of data is unprecedented (and acutely unfair under the current pandemic circumstances), especially when there are other positive data points that LAUSD should have given more consideration but did not. For example:

- ✓ PTLAH students have experienced steady growth in NWEA MAP scores in ELA and Math in each year of the current charter term. NWEA MAP was approved by the SBE as “verified data” for purposes of Education Code Section 47607.2(c). This is clear and convincing evidence that our students have experienced growth for each year in school on average.
- ✓ PTLAH’s four-year adjusted cohort graduation rate in 2020 (89%) was higher than LAUSD (80.1%) and the State (84.3%).
- ✓ 61.1% of students in PTLAH’s first graduating class are attending college, which is one of the highest rates of public schools in our region and higher than LAUSD’s most recently reported college-going rate from DataQuest of 50.7%.
- ✓ 28.4% of students in PTLAH’s first graduating class took one or more community college courses while in high school.
- ✓ Despite the pandemic, PTLAH maintained an attendance rate above 95% in Fall 2020, which shows that our students are engaged and truly want to attend school at PTLAH.
- ✓ PTLAH retained 90% of teachers and administration this past year, which shows that our staff is committed to helping our families achieve academic success even in the midst of a pandemic.
- ✓ PTLAH was projected to have a higher percentage of students in the “Prepared” level on the Dashboard’s College/Career Indicator in 2020 (37.9%) than LAUSD’s most recently reported rate (37.7%).
- ✓ PTLAH had a lower chronic absenteeism rate (14.9%) than LAUSD (18.4%) in 2019, and a lower rate than both LAUSD and the State in 2017 and 2018.
- ✓ PTLAH had a lower suspension rate than the State in 2017 and 2019, schoolwide and amongst all numerically significant student subgroups.

- ✓ PTLAH lowered its suspension rate schoolwide and amongst all of its numerically significant student subgroups between 2018 and 2019.
- ✓ PTLAH achieved a score of “Standard Met” on all local indicators in 2018 and 2019.

Further, based on our analysis of PTLAH’s recent NWEA MAP data, students who were continuously enrolled from Fall 2019 to Fall 2020 have experienced *zero learning loss* during the school shutdowns caused by the pandemic. Continuously enrolled students have experienced growth in NWEA MAP scores on average, and many students even outperformed their expected growth under normal circumstances notwithstanding the school closures. This is an incredible feat and we are extremely proud of our students, families, and staff for remaining engaged and continuing to strive for excellence during such difficult times. PTLAH recognizes that our CAASPP scores must improve and we have clear and solid plans to do so. (Exhibit 11; see also the summary of our improvement plan below). However, it would be unjust to close the school based on only one year of Dashboard data, and send our students scrambling to find new schools during a pandemic. PTLAH will continue to be of educational benefit to students in our community.

We understand that when evaluating our renewal appeal, the SBE will consider the school’s past performance in evaluating our likelihood of future success, along with our plans for improvement. (5 C.C.R. § 11966.6(c)(1).) We are proud of our students’ continued growth over time in terms of their academic achievement, as shown by our NWEA MAP scores. But we are also always working to use data to improve our program so that our students not only achieve academic success at PTLAH but are also prepared for life beyond high school. In response to our CAASPP scores, PTLAH conducted a detailed root cause analysis of our students’ academic performance and created SMART goals and plans to improve going forward. (Exhibit 6, pp. 72-231.) Several of the key components of our school improvement plan include:

- We recognized that the majority of our students are visual learners so we have incorporated additional modalities of learning into our program to target all learning styles.
- We established a common planning period for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation.
- Our teachers have placed additional emphasis on summarizing text and note taking to improve literacy and ELA performance.
- We provide extended time for teachers to work with students in groups or personalized settings via our advisory class PAWS.
- Teachers have incorporated additional enrichment/intervention opportunities for students in the afternoons every Tuesday – Thursday.

- Teachers receive IB Programme professional development each month for two hours covering topics such as the construction of inquiry-based lessons, delivery of lessons incorporating IB's "approaches to learning" skills, strategies for checking and understanding, and building an inquiry-based classroom. Teachers also attend a 20-hour IB Programme training annually provided by IB leaders.
- Parents are encouraged to attend our Parent University, which informs parents about A-G requirements, graduation requirements, college entrance and exam process, and other important areas as they support their child in high school.

As for finding #2, the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program": whether the operator has a history of involvement in charters or other education agencies that have been unsuccessful, i.e. charters that have been revoked; whether the operator is unfamiliar with the charter or charter law; whether the operator's financial and operational plan is realistic; and whether the operators and their team have an adequate background. (5 C.C.R. § 11967.5.1(c).) In short, this finding is about a charter operator's capacity to run a successful school.

Here, once again LAUSD's Report failed to provide facts that support the legal criteria and bridge the analytical gap between its conclusion and the PTLAH's track record. (See LAUSD Policy and Procedures for Charter Schools, pp. 12 fn. 16, 27-28; *AIMS, supra*; *Topanga, supra*.) Alta has been operating public charter schools in Southeast Los Angeles since 2009 and has never had a charter revoked. Alta is led by experienced, passionate, and qualified individuals with decades of cumulative experience in charter schools and public education. Alta understands the unique challenges that families in our community are faced with, and we are well equipped to help them overcome those challenges. Our rigorous academic program is research-based, standards-aligned, and proven successful. In fact, the charters for our two sister schools, Academia Moderna and Prepa Tec Los Angeles Middle School, were renewed by LAUSD in 2019 and 2017, respectively. Our unique program is not otherwise available to our families because PTLAH is one of only four authorized IB Diploma Programme public schools in Los Angeles. Our small school environment allows students to overcome barriers and empowers them to succeed well beyond high school, while simultaneously learning how to become a world citizen through the IB Programme.

LAUSD appears to rely solely on the "Fiscal Condition" section beginning on page 28 of the Report to support its decision to deny under finding #2. Those concerns in the Report have been addressed with both LAUSD and CDE and PTLAH is already implementing the plan to address them. As the Report mentions, CDE issued a letter of concern ("LOC") to PTLAH on August 18, 2020 regarding the school's reserve levels and negative net assets. (Exhibit 6, p. 23.) PTLAH responded on September 1, 2020 and explained the reasons for the school's current

fiscal condition and its plan to turn the negative fund balance to positive. (Exhibit 6, p. 23-24.) In an email to LAUSD on October 6, 2020, CDE stated that Alta had “remedied the financial issues” in the LOC. (See Exhibit 6, p. 32.) Ahead of our renewal submission to LAUSD, LAUSD issued a notice of alleged violation (“NOV”) to Alta on October 15, 2020 pursuant to Education Code section 47607(e) regarding these same concerns about the fiscal condition of PTLAH and Alta’s “home office.” (Exhibit 10.) On November 13, 2020, Alta responded to the NOV and again provided its plan as well as an updated five-year budget projection for PTLAH showing a positive fund balance beginning in FY21. (Exhibits 10 and 10B.) LAUSD concluded on page 28 of the Report that there are currently no substantial fiscal concerns with PTLAH pursuant to Education Code section 47607(e):

“At the time of renewal, *Charter School does not have substantial fiscal or substantial governance factors* that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.”

The concerns raised in CDE’s LOC (which are remedied) and in the NOV pursuant to Education Code section 47607(e), are the same issues as those raised in finding #2 of the Report.

The first concern in the Report is about PTLAH reporting negative net assets in each year of the current charter term. We recognize that this is an issue and have been working diligently to fix it. It is not uncommon for a new charter school to end the first couple of years with negative net assets because of start-up expenses such as purchasing a large volume of curriculum, supplies, and equipment. For PTLAH, this common challenge was compounded by the challenges with our facility. As explained in our responses to the LOC and NOV, PTLAH was co-located at Huntington Park High School via Prop 39 in our first year of operation. The facility lacked functioning amenities, including an air conditioner, and it quickly became clear that our program was not sustainable at that location because it was unsafe for our students. As a result, we were forced to implement our long-term facility plan three years ahead of schedule to maintain student enrollment and address growing parent concerns about their students’ safety. This acceleration put an added strain on the school’s finances, resulting in deficit spending in Fiscal Years 1 and 2. However, after moving to our new facility at 4210 E. Gage Ave, PTLAH was able to significantly improve its fiscal health. PTLAH ended Fiscal Years 3 and 4 with positive net income and is projected to reach positive net assets in FY21 and continue accumulating positive net income each year thereafter. (See Exhibits 2B and 10A). And with the construction of Alta’s new middle school facility in Huntington Park, we expect to see an increase in enrollment as students matriculate to our high school, which will increase revenue and improve our fiscal condition even further. PTLAH will use its net income each year to help pay down any outstanding debt. PTLAH is on a positive trajectory in this regard.

The second concern is about the “weak” fiscal condition of Alta’s “home office.” Alta is one nonprofit public benefit corporation that keeps separate books and records for each school. Alta also separately tracks the home office as an accounting function. The home office is not a separate school or separate entity, it simply means the shared costs of the schools’ centralized services, such as budgeting, marketing, data analysis, and special education. Alta’s fiscal condition as an organization is positive. As reflected in the most recent consolidated financial statement that was presented to the Alta Board at the December meeting, Alta is projecting to end FY21 with a surplus of \$1.1 million and total net assets of \$2.2 million.

Finally, the Report raises a concern about intraorganizational borrowing between the Alta schools. Alta has a policy governing intraorganizational transfers that requires the transferring school has sufficient cash on hand and the transfer will not adversely impact its educational program. Intraorganizational transfers within a single nonprofit like Alta have been deemed appropriate by the California Fiscal Crisis and Management Assistance Team (“FCMAT”) in its Charter School Accounting and Best Practices Manual, as well as legal counsel for the California State Auditor. FCMAT recommends having a policy for such transfers, which Alta does. Academia Moderna, which has an intraorganizational receivable, is in a strong financial position. As reflected in the most recent statement of financial position that was presented to the Alta Board at the December meeting, the school is projecting to end FY21 with a surplus of \$503,596 and total net assets of \$2.6 million. Going forward, as PTLAH ends each fiscal year with a surplus, the school will use a portion of that to pay down its outstanding balance. PTLAH is projected to have a surplus at the end of FY21.

As explained above, LAUSD’s findings did not meet the legal standard for denial. And as admitted in the Report, closing PTLAH is not in the best interest of students in the Southeast Los Angeles community. We urge the SBE to correct this injustice and renew the PTLAH charter for another five years.

**Notice of Alleged Violation Issued by
LAUSD on October 15, 2020 and
PTLAH's Response Dated November 13, 2020**



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

333 South Baudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

Via Email Only

October 15, 2020

Prepa Tec Los Angeles High
Xavier Reyes, CEO
4210 Gage Avenue
Bell, CA 90201
Email: x.reyes@altaps.org

**SUBJECT: NOTICE OF ALLEGED VIOLATION AND OPPORTUNITY TO
CURE Pursuant to Education Code section 47607, subdivision (e)
Prepa Tec Los Angeles High School Renewal Petition**

Dear Mr. Reyes:

This letter shall serve as the Los Angeles Unified School District's ("District" or "LAUSD") Notice of Alleged Violations issued to the Prepa Tec Los Angeles High School ("PTLAHS" or "Charter School"), pursuant to Education Code section 47607.

BACKGROUND AND LEGAL BASIS FOR NOTICE

Charter School was authorized by the State Board of Education ("SBE") in 2016 and is currently operating under the authorization of the SBE. Pursuant to Education Code section 47605.9, subdivision (b):

A charter school operating under a charter approved by the state board pursuant to Section 47605, as that section read on January 1, 2019, may continue to operate under the authority of that chartering authority only until the date on which the charter is up for renewal, at which point the charter school shall submit a petition for renewal to the governing board of the school district within the boundaries of which the charter school is located.

Since PTLAHS' current term expires June 30, 2021, the Charter School submitted its petition for renewal to the District on September 15, 2020. Pursuant to Education Code section 47607, subdivision (e):

Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision

Notice of Alleged Violation
 Prepa Tec Los Angeles High
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only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.

(Emphasis added.)

Although the District does not believe it is required to issue a notice of violation and provide PTLAHS with a reasonable opportunity to cure the violations pursuant to Section 47607 since it is not the chartering authority, the District is nevertheless issuing this Notice and hereby affording PTLAHS 30-days' notice and opportunity to cure the alleged violations before action is taken on the renewal petition.

VIOLATIONS UPON WHICH THIS NOTICE IS BASED

A. Substantial Fiscal Factors

The following, but not limited to, facts demonstrate substantial fiscal mismanagement concerns regarding PTLAHS, operated by Alta Public Schools:

1. Poor Fiscal Condition

PTLAHS has had a negative net asset balance since its inception, as summarized below.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	N/A	(\$331,283)	(\$879,715)	(\$489,792)	(\$290,224)
Net Income/ Loss	N/A	(\$331,283)	(\$548,432)	(\$389,923)	\$199,568
Transfers In/Out	N/A	\$0	\$0	\$0	
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	

(See Exhibits 1A, 1B, 1C for Independent Audit Reports, 2016-17, 2017-18, 2019-19 Fiscal Years; and Exhibit 1D – Second Interim Report, 2019-2020 Fiscal Year.)

PTLAHS is currently under the authorization and oversight of the State Board of Education (SBE). On August 1, 2020, a Memorandum regarding “Financial Condition of State Board of Education-Authorized Charter Schools – Fiscal Year 2019-20” from the State Superintendent of Public Instruction to the members of the SBE summarized the financial condition of all SBE-authorized charter schools, including PTLAHS, for Fiscal Year 2019-2020. (See Exhibit 2A – Memorandum dated August 1, 2020.)

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Prepa Tec Los Angeles High
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The California Department of Education (CDE) grouped each SBE-authorized charter school into one of three categories (good, fair, or poor) based on the CDE's analysis of the financial condition of each charter school.

Per the August 1, 2020, Memorandum, PTLAHS was found by CDE to be in the "Poor Financial Condition" category, meaning the Charter School is "in danger of jeopardizing [its] fiscal operations going forward." Per the Memorandum:

"Charter schools in poor financial condition are in danger of jeopardizing their fiscal operations going forward. Timely and appropriate action by the charter school's board is critical in addressing and mitigating the charter school's serious decline in financial condition. Specifically, charter schools in poor financial condition have a negative fund balance and no reserves. These schools do not have an adequate cash level and have a high debt level." (See Exhibit 2A, p. 5.)

"The CDE has concerns regarding the fiscal condition of these charter schools. Each charter school noted above does not maintain the recommended 5 percent in reserves outlined in the MOU between the charter school and the SBE. The CDE will continue to monitor their budgets and may recommend that the SBE take appropriate action, as deemed necessary." (See Exhibit 2A, p. 6.)

As to PTLAHS specifically, CDE found the following:

"Prepa Tec Los Angeles High's (PTLAHS) 2019–20 second interim report indicates that PTLAHS is projecting a negative ending fund balance of \$290,224 with no reserves. Additionally, PTLAHS has been considered to be in poor fiscal condition since its first year of operation, Fiscal Year 2016-2017. (See Exhibit 2A, p. 6.)

Fiscal Concerns

The CDE found that PTLAHS' 2019–2020 second interim report indicates that PTLAHS projected a negative year-end fund balance of \$290,224, with zero percent cash reserves for Fiscal Year 2019-2020, which is below the recommended five percent in cash reserves outlined in the MOU between PTLAHS and the SBE. PTLAHS has been considered to be in poor financial condition since its first year of operation, Fiscal Year 2016-2017. The CDE also noted that, as of January 15, 2019, PTLAHS owed \$207,423 in outstanding vendor bills, of which \$145,429 were 90 days or more past due. In addition, the CDE notes that PTLAHS had a negative net asset balance of -\$455,575 as of January 31, 2019. (See Exhibit 2B, Attachment 1 to Memorandum dated August 1, 2020, p. 6.)

Furthermore, CDE issued fiscal Letters of Concern to PTLAHS in each of the last four years (September 9, 2017, July 5, 2018, June 14, 2019, and August 18, 2020). (See Exhibits 3A and 3B - two most recent Letters of Concern.) Despite the CDE's issuance of multiple letters to

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PTLAHS citing fiscal concerns, the Charter School has continued to maintain negative net asset balances, no cash reserves, and has been considered in poor fiscal health.

Most recently, on August 18, 2020 the CDE issued a Letter of Concern to PTLAHS noting the following fiscal concerns/observations:

- PTLAHS reported a zero percent cash reserve for Fiscal Year 2020–2021; PTLAHS' expected reserve level is five percent.
- PTLAHS projects a negative year-end fund balance of \$416,573 for Fiscal Year 2020-2021. The CDE notes that a negative year-end fund balance could jeopardize PTLAHS' fiscal sustainability, since the school's liabilities could not be satisfied, even if all of PTLAHS' assets were liquidated.
- As of May 31, 2020, PTLAHS' had a negative net asset balance of -\$185,981. Further, PTLAHS' debt ratio at that time was 2.34, meaning that PTLAHS' total liabilities more than doubled the value of its assets.

(See Exhibit 3A – Letter of Concern dated August 18, 2020, p. 2.)

Due to these fiscal concerns/observations regarding PTLAHS' poor financial condition, CDE directed PTLAHS' governing board to provide the CDE with a Fiscal Corrective Action Plan and relevant documents within five weeks from the date of the Letter. Specifically, the PTLAHS governing board was directed to: “provide the CDE with a Board-approved Fiscal Corrective Action Plan (FCAP) that addresses each of the noted observations with specific explanations, actions, and timeframes for improving PTLAHS' financial condition.” (See Exhibit 3A, p. 3.)

By correspondence dated September 14, 2020, Alta Public Schools responded to CDE's August 18, 2020, Notice of Concern from CDE. (See Exhibit 4 – Alta Public Schools letter dated September 14, 2020.) In the response letter, Alta Public Schools stated that the Fiscal Year 2020-2021 preliminary budget assumed a 7.92% reduction in State funding based on the Governor's May 2020 revision (approximately \$339,000 based on projected Average Daily Attendance of 336 students), which was later reinstated. Alta Public Schools also projected the receipt of additional funding from the CARES Act. Addition, Alta Public Schools received a loan of \$1.5 Million from the Paycheck Protection Program (PPP) which, if forgiven, would provide PTLAHS with an additional \$400,000 in revenue for Fiscal Year 2020-2021. The Charter School also projects an increase in student enrollment beginning in Fiscal Year 2021-2022, based on the completion of the organization's as new middle school facility financed by a recent bond transaction, which is expected to attract additional students that would matriculate from the middle school to PTLAHS. Alta Public Schools further stated that the organization projects a greater operating surplus for PTLAHS and significant improvement to PTLAHS' year-end fund balance by the end of Fiscal Year 2020-2021. (See Exhibit 4, p. 2.)

In an email communication dated October 6, 2020, received by LAUSD from CDE, it was noted that, with respect to the fiscal corrective action plan submitted to CDE by the Charter School to address CDE's observations with specific explanations, actions, and timeframes for improving PTLAHS's financial condition, “It appears that they remedied the financial issues and tried

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improving its fiscal condition.” (See Exhibit 5 – October 6, 2020, Email.) However, within this communication, CDE also indicated that, due to COVID-19 and cash deferrals, CDE stated that the Charter School may actually begin to incur operating losses, which will worsen PTLAHS’ projected year-end negative fund balance for Fiscal Year 2020-2021.

In summary, the school’s documented fiscal challenges dating back to Fiscal Year 2016-2017, insufficient liquid assets to satisfy its current liabilities, and inadequate cash reserves to address financial contingencies, all illustrate that substantial doubts regarding the school’s fiscal sustainability remain.

2. Weak Condition of Alta Public Schools Home Office

According to Alta Public Schools’ independent audit report dated June 30, 2019, Alta Public Schools, without its charter schools, reported negative net assets of **(\$905,149)** and net income of \$8,853. (See Attachment 1C – Audit Report dated June 30, 2019.) This Audit Report indicated that, as of June 30, 2019, Alta Public Schools had cash reserves of \$6,496. Similar concerns were noted in the Findings of Fact for Denial of the petition originally submitted to LAUSD for the establishment of PTLAHS, adopted by the LAUSD Board of Trustees on March 15, 2015. (See Exhibit 6 - Findings of Fact for Denial of Petition, March 15, 2015.)

Information provided by Alta Public Schools indicates that, as of April 30, 2020, Alta Public Schools owed (\$893,402) to one of the other schools that it operates, Academia Moderna. As a result of this borrowing, Academia Moderna is owed significant sums. (See Exhibit 7 – Alta Public Schools Financial Package dated April 30, 2020.) A summary of this data, as part of the April 30, 2020 Financial Package, is provided below.

Charter School	Amount Owed to Charter School	Authorizer
Academia Moderna	\$893,402	LAUSD
Charter School/Entity	Amount Owed by Charter School or Entity	Authorizer
Prepa Tec Los Angeles Middle School	(\$119,866)	LAUSD
Prepa Tec Los Angeles High School	(\$398,363)	SBE
Alta Public Schools (Charter Operator)	(\$288,295)	N/A
Prepa Tec Los Angeles, LLC	(\$86,878)	N/A

In addition to the above, the LAUSD Charter Schools Division (CSD) noted “Intraorganizational Borrowing” as an Area Noted for Further Growth and/or Improvement in both Academia Moderna’s and Prepa Tec Los Angeles Middle School’s Fiscal Year 2019-2020 Annual Performance-Based Oversight Visit Reports. (See Exhibit 8A – Academia Moderna Annual Performance-Based Oversight Report 2019-20, p. 42; Exhibit 8B - Prepa Teach Los Angeles Middle School Annual Performance-Based Oversight Report 2019-20, p. 43.).

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PTLAHS anticipates borrowing an additional \$500,000 from “related parties” in the current year, Fiscal Year 2020-2021 (likely from Academia Moderna) to meet its financial obligations, as noted in the Charter School’s renewal petition and the accompanying budget and cash flow documents. (See Exhibit 9 – PTLAHS, Multi-Year Forecast, Revised 9/14/20.) Due to the weak fiscal of the charter operator, Alta Public Schools, the burden of providing financial support to PTLAHS, given the organization’s established practice of intraorganizational borrowing, Academia Moderna will likely assume the burden of diverting funds from its cash reserves to PTLAHS to address PTLAHS’ financial obligations, due to PTLAHS’ weak fiscal condition. (See similar concern referenced in March 15, 2015 Findings of Fact for Denial of Petition.)

B. Substantial Governance Factors

The above-described facts demonstrating PTLAHS’s fiscal mismanagement concerns also demonstrate substantial governance concerns affecting the administration of PTLAHS and therefore warrant corrective action.

Despite PTLAHS’ receipt of numerous Notices of Concern and corrective action directives from both the CDE and LAUSD over multiple years, Alta Public Schools’ has been unable and/or unwilling to appropriately address the various concern noted above.

REQUIRED CORRECTIVE ACTIONS AND OPPORTUNITY TO CURE

As a result of the foregoing, the District issues this Notice of Alleged Violation. Accordingly, the District provides the Charter School with an opportunity to cure the alleged violations for a period thirty (30) calendar days from the date of this Notice, ending on **November 14, 2020**.

Due to the serious nature of the fiscal and governance concerns identified herein, the District requires that Alta Public Schools/PTLAHS’ corrective actions in response to this Notice of Alleged Violation include the following:

1. Provide a revised five-year budget and revised cash flow projections for Fiscal Years 2020-2021 through 2024-2025. These files must be in Microsoft Excel format, with formulas, no hidden cells, and not password protected. Descriptions of all budget assumptions and calculations used to prepare these revised reports must also be provided.
2. Provide a detailed written explanation as to how the revised financial documents referenced under above Item #1 will:
 - a. Affect the Charter School’s instructional programs; and
 - b. Enable the Charter School to meet all of its financial obligations in a timely manner and perform all school operations.

Please also clarify whether PTLAHS will receive any financial support from the Alta Public Schools’ Home Office and/or any of the “sister” charter schools operated by Alta

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Public Schools to address the Charter School's financial challenges (including a schedule outlining the specific amounts and timetables for said financial support).

3. Provide a description of the steps that the Alta Public Schools' Board of Directors will take to monitor PTLAHS' spending.
4. Provide copies of all meeting agendas and minutes document the PTLAHS governing board's discussions, deliberations, and decisions regarding any actions taken concerning the items above.
5. Provide a detailed written explanation with specifics regarding the settlement of the intraorganizational borrowing between Alta Public Schools Home Office and each of the charter schools operated by Alta Public Schools, and the two liability companies (AMPT, LLC, and PTLA, LLC) the organization is affiliated with. The explanation should include current loan amounts, payment terms, and related attachments, along with the Alta Public Schools' Board of Directors meeting agendas and minutes evidencing the Board's discussions, deliberations, and decisions regarding the matters referenced in this Item #5.
6. Provide copies of all meeting agendas and minutes document the PTLAHS governing board's discussions, deliberations, and decisions regarding any actions taken concerning Items # 1 through # 5 above.

The District will require the submission of a corrective action plan to address the matters referenced above, and confirmation of any corrective actions taken by either Alta Public Schools and/or PTLAHS.

PLEASE TAKE NOTICE that failure to take corrective actions in response to this Notice may lead to LAUSD's recommended denial of the Charter School's renewal petition based on either of the following findings: (1) the corrective action has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (Ed. Code, § 47607(e).) The District also reserves the right to pursue non-renewal of the Charter upon findings of fact supporting other basis for non-renewal specified in Education Code sections 47605(c), and/or 47607.2, as applicable.

If you have any questions or need additional information regarding this Notice, please contact me by email at Allan.Villamor@lausd.net or via telephone at (213)760-3299.

Thank you for your attention to this matter and anticipated cooperation.

Sincerely,

Allan Villamor
Fiscal Services Manager

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Prepa Tec Los Angeles High
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c: José Cole-Gutiérrez, Director, CSD
Dr. Robert Perry, Administrative Coordinator, CSD
James Robinson, Fiscal Administrator, CSD
Christian Mendez, Senior Coordinator, CSD
David James, Fiscal Oversight Administrator, CSD
Gregory Tanner, Governing Board President, Alta Public Schools
Azucena Chavarria, Governing Board Treasurer, Alta Public Schools
Jamie Valenzuela-Mumau, Ed.D, Superintendent, Alta Public Schools
Victor Aguirre, School Principal, Prepa Tec Los Angeles High

Enclosures:

Exhibits 1A - Independent Audit Report, Fiscal Year 2016-2017

Exhibit 1B - Independent Audit Report, Fiscal Year 2017-2018

Exhibit 1C - Independent Audit Report, Fiscal Year 2018-2019

Exhibit 1D -Second Interim Report, Fiscal Year 2019-2020

Exhibit 2A - Memorandum dated August 1, 2020

Exhibit 2B - Attachment 1 to Memorandum dated August 1, 2020

Exhibit 3A - Letter of Concern dated August 18, 2020

Exhibit 3B - Letter of Concern dated June 14, 2019

Exhibit 4 - Alta Public Schools letter dated September 14, 2020

Exhibit 5 - October 6, 2020 Email from CDE

Exhibit 6 - Findings of Fact for Denial of Petition, March 15, 2015

Exhibit 7 - Alta Public Schools Financial Package dated April 30, 2020

Exhibit 8A - Academia Moderna Annual Performance-Based Oversight Report 2019-20

Exhibit 8B - Prepa Teach Los Angeles Middle School Annual Performance-Based Oversight
Report 2019-20

Exhibit 9 - PTLAHS Multi-Year Forecast, Revised September 14, 2020

EXHIBIT “1A”

ALTA PUBLIC SCHOOLS

**Independent Auditor's Report and
Financial Statements
For the Year Ended
June 30, 2017**

Operating:

**Academia Moderna
Prepa Tec - Los Angeles
Prepa Tec Los Angeles High**



ALTA PUBLIC SCHOOLS

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CliftonLarsonAllen LLP
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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Alta Public Schools
Walnut Park, CA

Report on the Financial Statements

We have audited the accompanying consolidating financial statements of Alta Public Schools (the School), a California nonprofit public benefit corporation, which comprise the consolidating statement of financial position as of June 30, 2017, and the related consolidating statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the consolidating financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Board of Directors
Alta Public Schools

Opinion

In our opinion, the consolidating financial statements referred to on page one present fairly, in all material respects, the consolidated financial position of the School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

Prior Period Restatement

As discussed in Note 8 to the consolidating financial statements, AMPT, LLC's net assets at June 30, 2016 were adjusted in the amount of \$145,579 due to an understatement of revenues relating to straight line lease payments from prior years. Our opinion is not modified with respect to this matter.

Other Matters

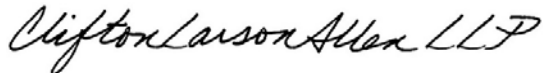
Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The consolidating information presented on the face of the consolidated statements of financial position, activities, cash flows and functional expenses and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Board of Directors
Alta Public Schools

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP
Glendora, CA
December 11, 2017

CONSOLIDATING STATEMENT OF FINANCIAL POSITION
June 30, 2017

	Academia Moderna	Prepa Tec Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Total
ASSETS							
CURRENT ASSETS:							
Cash and cash equivalents	\$ 618,536	\$ 130,623	\$ 42,990	\$ 2,528	\$ 234,096	\$ -	\$ 1,028,773
Restricted cash	-	-	-	-	580,978	-	580,978
Accounts receivable	507,726	594,565	197,229	119,654	-	-	1,419,174
Intercompany receivable	279,043	1,387,407	-	-	-	(1,666,450)	-
Deferred lease asset, current	-	-	-	-	7,143	(7,143)	-
Prepaid expenses and other assets	23,059	32,796	27,000	9,094	-	-	91,949
Land held for sale	-	-	-	476,335	-	-	476,335
Total current assets	<u>1,428,364</u>	<u>2,145,391</u>	<u>267,219</u>	<u>607,611</u>	<u>822,217</u>	<u>(1,673,593)</u>	<u>3,597,209</u>
LONG-TERM ASSETS:							
Deferred lease asset	-	-	-	-	154,259	(154,259)	-
Property, plant and equipment, net	647,669	709,160	760,455	11,400	6,008,926	-	8,137,610
Total long-term assets	<u>647,669</u>	<u>709,160</u>	<u>760,455</u>	<u>11,400</u>	<u>6,163,185</u>	<u>(154,259)</u>	<u>8,137,610</u>
Total assets	<u>\$ 2,076,033</u>	<u>\$ 2,854,551</u>	<u>\$ 1,027,674</u>	<u>\$ 619,011</u>	<u>\$ 6,985,402</u>	<u>\$ (1,827,852)</u>	<u>\$ 11,734,819</u>
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES:							
Accounts payable and accrued liabilities	\$ 145,021	\$ 452,737	\$ 38,146	\$ 607,641	\$ 81,018	\$ -	\$ 1,324,563
Intercompany payable	-	-	1,064,776	601,674	-	(1,666,450)	-
Deferred revenue	33,730	23,465	-	54,268	-	-	111,463
Deferred lease liability, current	7,143	-	-	-	-	(7,143)	-
Current loan	523,520	2,022,848	256,035	-	-	-	2,802,403
Current portion of long-term obligations	-	50,000	-	-	95,000	-	145,000
Total current liabilities	<u>709,414</u>	<u>2,549,050</u>	<u>1,358,957</u>	<u>1,263,583</u>	<u>176,018</u>	<u>(1,673,593)</u>	<u>4,383,429</u>
LONG-TERM LIABILITIES:							
Deferred lease liability	154,259	-	-	-	-	(154,259)	-
Non-current portion of long-term obligations	-	150,002	-	-	6,767,182	-	6,917,184
Total long-term liabilities	<u>154,259</u>	<u>150,002</u>	<u>-</u>	<u>-</u>	<u>6,767,182</u>	<u>(154,259)</u>	<u>6,917,184</u>
NET ASSETS:							
Unrestricted	1,212,360	155,499	(331,283)	(644,572)	42,202	-	434,206
Total net assets	<u>1,212,360</u>	<u>155,499</u>	<u>(331,283)</u>	<u>(644,572)</u>	<u>42,202</u>	<u>-</u>	<u>434,206</u>
Total liabilities and net assets	<u>\$ 2,076,033</u>	<u>\$ 2,854,551</u>	<u>\$ 1,027,674</u>	<u>\$ 619,011</u>	<u>\$ 6,985,402</u>	<u>\$ (1,827,852)</u>	<u>\$ 11,734,819</u>

The accompanying notes are an integral part of these financial statements.

ALTA PUBLIC SCHOOLS

**CONSOLIDATING STATEMENT OF ACTIVITIES
 For the Year Ended June 30, 2017**

	Academia		Prepa Tec	Alta Public		Eliminations	Total
	Moderna	Prepa Tec	High	Schools	AMPT, LLC		
REVENUES:							
State revenue:							
State apportionment	\$ 3,422,781	\$ 3,017,091	\$ 960,177	\$ -	\$ -	\$ -	\$ 7,400,049
Other state revenue	909,454	846,402	61,198	1,145	-	-	1,818,199
Federal revenue:							
Grants and entitlements	611,594	533,294	172,083	16,346	-	-	1,333,317
Local revenue:							
In-lieu property tax revenue	958,138	869,016	225,298	-	-	-	2,052,452
Other revenue	66,258	82,484	9,146	1,329,874	573,397	(1,900,011)	161,148
Total revenues	<u>5,968,225</u>	<u>5,348,287</u>	<u>1,427,902</u>	<u>1,347,365</u>	<u>573,397</u>	<u>(1,900,011)</u>	<u>12,765,165</u>
EXPENSES:							
Program services	4,921,527	4,432,976	1,604,096	1,922,931	1,272	(1,265,937)	11,616,865
Management and general	806,851	708,453	155,089	331,402	580,415	(634,074)	1,948,136
Total expenses	<u>5,728,378</u>	<u>5,141,429</u>	<u>1,759,185</u>	<u>2,254,333</u>	<u>581,687</u>	<u>(1,900,011)</u>	<u>13,565,001</u>
Change in unrestricted net assets	239,847	206,858	(331,283)	(906,968)	(8,290)	-	(799,836)
Beginning unrestricted net assets, as previously reported	972,513	(51,359)	-	262,396	(95,087)	-	1,088,463
Prior period adjustment for restatement (Note 8)	-	-	-	-	145,579	-	145,579
Restated beginning unrestricted net assets	<u>972,513</u>	<u>(51,359)</u>	<u>-</u>	<u>262,396</u>	<u>50,492</u>	<u>-</u>	<u>1,234,042</u>
Ending unrestricted net assets	<u>\$ 1,212,360</u>	<u>\$ 155,499</u>	<u>\$ (331,283)</u>	<u>\$ (644,572)</u>	<u>\$ 42,202</u>	<u>\$ -</u>	<u>\$ 434,206</u>

The accompanying notes are an integral part of these financial statements.

ALTA PUBLIC SCHOOLS

**CONSOLIDATING STATEMENT OF CASH FLOWS
 For the Year Ended June 30, 2017**

	<u>Academia</u>		<u>Prepa Tec</u>	<u>Alta Public</u>	<u>AMPT,</u>		<u>Total</u>
	<u>Moderna</u>	<u>Prepa Tec</u>	<u>High</u>	<u>Schools</u>	<u>LLC</u>	<u>Eliminations</u>	
CASH FLOWS from OPERATING ACTIVITIES:							
Change in net assets	\$ 239,847	\$ 206,858	\$ (331,283)	\$ (906,968)	\$ (8,290)	\$ -	\$ (799,836)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	47,831	9,688	651	600	-	-	58,770
Amortization	-	-	-	-	13,284	-	13,284
Transfer of property, plant and equipment	-	476,335	-	(476,335)	-	-	-
Change in operating assets:							
Accounts receivable	103,124	5,956	(197,229)	(119,654)	-	-	(207,803)
Intercompany receivable	(278,963)	(1,356,211)	-	248,858	-	1,386,236	(80)
Deferred lease asset	-	-	-	-	(15,823)	-	(15,823)
Prepaid expenses and other assets	10,287	100,343	(27,000)	47,299	-	-	130,929
Change in operating liabilities:							
Accounts payable and accrued liabilities	(252,325)	294,487	38,146	573,669	81,018	-	734,995
Intercompany payable	(47,703)	(232,431)	1,064,776	601,674	-	(1,386,236)	80
Deferred revenue	-	-	-	54,268	-	-	54,268
Deferred lease liability	12,823	-	-	-	-	-	12,823
Net cash flows from operating activities	<u>(165,079)</u>	<u>(494,975)</u>	<u>548,061</u>	<u>23,411</u>	<u>70,189</u>	<u>-</u>	<u>(18,393)</u>
CASH FLOWS from INVESTING ACTIVITIES:							
Purchases of property, plant and equipment	<u>(199,209)</u>	<u>(709,730)</u>	<u>(761,106)</u>	<u>(12,000)</u>	<u>(177,000)</u>	<u>-</u>	<u>(1,859,045)</u>
Net cash flows from investing activities	<u>(199,209)</u>	<u>(709,730)</u>	<u>(761,106)</u>	<u>(12,000)</u>	<u>(177,000)</u>	<u>-</u>	<u>(1,859,045)</u>
CASH FLOWS from FINANCING ACTIVITIES:							
Proceeds from debt	523,520	1,362,848	256,035	-	-	-	2,142,403
Repayments of debt	<u>-</u>	<u>(49,998)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(49,998)</u>
Net cash flows from financing activities	<u>523,520</u>	<u>1,312,850</u>	<u>256,035</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,092,405</u>
Net change in cash and cash equivalents	159,232	108,145	42,990	11,411	(106,811)	-	214,967
Cash and cash equivalents at the beginning of the year	<u>459,304</u>	<u>22,478</u>	<u>-</u>	<u>(8,883)</u>	<u>921,885</u>	<u>-</u>	<u>1,394,784</u>
Cash and cash equivalents at the end of the year	<u>\$ 618,536</u>	<u>\$ 130,623</u>	<u>\$ 42,990</u>	<u>\$ 2,528</u>	<u>\$ 815,074</u>	<u>\$ -</u>	<u>\$ 1,609,751</u>
SUPPLEMENTAL CASH FLOW INFORMATION:							
Cash paid for interest during the fiscal year	<u>\$ 23,520</u>	<u>\$ 68,438</u>	<u>\$ 35,673</u>	<u>\$ -</u>	<u>\$ 580,415</u>	<u>\$ -</u>	<u>\$ 708,046</u>

The accompanying notes are an integral part of these financial statements.

ALTA PUBLIC SCHOOLS

CONSOLIDATING STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2017

	Program	Management		Total
	Services	and General	Eliminations	Expenses
Salaries and wages	\$ 5,948,223	\$ -	\$ -	\$ 5,948,223
Pension expense	761,436	-	-	761,436
Other employee benefits	732,148	-	-	732,148
Payroll taxes	292,133	-	-	292,133
Legal expenses	2,288	11,448	-	13,736
Accounting expenses	22,248	-	-	22,248
Instructional materials	263,668	-	-	263,668
Other fees for services	2,799,944	112,684	(1,265,937)	1,646,691
Advertising and promotion expenses	35,715	-	-	35,715
Office expenses	350,934	-	-	350,934
Printing and postage expenses	24,335	-	-	24,335
Information technology expenses	206,387	-	-	206,387
Occupancy expenses	-	1,703,541	(634,074)	1,069,467
Travel expenses	136,126	-	-	136,126
Interest expense	23,520	684,526	-	708,046
Depreciation expense	58,770	-	-	58,770
Insurance expense	-	70,011	-	70,011
Other expenses	1,224,927	-	-	1,224,927
	<u>\$ 12,882,802</u>	<u>\$ 2,582,210</u>	<u>\$ (1,900,011)</u>	<u>\$ 13,565,001</u>

The accompanying notes are an integral part of these financial statements.

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

The consolidating financial statements include the accounts of AMPT, LLC which was formed to provide assistance with funding capital improvement on behalf of Alta Public Schools. Alta Public Schools is the single member of AMPT, LLC. These entities are together referred to as the School. All material intercompany transactions have been eliminated.

Cash and Cash Equivalents – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less. At June 30, 2017, cash held for bond reserves was reported at restricted cash.

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

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

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

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

Net Asset Classes – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

carrying on the general operations of the School.

- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2017. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

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

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

Property, Plant and Equipment – It is the School's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method, over three to five years.

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

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

NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Allocations Between Charter Schools – For the year ended June 30, 2017, the School has chosen to identify each charter school separately within the basic financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events – The School has evaluated subsequent events through December 11, 2017, the date these financial statements were available to be issued.

New Accounting Standard – In April 2015, the Financial Accounting Standards Board issued Accounting Standards Update 2015-03 *Simplifying the Presentation of Debt Issue Costs*. This update changes the presentation of debt issue costs from being reported as a separate asset on the statement of financial position to being reported as a reduction of the applicable debt. The School implemented this standard for its annual financial statements for the year ended June 30, 2017. This change in accounting principal did not impact net assets or statement of activities.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 2: CONCENTRATION OF CREDIT RISK

amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$58,770 for the year ended June 30, 2017. The components of property, plant and equipment as of June 30, 2017 are as follows:

	Academia		Prepa Tec	Alta Public		Total
	Moderna	Prepa Tec	High	Schools	AMPT, LLC	
Land	\$ -	\$ -	\$ -	\$ 476,335	\$ 2,850,000	\$ 3,326,335
Construction in progress	63,660	686,808	757,553	-	3,158,926	4,666,947
Building and improvements	719,259	35,440	-	-	-	754,699
Furniture, fixtures, equipment	93,354	11,514	3,553	12,000	-	120,421
Less accumulated depreciation	<u>(228,604)</u>	<u>(24,602)</u>	<u>(651)</u>	<u>(600)</u>	<u>-</u>	<u>(254,457)</u>
Property, plant and equipment, net	<u>\$ 647,669</u>	<u>\$ 709,160</u>	<u>\$ 760,455</u>	<u>\$ 487,735</u>	<u>\$ 6,008,926</u>	<u>\$ 8,613,945</u>

NOTE 4: LINE OF CREDIT

The School has a \$1,500,000 line of credit with Umpqua Bank. Interest charged on the principal balance is equal to the greater of the Prime Rate or three and one-half percent at June 30, 2017, with increases or decreases in the Interest Rate occurring at the time of any such corresponding increases or decreases in the Prime Rate. As of June 30, 2017, there was a balance of \$1,500,000.

NOTE 5: LONG-TERM OBLIGATIONS

California School Finance Authority (CSFA) School Facility Revenue Bonds

In June 2004, the CSFA issued \$7,600,000 in School Facilities Revenues, Series 2014A, and Series 2014B for the purpose of a loan to AMPT, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in November 2045. At June 30, 2017, the principal balance outstanding was \$7,365,000.

ALTA PUBLIC SCHOOLS

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 5: LONG-TERM OBLIGATIONS

The bonds mature through 2045 as follows:

Year Ended June 30,	
2018	\$ 95,000
2019	100,000
2020	105,000
2021	110,000
2022	120,000
Thereafter	<u>6,835,000</u>
Total future maturities	<u>\$ 7,365,000</u>

CSFA School Facility Revenue Bonds Discount on Issuance

The CSFA School Facilities Revenue Bonds, Series 2014B were issued at discounts of \$37,278. The discount will be amortized financial statements over the life of the debt issues. The remaining unamortized discounts for the CSFA School Facility Revenue bonds total \$36,670 at June 30, 2017.

CSFA School Facility Revenue Bonds Cost of Issuance

The CSFA School Facilities Revenue Bonds, Series 2014A, and 2014B were issued with costs of \$142,800 and \$371,617, respectively. The cost of issuance will be amortized over the life of the debt issues. The remaining unamortized issuance costs for the CSFA School Facility Revenue bonds total \$469,147 at June 30, 2017.

Financed Receivables (Sale of Future Receivables)

During the year ended June 30, 2017, the School sold certain receivables to Charter Asset Management Fund, LP in the amount of \$1,302,403. The entire amount is outstanding at June 30, 2017.

Notes Payable

The Charter School received unsecured revolving loan payable to the California Department of Education totaling \$250,000 on October 30, 2015. The loan balance as of June 30, 2017, was \$200,002. The loan has an interest rate of 0.53 percent and it matures in five years. The repayment terms require six monthly payments each year in five fiscal years beginning on November 30, 2016. The State Controller's Office deducts the loan payments from the Charter School's State School Fund Apportionments.

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 5: LONG-TERM OBLIGATIONS

The note matures through 2021 as follows:

Year Ended <u>June 30,</u>		
2018	\$	50,000
2019		50,000
2020		50,000
2021		<u>50,002</u>
Total	\$	<u><u>200,002</u></u>

Promissory Note

During the 2012-2013 fiscal year, Los Angeles County Superior Court awarded a settlement amounting to \$20,000 to be paid monthly through March of 2017 by Academia Moderna Charter School. The settlement bears no interest rate and required payments of \$333.33 over a period of 60 months ending March of 2017. The outstanding balance was paid off during year ended June 30, 2017.

NOTE 6: OPERATING LEASES

Academia Moderna has a lease with AMPT, LLC for a facility which expires in August 2032 and has three options to extend an additional 5 years each. Lease expense associated with this lease is recognized on a straight line basis over the life of the lease and amounted to \$573,186 for the year ended June 30, 2017. The cumulative difference between the lease expense recorded and the lease payments made is reported as a deferred lease liability for Academia Moderna and a deferred lease asset for AMPT, LLC on the consolidating statement of financial position and amounted to \$161,402 as of June 30, 2017. Future minimum lease payments are as follows:

Year Ended <u>June 30,</u>		
2018	\$	580,329
2019		578,938
2020		577,221
2021		578,512
2022		581,279
Thereafter		<u>13,513,313</u>
Total	\$	<u><u>16,409,592</u></u>

ALTA PUBLIC SCHOOLS

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 6: OPERATING LEASES

Alta Public Schools (home office), Academia Moderna, and Prepa Tec also leased facilities from unrelated third parties under several lease agreements where the last lease expires in December 2021. Lease expense under these lease agreements for the year ended June 30, 2017 was \$750,000.

Future minimum lease payments are as follows:

Year Ended June 30,	Academia Moderna	Prepa Tec	Alta Public Schools	Total
2018	\$ 91,350	\$ 412,320	\$ 324,000	\$ 827,670
2019	94,050	220,320	333,720	648,090
2020	96,873	-	345,600	442,473
2021	99,820	-	-	99,820
2022	50,648	-	-	50,648
Total	<u>\$ 432,741</u>	<u>\$ 632,640</u>	<u>\$ 1,003,320</u>	<u>\$ 2,068,701</u>

NOTE 7: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2016, total plan net assets are \$189 billion, the total actuarial present value of accumulated plan benefits is \$333 billion, contributions from all employers totaled \$3.4 billion, and the

ALTA PUBLIC SCHOOLS

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 7: EMPLOYEE RETIREMENT

plan is 63.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2017 was 12.58% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

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

<u>Year Ended</u> <u>June 30,</u>	<u>Required</u> <u>Contribution</u>	<u>Percent</u> <u>Contributed</u>
2015	\$ 186,199	100%
2016	\$ 336,116	100%
2017	\$ 471,832	100%

Public Employees' Retirement System (PERS)

Plan Description

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the School Employer Pool total plan assets are \$62.6 billion, the total pension liability is \$75.7 billion, contributions from all employers totaled \$1.4 billion, and the plan is 73.9% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

ALTA PUBLIC SCHOOLS

NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 7: EMPLOYEE RETIREMENT

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 6.0% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2017 was 13.888%. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to PERS for each of the last three years are as follows:

<u>Year Ended</u> <u>June 30,</u>	<u>Required</u> <u>Contribution</u>	<u>Percent</u> <u>Contributed</u>
2015	\$ 90,177	100%
2016	\$ 113,679	100%
2017	\$ 286,182	100%

Tax Deferred Annuity Plan

Alta Public Schools also contributes to a classified employee 403(b) and a certificated employee 401(k) Tax Deferred Annuity Plan (TDA), which are defined contribution pension plans. Defined contribution pension plans provides pension benefits in return for services rendered, provides an individual account for each participant, and specifies how contributions to the individual's account are to be determined instead of specifying the amount of benefits the individual is to receive. Under a defined contribution pension plan, the benefits a participant will receive depend solely on the amount contributed to the participant's account, the returns earned on investments of those contributions, and forfeitures of other participants' benefits that may be allocated to such participant's account. The amount of employer contributions made to purchase annuity contracts for the year ended June 30, 2017 was \$3,422.

NOTE 8: RESTATEMENT OF BEGINNING NET ASSETS

Beginning net assets for AMPT, LLC were restated to show income from straight line lease payments from prior years.

NOTE 9: PURCHASE AND SALE AGREEMENT

As of June 30, 2017 the School plans to sell land located at 8001 Santa Fe Avenue, Huntington Park for the development of a middle school site. The carrying value of the land is shown in the consolidating statement of financial position as land held for sale and the sale price is estimated to be \$1,250,000.

ALTA PUBLIC SCHOOLS

**NOTES TO THE CONSOLIDATING FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 10: RELATED ORGANIZATION

Alta Public Schools Foundation (the Foundation) is a supporting organization to the School. During the year ended June 30, 2017, there were no activities or account balances held by the Foundation.

NOTE 11: CONTINGENCIES

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

SUPPLEMENTARY INFORMATION

ALTA PUBLIC SCHOOLS

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2017**

Academia Moderna

Charter school number authorized by the State: 1101

Academia Moderna is located on 2410 Broadway, Walnut Park, California 90255, petitioned through Los Angeles Unified School District, and was authorized for a five year period ending 2019. The charter school opened in September 21, 2009.

Prepa Tec

Charter school number authorized by the State: 1542

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

Prepa Tec High

Charter school number authorized by the State: 1789

Prepa Tec High is located on 4210 E. Gage Avenue, Huntington Park, CA 90255, petitioned through State Board of Education. The charter school opened in August 16, 2017.

ALTA PUBLIC SCHOOLS

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2017**

The Board of Directors and the Administrators as of the year ended June 30, 2017 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires (term length)</u>
Patricia Rogers	Chair	April 2018 (6 years)
Bobbi Shimano	Secretary	June 2018 (6 years)
Ricardo Ortega	Treasurer	August 2018 (4 years)
Greg Tanner	Member	August 2018 (3 years)
Rita Assaf	Member	April 2019 (3 years)
Martha Servin	Member	May 2020 (3 years)

ADMINISTRATORS

Xavier Reyes	Founder and Chief Executive Director
Barry Baxter	Superintendent of Instruction
Ervin Reed	Director of Finance

ALTA PUBLIC SCHOOLS

**SCHEDULE OF INSTRUCTIONAL TIME
 For the Year Ended June 30, 2017**

Academia Moderna

	Instructional Minutes		Traditional	Status
	Requirement	Actual	Calendar Days	
Transitional Kindergarten	36,000	49,840	182	In compliance
Kindergarten	36,000	49,840	182	In compliance
Grade 1	50,400	59,190	182	In compliance
Grade 2	50,400	59,190	182	In compliance
Grade 3	50,400	59,190	182	In compliance
Grade 4	54,000	59,190	182	In compliance
Grade 5	54,000	59,190	182	In compliance

Prepa Tec

	Instructional Minutes		Traditional	Status
	Requirement	Actual	Calendar Days	
Grade 6	54,000	67,040	182	In compliance
Grade 7	54,000	67,040	182	In compliance
Grade 8	54,000	67,040	182	In compliance

Prepa Tec High

	Instructional Minutes		Traditional	Status
	Requirement	Actual	Calendar Days	
Grade 9	64,800	68,860	182	In compliance

See independent auditor's report and the notes to the supplementary information.

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
 For the Year Ended June 30, 2017**

Academia Moderna

	<u>Second Period Report</u>		<u>Annual Report</u>	
	Classroom		Classroom	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
Grades TK-3	299.15	299.15	297.48	297.48
Grades 4-5	<u>152.28</u>	<u>152.28</u>	<u>151.86</u>	<u>151.86</u>
ADA Totals	<u><u>451.43</u></u>	<u><u>451.43</u></u>	<u><u>449.34</u></u>	<u><u>449.34</u></u>

Prepa Tec

	<u>Second Period Report</u>		<u>Annual Report</u>	
	Classroom		Classroom	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
Grade 6	133.54	133.54	133.46	133.46
Grades 7-8	<u>275.53</u>	<u>275.90</u>	<u>275.27</u>	<u>275.43</u>
ADA Totals	<u><u>409.07</u></u>	<u><u>409.44</u></u>	<u><u>408.73</u></u>	<u><u>408.89</u></u>

Prepa Tec High

	<u>Second Period Report</u>		<u>Annual Report</u>	
	Classroom		Classroom	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
Grade 9	<u>106.15</u>	<u>106.15</u>	<u>105.77</u>	<u>105.77</u>
ADA Totals	<u><u>106.15</u></u>	<u><u>106.15</u></u>	<u><u>105.77</u></u>	<u><u>105.77</u></u>

See independent auditor's report and the notes to the supplementary information.

ALTA PUBLIC SCHOOLS

**RECONCILIATION OF ANNUAL FINANCIAL REPORT
 WITH AUDITED FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

	Academia	Prepa Tec	
	Moderna	Prepa Tec	High
	<u> </u>	<u> </u>	<u> </u>
June 30, 2017 Annual Financial Report			
Fund Balances (Net Assets)	\$ 1,233,100	\$ 215,295	\$ (319,661)
Adjustments and Reclassifications:			
Increasing (Decreasing) the Fund Balance (Net Assets):			
Cash and cash equivalents	108,880	-	2,505
Accounts receivable	150,766	(842,425)	1,314,469
Intercompany receivable	279,043	1,387,407	-
Prepaid expenses and other assets	(4,489)	-	(754,655)
Other long-term assets	-	(27,000)	-
Property, plant and equipment	2,030	14,340	760,455
Accounts payable and accrued liabilities	(33,450)	(69,270)	(13,585)
Intercompany payable	-	-	(1,064,776)
Current loan	(523,520)	(522,848)	(256,035)
Net Adjustments and Reclassifications	<u>(20,740)</u>	<u>(59,796)</u>	<u>(11,622)</u>
June 30, 2017 Audited Financial Statement			
Fund Balances (Net Assets)	<u>\$ 1,212,360</u>	<u>\$ 155,499</u>	<u>\$ (331,283)</u>

See independent auditor's report and the notes to the supplementary information.

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses
ALTA PUBLIC SCHOOLS

accs-apr21item04
Attachment 5
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**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2017**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	Total
<i>U.S. Department of Education:</i>							
Pass Through Program From							
California Department of Education:							
No Child Left Behind Act							
Title I, Part A, Basic Grants							
Low-Income and Neglected	84.010	14329	\$ 198,140	\$ 166,384	-	-	\$ 364,524
Title II, Part A, Teacher Quality	84.367	14341	2,211	1,850	-	-	4,061
Special Education - IDEA	84.027	13379	87,216	79,090	-	-	166,306
Title III, Immigrant Education	84.365	15146	162	-	-	-	162
Title III, Limited English Proficient (LEP)	84.365	14346	35,273	-	-	-	35,273
Title V, Part B, Public Charter Schools Grant Program	84.282A	14941	-	-	98,894	-	98,894
<i>Total U.S Department of Education</i>			<u>323,002</u>	<u>247,324</u>	<u>98,894</u>	<u>-</u>	<u>669,220</u>
<i>U.S. Department of Agriculture:</i>							
Pass Through Program From							
California Department of Education:							
Child Nutrition Cluster:							
Breakfast program	10.553	13525	16,641	16,490	4,220	-	37,351
Especially Needy Breakfast Program	10.553	13526	45,648	45,233	11,577	-	102,458
National School Lunch Program	10.555	13524	218,537	216,551	55,422	-	490,510
Special Supplemental Nutrition Program	10.557	13396	7,766	7,696	1,970	-	17,432
Summer Food Service Program for Children	10.559	N/A	-	-	-	16,346	16,346
<i>Child Nutrition Cluster Total</i>			<u>288,592</u>	<u>285,970</u>	<u>73,189</u>	<u>16,346</u>	<u>664,097</u>
<i>Total U.S Department of Agriculture</i>			<u>288,592</u>	<u>285,970</u>	<u>73,189</u>	<u>16,346</u>	<u>664,097</u>
Total Federal Expenditures			<u>\$ 611,594</u>	<u>\$ 533,294</u>	<u>\$ 172,083</u>	<u>\$ 16,346</u>	<u>\$ 1,333,317</u>

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

See independent auditor's report and the notes to the supplementary information.

**NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2017**

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Instructional Time

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

Schedule of Average Daily Attendance

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

Reconciliation of Annual Financial Report with Audited Financial Statements

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

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2017. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

Indirect Cost Rate

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



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

Board of Directors
Alta Public Schools
Walnut Park, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidating financial statements of Alta Public Schools (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 11, 2017.

Internal Control Over Financial Reporting

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

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

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

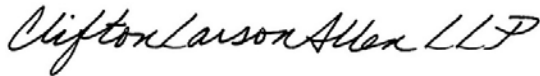
**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

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

Purpose of this Report

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



CliftonLarsonAllen LLP

Glendora, CA

December 11, 2017



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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED
BY THE UNIFORM GUIDANCE**

Board of Directors
Alta Public Schools
Walnut Park, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of Alta Public Schools (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED
BY THE UNIFORM GUIDANCE**

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

Purpose of this Report

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

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora, CA
December 11, 2017



CliftonLarsonAllen LLP
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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Alta Public Schools
Walnut Park, CA

We have audited Alta Public Schools's (the School) compliance with the types of compliance requirements described in the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2017. The School's State compliance requirements are identified in the table below.

Management's Responsibility

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

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	¹ No
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

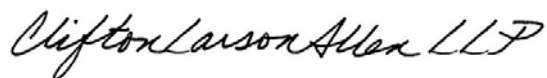
¹No procedures were performed because the ADA reported was under the threshold which requires testing.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2017.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP
Glendora, CA
December 11, 2017

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 For the Year Ended June 30, 2017**

SECTION I – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	_____ Yes	<u> X </u> No
Significant deficiency(ies) identified?	_____ Yes	<u> X </u> None Reported
Noncompliance material to financial statements noted?	_____ Yes	<u> X </u> No

Federal Awards

Internal control over major federal awards:

Material weakness(es) identified?	_____ Yes	<u> X </u> No
Significant deficiency(ies) identified?	_____ Yes	<u> X </u> None Reported

Type of auditor’s report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ Yes X No

Identification of Major Federal Programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
10.553, 10.555, 10.557, 10.559	Child Nutrition Cluster

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

\$750,000

Auditee qualified as low-risk auditee?

X Yes _____ No

ALTA PUBLIC SCHOOLS

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017**

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

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

There were no findings and questioned costs related to the basic financial statements, state or federal awards for June 30, 2017.

ALTA PUBLIC SCHOOLS

**STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017**

There were no findings and questioned costs related to the basic financial statements, state or federal awards for the prior year.

EXHIBIT “1B”

ALTA PUBLIC SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2018

OPERATING:

Academia Moderna
Prepa Tec - Los Angeles
Prepa Tec Los Angeles High

**ALTA PUBLIC SCHOOLS
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Alta Public Schools
Walnut Park, CA

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Alta Public Schools (the School), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Alta Public Schools

Opinion

In our opinion, the consolidated financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

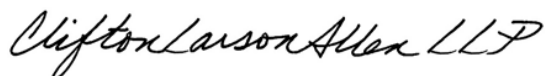
Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's consolidated financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The consolidating information presented on the face of the consolidated statements of financial position, activities, and cash flows and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statement. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 6, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2018

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

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ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

ASSETS	Academia Moderna	Prepa Tec Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Consolidated
CURRENT ASSETS							
Cash and Cash Equivalents	\$ 350,267	\$ 226,259	\$ 5,341	\$ 7,031	\$ 150	\$ -	\$ 589,048
Restricted Cash	-	-	-	-	831,207	-	831,207
Accounts Receivable	711,096	629,377	426,938	156,121	-	-	1,923,532
Intercompany Receivables	766,882	909,861	-	-	-	(1,676,743)	-
Deferred Lease Asset, Current	-	-	-	-	5,626	(5,626)	-
Prepaid Expenses and Other Assets	1,926	10,141	-	69,194	-	-	81,261
Total Current Assets	<u>1,830,171</u>	<u>1,775,638</u>	<u>432,279</u>	<u>232,346</u>	<u>836,983</u>	<u>(1,682,369)</u>	<u>3,425,048</u>
LONG-TERM ASSETS							
Deposits	14,470	58,301	-	-	-	-	72,771
Deferred Lease Asset	-	-	-	-	148,731	(148,731)	-
Property, Plant, and Equipment, Net	592,181	1,386,207	1,230,345	9,000	5,810,031	-	9,027,764
Total Long-Term Assets	<u>606,651</u>	<u>1,444,508</u>	<u>1,230,345</u>	<u>9,000</u>	<u>5,958,762</u>	<u>(148,731)</u>	<u>9,100,535</u>
Total Assets	<u>\$ 2,436,822</u>	<u>\$ 3,220,146</u>	<u>\$ 1,662,624</u>	<u>\$ 241,346</u>	<u>\$ 6,795,745</u>	<u>\$ (1,831,100)</u>	<u>\$ 12,525,583</u>
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES							
Accounts Payable and Accrued Liabilities	\$ 157,781	\$ 450,503	\$ 468,093	\$ 683,594	\$ 81,018	\$ -	\$ 1,840,989
Intercompany Payables	-	-	1,310,246	366,497	-	(1,676,743)	-
Deferred Lease Liability, Current	5,626	-	-	-	-	(5,626)	-
Line of Credit Payable	-	1,450,000	514,000	-	-	-	1,964,000
Factored Receivables	502,065	1,014,306	-	-	-	-	1,516,371
Revolving Loan, Current Portion	-	50,000	50,000	-	-	-	100,000
Bonds Payable, Current Portion	-	-	-	-	100,000	-	100,000
Total Current Liabilities	<u>665,472</u>	<u>2,964,809</u>	<u>2,342,339</u>	<u>1,050,091</u>	<u>181,018</u>	<u>(1,682,369)</u>	<u>5,521,360</u>
LONG-TERM LIABILITIES							
Deferred Lease Liability	136,806	-	-	-	-	(148,731)	(11,925)
Revolving Loan	-	100,004	200,000	-	-	-	300,004
Bonds Payable	-	-	-	-	6,684,457	-	6,684,457
Total Long-Term Liabilities	<u>136,806</u>	<u>100,004</u>	<u>200,000</u>	<u>-</u>	<u>6,684,457</u>	<u>(148,731)</u>	<u>6,972,536</u>
Total Liabilities	<u>802,278</u>	<u>3,064,813</u>	<u>2,542,339</u>	<u>1,050,091</u>	<u>6,865,475</u>	<u>(1,831,100)</u>	<u>12,493,896</u>
NET ASSETS							
Unrestricted Net Assets	1,634,544	155,333	(879,715)	(808,745)	(69,730)	-	31,687
Total Net Assets	<u>1,634,544</u>	<u>155,333</u>	<u>(879,715)</u>	<u>(808,745)</u>	<u>(69,730)</u>	<u>-</u>	<u>31,687</u>
Total Liabilities and Net Assets	<u>\$ 2,436,822</u>	<u>\$ 3,220,146</u>	<u>\$ 1,662,624</u>	<u>\$ 241,346</u>	<u>\$ 6,795,745</u>	<u>\$ (1,831,100)</u>	<u>\$ 12,525,583</u>

See accompanying Notes to Consolidated Financial Statements.

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

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**ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018**

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Consolidated
REVENUES							
State Revenue:							
State Apportionment	\$ 3,297,960	\$ 2,932,897	\$ 1,865,652	\$ -	\$ -	\$ -	\$ 8,096,509
Other State Revenue	1,005,469	886,266	311,245	1,238	-	-	2,204,218
Federal Revenue:							
Grants and Entitlements	620,682	545,289	536,830	17,768	-	-	1,720,569
Local Revenue:							
In-Lieu Property Tax Revenue	1,106,029	1,015,662	508,674	-	-	-	2,630,365
Contributions	-	-	-	20,423	19,427	(19,427)	20,423
Other Revenue	112,380	40,904	10,063	1,784,824	573,432	(2,403,563)	118,040
Total Revenues	<u>6,142,520</u>	<u>5,421,018</u>	<u>3,232,464</u>	<u>1,824,253</u>	<u>592,859</u>	<u>(2,422,990)</u>	<u>14,790,124</u>
EXPENSES							
Program Services Expense:	4,810,452	4,553,163	3,157,854	1,875,630	204,491	(1,792,241)	12,809,349
Management and General	909,884	868,021	623,042	112,796	500,300	(630,749)	2,383,294
Total Expenses	<u>5,720,336</u>	<u>5,421,184</u>	<u>3,780,896</u>	<u>1,988,426</u>	<u>704,791</u>	<u>(2,422,990)</u>	<u>15,192,643</u>
CHANGE IN UNRESTRICTED NET ASSETS	422,184	(166)	(548,432)	(164,173)	(111,932)	-	(402,519)
Net Unrestricted Assets - Beginning of Year	<u>1,212,360</u>	<u>155,499</u>	<u>(331,283)</u>	<u>(644,572)</u>	<u>42,202</u>	<u>-</u>	<u>434,206</u>
NET UNRESTRICTED ASSETS - END OF YEAR	<u>\$ 1,634,544</u>	<u>\$ 155,333</u>	<u>\$ (879,715)</u>	<u>\$ (808,745)</u>	<u>\$ (69,730)</u>	<u>\$ -</u>	<u>\$ 31,687</u>

See accompanying Notes to Consolidated Financial Statements.

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

accs-apr21item04
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**ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018**

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Consolidated
CASH FLOWS FROM OPERATING ACTIVITIES							
Change in Net Assets	\$ 422,184	\$ (166)	\$ (548,432)	\$ (164,173)	\$ (111,932)	\$ -	\$ (402,519)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:							
Depreciation	66,108	18,919	293,441	2,400	198,895	-	579,763
Amortization	-	-	-	-	17,275	-	17,275
Transfer of assets	-	(476,335)	-	476,335	-	-	-
(Increase) Decrease in Assets:							
Accounts Receivable	(203,370)	(34,812)	(229,709)	(36,467)	-	-	(504,358)
Intercompany Receivables	(487,839)	477,546	-	-	-	10,293	-
Prepaid Expenses and Other Assets	6,663	(8,646)	-	(60,100)	-	-	(62,083)
Deposits	-	(27,000)	27,000	-	-	-	-
Deferred Rent Asset	-	-	-	-	7,045	(7,045)	-
Increase (Decrease) in Liabilities:							
Accounts Payable and Accrued Liabilities	12,760	(2,234)	429,947	75,953	-	-	516,426
Intercompany Payables	-	-	245,470	(235,177)	-	(10,293)	-
Deferred Rent Liability	(18,970)	-	-	-	-	7,045	(11,925)
Deferred Revenue	(33,730)	(23,465)	-	(54,268)	-	-	(111,463)
Net Cash Provided (Used) by Operating Activities	<u>(236,194)</u>	<u>(76,193)</u>	<u>217,717</u>	<u>4,503</u>	<u>111,283</u>	<u>-</u>	<u>21,116</u>
CASH FLOWS FROM INVESTING ACTIVITIES							
Purchases of Property, Plant, and Equipment	(10,620)	(219,631)	(763,331)	-	-	-	(993,582)
Net Cash Used by Investing Activities	<u>(10,620)</u>	<u>(219,631)</u>	<u>(763,331)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(993,582)</u>
CASH FLOWS FROM FINANCING ACTIVITIES							
Proceeds from Debt	2,250,024	2,640,864	790,931	-	-	-	5,681,819
Repayments of Debt	(2,271,479)	(2,249,404)	(282,966)	-	(95,000)	-	(4,898,849)
Net Cash Provided (Used) by Financing Activities	<u>(21,455)</u>	<u>391,460</u>	<u>507,965</u>	<u>-</u>	<u>(95,000)</u>	<u>-</u>	<u>782,970</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(268,269)	95,636	(37,649)	4,503	16,283	-	(189,496)
Cash and Cash Equivalents - Beginning of Year	618,536	130,623	42,990	2,528	815,074	-	1,609,751
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 350,267</u>	<u>\$ 226,259</u>	<u>\$ 5,341</u>	<u>\$ 7,031</u>	<u>\$ 831,357</u>	<u>\$ -</u>	<u>\$ 1,420,255</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION							
Cash Paid for Interest	<u>\$ 115,024</u>	<u>\$ 191,614</u>	<u>\$ 63,287</u>	<u>\$ -</u>	<u>\$ 483,025</u>	<u>\$ -</u>	<u>\$ 852,950</u>

See accompanying Notes to Consolidated Financial Statements.

**ALTA PUBLIC SCHOOLS
 CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
 YEAR ENDED JUNE 30, 2018**

	Program Services	Management and General	Eliminations	Total
Salaries and Wages	\$ 6,460,029	\$ -	\$ -	\$ 6,460,029
Pension Expense	917,230	-	-	917,230
Other Employee Benefits	628,051	-	-	628,051
Payroll Taxes	334,263	-	-	334,263
Legal Expenses	29,446	15,784	-	45,230
Accounting Expenses	18,875	-	-	18,875
Instructional Materials	540,324	-	-	540,324
Other Fees for Services	3,019,710	132,285	(1,784,814)	1,367,181
Advertising and Promotion Expenses	11,061	-	-	11,061
Office Expenses	244,527	-	(7,427)	237,100
Printing and Postage Expenses	17,375	-	-	17,375
Information Technology Expenses	230,296	-	-	230,296
Occupancy Expenses	-	2,032,144	(630,749)	1,401,395
Travel Expenses	168,530	-	-	168,530
Interest Expense	115,024	755,201	-	870,225
Depreciation Expense	579,763	-	-	579,763
Insurance Expense	-	78,629	-	78,629
Other Expenses	1,287,086	-	-	1,287,086
Subtotal	14,601,590	3,014,043	(2,422,990)	15,192,643
Eliminations	(1,792,241)	(630,749)	2,422,990	-
Total Expenses by Function	<u>\$ 12,809,349</u>	<u>\$ 2,383,294</u>	<u>\$ -</u>	<u>\$ 15,192,643</u>

See accompanying Notes to Consolidated Financial Statements.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

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

Principles of Consolidation

The consolidating financial statements include the accounts of AMPT, LLC which was formed to provide assistance with funding capital improvement on behalf of Alta Public Schools. Alta Public Schools is the single member of AMPT, LLC. These entities are together referred to as the School. All material intercompany transactions have been eliminated.

Cash and Cash Equivalents

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

Restricted Cash

The School has certain debt reserve cash and cash equivalents that are not considered part of cash and cash equivalents. At June 30, 2018, cash held for bond reserves was reported at restricted cash.

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

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

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Basis of Presentation

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

Net Asset Classes

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted – All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

Temporarily Restricted – These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.

Permanently Restricted – These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Intercompany Receivable/Payable

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

Prepaid Expenses

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

Property, Plant, and Equipment

It is the School's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method, over three to five years.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

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

Compensated Absences

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

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Allocations Between Charter Schools

For the year ended June 30, 2018, the School has chosen to identify each charter school separately within the basic financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 6, 2018, the date these consolidated financial statements were available to be issued.

NOTE 2 CONCENTRATION OF CREDIT RISK

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

NOTE 3 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements are presented net of accumulated depreciation. Depreciation expense was \$579,763 for the year ended June 30, 2018.

The components of property, plant, and equipment as of June 30, 2018 are as follows:

	Academia Moderna	Prepa Tec Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Total
Land	\$ -	\$ 476,335	\$ -	\$ -	\$ 2,850,000	\$ 3,326,335
Construction in Progress	-	886,753	5,918	-	-	892,671
Building and Improvements	793,539	55,126	1,453,389	-	3,158,926	5,460,980
Furniture, Fixtures, and Equipment	93,354	11,514	65,131	12,000	-	181,999
Total	886,893	1,429,728	1,524,438	12,000	6,008,926	9,861,985
Less: Accumulated Depreciation	(294,712)	(43,521)	(294,093)	(3,000)	(198,895)	(834,221)
Total Property, Plant, and Equipment	<u>\$ 592,181</u>	<u>\$ 1,386,207</u>	<u>\$ 1,230,345</u>	<u>\$ 9,000</u>	<u>\$ 5,810,031</u>	<u>\$ 9,027,764</u>

NOTE 4 LINE OF CREDIT

The School has two lines of credit with Umpqua Bank for \$1,500,000 and \$600,000. Interest charged on the principal balance is equal to the greater of the Prime Rate or three and one-half percent at June 30, 2018, with increases or decreases in the Interest Rate occurring at the time of any such corresponding increases or decreases in the Prime Rate. As of June 30, 2018, there was a balance of \$1,964,000.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2018**

NOTE 5 LONG-TERM DEBT

California School Finance Authority (CSFA) School Facility Revenue Bonds

In June 2004, the CSFA issued \$7,600,000 in School Facilities Revenues, Series 2014A, and Series 2014B for the purpose of a loan to AMPT, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in November 2045 and carry an interest rate of 6.5%. At June 30, 2018, the principal balance outstanding was \$7,270,000.

The bonds mature through 2045 as follows:

<u>Year Ending June 30,</u>	
2019	\$ 100,000
2020	105,000
2021	110,000
2022	50,000
2023	70,000
Thereafter	<u>6,835,000</u>
Total Future Maturities	7,270,000
Bond Discount	(32,467)
Unamortized Issue Costs	<u>(453,076)</u>
Total Bonds Payable	<u>\$ 6,784,457</u>

CSFA School Facility Revenue Bonds Discount on Issuance

The CSFA School Facilities Revenue Bonds, Series 2014B were issued at discounts of \$37,278. The discount will be amortized financial statements over the life of the debt issues. The remaining unamortized discounts for the CSFA School Facility Revenue bonds total \$32,467 at June 30, 2018.

CSFA School Facility Revenue Bonds Cost of Issuance

The CSFA School Facilities Revenue Bonds, Series 2014A and 2014B were issued with costs of \$142,800 and \$371,617, respectively. The cost of issuance will be amortized over the life of the debt issues. The remaining unamortized issuance costs for the CSFA School Facility Revenue bonds total \$453,076 at June 30, 2018.

Financed Receivables (Sale of Future Receivables)

During the year ended June 30, 2018, the School sold certain receivables to Charter Asset Management Fund, LP in the amount of \$4,917,819. The amount is outstanding is \$1,516,371 at June 30, 2018.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2018**

NOTE 5 LONG-TERM DEBT (CONTINUED)

Notes Payable

The School received two unsecured revolving loans payable to the California Department of Education in the amount of \$250,000 each. The loans balance as of June 30, 2018, was \$400,004. The loans have an interest rate of 0.53 percent and mature in five years. The State Controller's Office deducts the loan payments from the Charter School's State School Fund Apportionments.

Future payments are as follows:

<u>Year Ending June 30.</u>	
2019	\$ 100,000
2020	100,000
2021	100,004
2022	50,000
2023	50,000
Total	<u>\$ 400,004</u>

NOTE 6 OPERATING LEASES

Academia Moderna has a lease with AMPT, LLC for a facility which expires in August 2032 and has three options to extend an additional 5 years each. Lease expense associated with this lease is recognized on a straight line basis over the life of the lease and amounted to \$573,186 for the year ended June 30, 2018. The cumulative difference between the lease expense recorded and the lease payments made is reported as a deferred lease liability for Academia Moderna and a deferred lease asset for AMPT, LLC on the consolidating statement of financial position and amounted to \$154,357 as of June 30, 2018, this was eliminated on the consolidated statement of financial position.

Future minimum lease payments are as follows:

<u>Year Ending June 30.</u>	
2019	\$ 578,938
2020	577,221
2021	578,512
2022	581,279
2023	580,538
Thereafter	12,932,775
Total	<u>\$ 15,829,263</u>

Alta Public Schools (home office), Academia Moderna, and Prepa Tec also leased facilities from unrelated third parties under several lease agreements where the last least expires in December 2021. Lease expense under these lease agreements for the year ended June 30, 2018 was \$839,945.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2018**

NOTE 6 OPERATING LEASES (CONTINUED)

Future minimum lease payments are as follows:

Year Ending June 30,	Academia Moderna	Prepa Tec	Alta Public Schools	Total
2019	\$ 94,086	\$ 236,320	\$ 333,720	\$ 664,126
2020	96,906	-	345,600	442,506
2021	99,816	-	-	99,816
2022	50,646	-	-	50,646
Total	<u>\$ 341,454</u>	<u>\$ 236,320</u>	<u>\$ 679,320</u>	<u>\$ 1,257,094</u>

NOTE 7 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

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

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are \$210 billion, the total actuarial present value of accumulated plan benefits is \$362 billion, contributions from all employers totaled \$4.2 billion, and the plan is 62.6% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2018**

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

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

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2016	\$ 336,116	100 %
2017	\$ 471,832	100 %
2018	\$ 586,552	100 %

Public Employee's Retirement System (PERS)

Plan Description

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State Statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2017, the School Employer Pool total plan assets are \$63.6 billion, the total pension liability is \$84.9 billion, contributions from all employers totaled \$1.8 billion, and the plan is 71.9% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

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

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 6.5% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2018 was 15.531%. The contribution requirements of the plan members are established and may be amended by State Statute.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2018**

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

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

Funding Policy (continued)

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

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2016	\$ 113,679	100 %
2017	\$ 286,182	100 %
2018	\$ 327,353	100 %

Tax Deferred Annuity Plan

Alta Public Schools also contributes to a classified employee 403(b) and a certificated employee 401(k) Tax Deferred Annuity Plan (TDA), which are defined contribution pension plans. Defined contribution pension plans provides pension benefits in return for services rendered, provides an individual account for each participant, and specifies how contributions to the individual's account are to be determined instead of specifying the amount of benefits the individual is to receive. Under a defined contribution pension plan, the benefits a participant will receive depend solely on the amount contributed to the participant's account, the returns earned on investments of those contributions, and forfeitures of other participants' benefits that may be allocated to such participant's account. The amount of employer contributions made to purchase annuity contracts for the year ended June 30, 2018 was \$3,325.

NOTE 8 RELATED ORGANIZATION

Alta Public Schools Foundation (the Foundation) is a supporting organization to the School. During the year ended June 30, 2018, there were no activities or account balances held by the Foundation.

NOTE 9 CONTINGENCIES

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

Litigation

The School is subject to asserted and unasserted claims encountered in the normal course of business. The School's management and legal counsel assess such contingent liabilities and such assessment inherently involves an exercise of judgment. In assessing loss contingencies related to legal proceedings that are pending against the School or unasserted claims that may result in such proceedings, the School's legal counsel evaluates the perceived merits of any legal proceedings or unasserted claims as well as the perceived merits of the amount of relief sought or expected to be sought therein. In the opinion of management, disposition of these matters will not have a material effect on the School's financial condition or results of operations.

SUPPLEMENTARY INFORMATION

**ALTA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018**

Academia Moderna

Charter school number authorized by the State: 1101

Academia Moderna is located on 2410 Broadway, Walnut Park, California 90255, petitioned through Los Angeles Unified School District, and was authorized for a five year period ending 2019. The charter school opened in September 21, 2009.

Prepa Tec

Charter school number authorized by the State: 1542

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

Prepa Tec High

Charter school number authorized by the State: 1789

Prepa Tec High is located on 4210 E. Gage Avenue, Huntington Park, CA 90255, petitioned through State Board of Education. The charter school opened in August 16, 2017.

**ALTA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
YEAR ENDED JUNE 30, 2018**

The board of directors and the administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires (term length)</u>
Gregory Tanner	Acting Chair	August 2018 (3 years)
Jesse Pelayo	Member	March 2021 (3 years)
Mary Porras	Member	March 2019 (1 year)

ADMINISTRATORS

Xavier Reyes	Founder and Chief Executive Director
Barry Baxter	Superintendent of Instruction
Ervin Reed	Director of Finance

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF INSTRUCTIONAL TIME
 YEAR ENDED JUNE 30, 2018**

	Instructional Minutes		Traditional Instructional Days	Status
	Requirement	Actual		
Academia Moderna				
Kindergarden	36,000	57,850	182	In Compliance
Grade 1	50,400	58,890	182	In Compliance
Grade 2	50,400	58,890	182	In Compliance
Grade 3	50,400	58,890	182	In Compliance
Grade 4	54,000	58,890	182	In Compliance
Grade 5	54,000	58,890	182	In Compliance
Prepa Tec				
Grade 6	54,000	66,010	182	In Compliance
Grade 7	54,000	66,010	182	In Compliance
Grade 8	54,000	66,010	182	In Compliance
Prepa Tec High				
Grade 9	64,800	70,580	184	In Compliance
Grade 10	64,800	70,580	184	In Compliance

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 YEAR ENDED JUNE 30, 2018**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Academia Moderna				
Grades TK-3	289.67	289.67	289.88	289.88
Grades 4-5	151.37	151.37	151.06	151.06
ADA Totals	<u>441.04</u>	<u>441.04</u>	<u>440.94</u>	<u>440.94</u>
Prepa Tec				
Grades 6	116.33	116.33	114.48	114.48
Grades 7-8	288.87	288.87	287.79	287.79
ADA Totals	<u>405.20</u>	<u>405.20</u>	<u>402.27</u>	<u>402.27</u>
Prepa Tec High				
Grades 9-10	206.74	206.74	204.49	204.70
ADA Totals	<u>206.74</u>	<u>206.74</u>	<u>204.49</u>	<u>204.70</u>

ALTA PUBLIC SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

	Academia Moderna	Prepa Tec	Prepa Tec High
June 30, 2018 Annual Financial Report Fund Balances (Net Assets)	\$ 1,514,522	\$ 115,722	\$ (857,255)
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Cash and Cash Equivalents			
Accounts Receivable - Federal and State			
Accounts Receivable	622,087	1,053,917	1,287,786
Accounts Payable and Accrued Liabilities			(1,310,246)
Factored Receivables	(502,065)	(1,014,306)	
Net Adjustments and Reclassifications	<u>120,022</u>	<u>39,611</u>	<u>(22,460)</u>
June 30, 2018 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 1,634,544</u>	<u>\$ 155,333</u>	<u>\$ (879,715)</u>

See Auditors' Report and Notes to Supplementary Information.

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

accs-apr21item04
Attachment 5
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**ALTA PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2018**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Academia Moderna	Prepa Tec Prepa Tec	Prepa Tec High	Alta Public Schools	Total
U.S. Department of Education							
Pass-Through Program from California Department of Education:							
Every Student Succeeds Act							
Title I, Part A, Basic Grants:							
Low-Income and Neglected	84.010	14329	\$ 227,636	\$ 203,350	\$ 76,905	\$ -	\$ 507,891
Title II, Part A, Teacher Quality	84.367	14341	24,193	21,944	9,478	-	55,615
Title III, Immigrant Education	84.365	15146	50	-	-	-	50
Title III, Limited English Proficient (LEP)	84.365	14346	11,570	-	-	-	11,570
Title V, Part B, Public Charter School Grant Program	84.282A	14941	-	-	348,532	-	348,532
Special Education Cluster:							
Special Education - IDEA	84.027	13379	85,760	78,791	-	-	164,551
Total Special Education Cluster			85,760	78,791	-	-	164,551
<i>Total U.S Department of Education</i>			349,209	304,085	434,915	-	1,088,209
U.S. Department of Agriculture							
Pass-Through Program From California Department of Education:							
Child Nutrition Cluster:							
Breakfast Program	10.553	13525	13,372	11,881	5,020	-	30,273
Especially Needy Breakfast Program	10.553	13526	51,514	45,770	19,339	-	116,623
National School Lunch Program	10.555	13524	199,774	177,499	74,998	-	452,271
Meal Supplements	10.555	13524	6,813	6,054	2,558	-	15,425
Summer Food Service Program for Children	10.559	N/A	-	-	-	17,768	17,768
<i>Total U.S Department of Agriculture</i>			271,473	241,204	101,915	17,768	632,360
Total Federal Expenditures			\$ 620,682	\$ 545,289	\$ 536,830	\$ 17,768	\$ 1,720,569

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

See Auditors' Report and Notes to Supplementary Information.

**ALTA PUBLIC SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

NOTE 5 INDIRECT COST RATE

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



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

Board of Directors
Alta Public Schools
Walnut Park, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Alta Public Schools (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 6, 2018.

Internal Control Over Financial Reporting

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

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

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

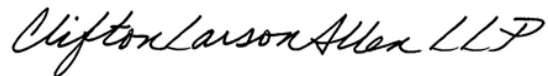
Board of Directors
Alta Public Schools

Compliance and Other Matters

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

Purpose of this Report

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



CliftonLarsonAllen LLP

Glendora, California
December 6, 2018



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

Board of Directors
Alta Public Schools
Walnut Park, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of Alta Public Schools (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal program.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Board of Directors
Alta Public Schools

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

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



CliftonLarsonAllen LLP

Glendora, California
December 6, 2018



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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Alta Public Schools
Walnut Park, CA

We have audited Alta Public Schools's (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

Management's Responsibility

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

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

Board of Directors
Alta Public Schools

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instructional/Independent Study	No ¹
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

¹ We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2018

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 YEAR ENDED JUNE 30, 2018**

Section I – Summary of Auditors' Results

Financial Statements

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

Federal Awards

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

Identification of Major Federal Programs

CFDA Number(s)

84.282A

Name of Federal Program or Cluster

Title V, Part B, Public Charter School Grant Program

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

\$750,000

Auditee qualified as low-risk auditee?

 x yes _____ no

**ALTA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2018**

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

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

Section II – Financial Statement Findings

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

Section III – Findings and Questioned Costs – Major Federal Programs

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

Section IV – Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**ALTA PUBLIC SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018**

There were no findings and questioned costs related to the basic financial statements, state, or federal awards for the prior year.

EXHIBIT “1C”

ALTA PUBLIC SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2019

OPERATING:

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



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**ALTA PUBLIC SCHOOLS
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Alta Public Schools
Walnut Park, CA

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Alta Public Schools (the School), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2019, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Alta Public Schools

Opinion

In our opinion, the consolidated financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

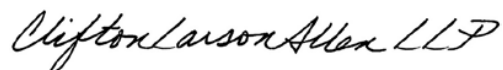
Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's consolidated financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The consolidating information presented on the face of the consolidated statements of financial position, activities, and cash flows and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statement. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 13, 2019 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 13, 2019

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

accs-apr21item04
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ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Consolidated
ASSETS							
CURRENT ASSETS							
Cash and Cash Equivalents	\$ 418,405	\$ 158,634	\$ 95,620	\$ 6,496	\$ 283	\$ -	\$ 679,438
Restricted Cash	-	-	-	-	859,264	-	859,264
Accounts Receivable	660,724	733,919	412,548	90,828	-	-	1,898,019
Intercompany Receivables	760,318	139,519	-	-	-	(899,837)	-
Deferred Lease Asset, Current	-	-	-	-	3,883	(3,883)	-
Prepaid Expenses and Other Assets	-	-	3,980	17,069	-	-	21,049
Total Current Assets	<u>1,839,447</u>	<u>1,032,072</u>	<u>512,148</u>	<u>114,393</u>	<u>863,430</u>	<u>(903,720)</u>	<u>3,457,770</u>
LONG-TERM ASSETS							
Deposits	16,565	58,301	68,200	23,100	-	-	166,166
Deferred Lease Asset	-	-	-	-	152,104	(152,104)	-
Property, Plant, and Equipment, Net	792,529	1,765,202	901,916	6,600	5,739,833	-	9,206,080
Total Long-Term Assets	<u>809,094</u>	<u>1,823,503</u>	<u>970,116</u>	<u>29,700</u>	<u>5,891,937</u>	<u>(152,104)</u>	<u>9,372,246</u>
Total Assets	<u>\$ 2,648,541</u>	<u>\$ 2,855,575</u>	<u>\$ 1,482,264</u>	<u>\$ 144,093</u>	<u>\$ 6,755,367</u>	<u>\$ (1,055,824)</u>	<u>\$ 12,830,016</u>
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES							
Accounts Payable and Accrued Liabilities	\$ 359,070	\$ 1,073,018	\$ 367,148	\$ 962,385	\$ 78,758	\$ -	\$ 2,840,379
Intercompany Payables	-	-	847,797	52,040	-	(899,837)	-
Deferred Revenue	14,664	-	43,111	-	-	-	57,775
Deferred Lease Liability, Current	3,883	-	-	-	-	(3,883)	-
Line of Credit Payable	-	1,310,000	514,000	-	-	-	1,824,000
Revolving Loan, Current Portion	-	50,000	50,000	-	-	-	100,000
Bonds Payable, Current Portion	-	-	-	-	105,000	-	105,000
Total Current Liabilities	<u>377,617</u>	<u>2,433,018</u>	<u>1,822,056</u>	<u>1,014,425</u>	<u>183,758</u>	<u>(903,720)</u>	<u>4,927,154</u>
LONG-TERM LIABILITIES							
Deferred Lease Liability	152,104	-	-	34,817	-	(152,104)	34,817
Revolving Loan	-	50,000	150,000	-	-	-	200,000
Bonds Payable	-	-	-	-	6,632,486	-	6,632,486
Total Long-Term Liabilities	<u>152,104</u>	<u>50,000</u>	<u>150,000</u>	<u>34,817</u>	<u>6,632,486</u>	<u>(152,104)</u>	<u>6,867,303</u>
Total Liabilities	<u>529,721</u>	<u>2,483,018</u>	<u>1,972,056</u>	<u>1,049,242</u>	<u>6,816,244</u>	<u>(1,055,824)</u>	<u>11,794,457</u>
NET ASSETS							
Net Assets Without Donor Restriction	2,118,820	372,557	(489,792)	(905,149)	(60,877)	-	1,035,559
Total Net Assets	<u>2,118,820</u>	<u>372,557</u>	<u>(489,792)</u>	<u>(905,149)</u>	<u>(60,877)</u>	<u>-</u>	<u>1,035,559</u>
Total Liabilities and Net Assets	<u>\$ 2,648,541</u>	<u>\$ 2,855,575</u>	<u>\$ 1,482,264</u>	<u>\$ 144,093</u>	<u>\$ 6,755,367</u>	<u>\$ (1,055,824)</u>	<u>\$ 12,830,016</u>

See accompanying Notes to Consolidated Financial Statements.

Los Angeles Unified School District (LAUSD)
 Board of Education Meeting Minutes, LAUSD
 Findings for Denial, Notice of Alleged Violation,
 and Petitioner's Responses

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 Attachment 5
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**ALTA PUBLIC SCHOOLS
 CONSOLIDATED STATEMENT OF ACTIVITIES
 YEAR ENDED JUNE 30, 2019**

	Academia Moderna	Prepa Tec Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Consolidated
REVENUES, WITHOUT DONOR RESTRICTION							
State Revenue:							
State Apportionment	\$ 3,545,913	\$ 2,560,050	\$ 2,596,311	\$ -	\$ -	\$ -	\$ 8,702,274
Other State Revenue	1,305,961	871,803	651,832	-	-	-	2,829,596
Federal Revenue:							
Grants and Entitlements	626,761	468,039	382,180	-	-	-	1,476,980
Local Revenue:							
In-Lieu Property Tax Revenue	1,097,642	828,839	675,634	-	-	-	2,602,115
Contributions	-	-	-	1,951	-	-	1,951
Other Revenue	67,810	14,924	7,171	2,042,914	606,506	(2,623,356)	115,969
Total Revenues	<u>6,644,087</u>	<u>4,743,655</u>	<u>4,313,128</u>	<u>2,044,865</u>	<u>606,506</u>	<u>(2,623,356)</u>	<u>15,728,885</u>
EXPENSES							
Program Services Expense:	6,030,475	4,460,078	3,475,757	458,455	-	(2,042,914)	12,381,851
Management and General	129,336	66,353	447,448	1,682,814	597,653	(580,442)	2,343,162
Total Expenses	<u>6,159,811</u>	<u>4,526,431</u>	<u>3,923,205</u>	<u>2,141,269</u>	<u>597,653</u>	<u>(2,623,356)</u>	<u>14,725,013</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	484,276	217,224	389,923	(96,404)	8,853	-	1,003,872
Net Assets Without Donor Restriction, Beginning of Year	<u>1,634,544</u>	<u>155,333</u>	<u>(879,715)</u>	<u>(808,745)</u>	<u>(69,730)</u>	<u>-</u>	<u>31,687</u>
NET ASSETS WITHOUT DONOR RESTRICTION, END OF YEAR	<u>\$ 2,118,820</u>	<u>\$ 372,557</u>	<u>\$ (489,792)</u>	<u>\$ (905,149)</u>	<u>\$ (60,877)</u>	<u>\$ -</u>	<u>\$ 1,035,559</u>

See accompanying Notes to Consolidated Financial Statements.

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

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**ALTA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2019**

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Eliminations	Consolidated
CASH FLOWS FROM OPERATING ACTIVITIES							
Change in Net Assets	\$ 484,276	\$ 217,224	\$ 389,923	\$ (96,404)	\$ 8,853	\$ -	\$ 1,003,872
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:							
Depreciation	66,932	20,007	402,571	2,400	70,198	-	562,108
Amortization	-	-	-	-	53,028	-	53,028
(Increase) Decrease in Assets:							
Accounts Receivable	50,372	(104,542)	14,390	65,293	-	-	25,513
Intercompany Receivables	6,564	770,342	-	-	-	(776,906)	-
Prepaid Expenses and Other Assets	1,926	10,141	(3,980)	52,125	-	-	60,212
Deposits	(2,095)	-	(68,200)	(23,100)	-	-	(93,395)
Deferred Rent Asset	-	-	-	-	(1,630)	1,630	-
Increase (Decrease) in Liabilities:							
Accounts Payable and Accrued Liabilities	201,289	622,515	(100,945)	278,791	(2,260)	-	999,390
Intercompany Payables	-	-	(462,449)	(314,457)	-	776,906	-
Deferred Rent Liability	1,630	-	-	34,817	-	(1,630)	34,817
Deferred Revenue	26,589	-	43,111	-	-	-	69,700
Net Cash Provided (Used) by Operating Activities	<u>837,483</u>	<u>1,535,687</u>	<u>214,421</u>	<u>(535)</u>	<u>128,189</u>	<u>-</u>	<u>2,715,245</u>
CASH FLOWS FROM INVESTING ACTIVITIES							
Purchases of Property, Plant, and Equipment	(267,280)	(399,002)	(74,142)	-	-	-	(740,424)
Net Cash Used by Investing Activities	<u>(267,280)</u>	<u>(399,002)</u>	<u>(74,142)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(740,424)</u>
CASH FLOWS FROM FINANCING ACTIVITIES							
Repayments of Debt	(502,065)	(1,204,310)	(50,000)	-	(99,999)	-	(1,856,374)
Net Cash Provided (Used) by Financing Activities	<u>(502,065)</u>	<u>(1,204,310)</u>	<u>(50,000)</u>	<u>-</u>	<u>(99,999)</u>	<u>-</u>	<u>(1,856,374)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS							
	68,138	(67,625)	90,279	(535)	28,190	-	118,447
Cash and Cash Equivalents, Beginning of Year	<u>350,267</u>	<u>226,259</u>	<u>5,341</u>	<u>7,031</u>	<u>831,357</u>	<u>-</u>	<u>1,420,255</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 418,405</u>	<u>\$ 158,634</u>	<u>\$ 95,620</u>	<u>\$ 6,496</u>	<u>\$ 859,547</u>	<u>\$ -</u>	<u>\$ 1,538,702</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION							
Cash Paid for Interest	<u>\$ 28,515</u>	<u>\$ 83,072</u>	<u>\$ 57,432</u>	<u>\$ 21</u>	<u>\$ 474,429</u>	<u>\$ -</u>	<u>\$ 643,469</u>

See accompanying Notes to Consolidated Financial Statements.

**ALTA PUBLIC SCHOOLS
 CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
 YEAR ENDED JUNE 30, 2019**

	Program Services	Management and General	Eliminations	Total
Salaries and Wages	\$ 4,672,139	\$ 1,075,717	\$ -	\$ 5,747,856
Pension Expense	746,208	194,008	-	940,216
Other Employee Benefits	529,605	97,105	-	626,710
Payroll Taxes	202,616	68,247	-	270,863
Legal Expenses	-	62,851	-	62,851
Accounting Expenses	33,465	-	-	33,465
Instructional Materials	369,780	-	-	369,780
Other Fees for Services	3,848,010	134,407	(2,042,914)	1,939,503
Advertising and Promotion Expenses	49,088	-	-	49,088
Office Expenses	141,214	-	-	141,214
Printing and Postage Expenses	21,607	-	-	21,607
Information Technology Expenses	348,666	-	-	348,666
Occupancy Expenses	1,963,092	182,992	(580,442)	1,565,642
Travel Expenses	106,030	-	-	106,030
Interest Expense	169,042	527,457	-	696,499
Depreciation Expense	-	562,106	-	562,106
Insurance Expense	70,954	18,714	-	89,668
Other Expenses	1,153,249	-	-	1,153,249
Subtotal	14,424,765	2,923,604	(2,623,356)	14,725,013
Eliminations	(2,042,914)	(580,442)	2,623,356	-
Total Expenses by Function	<u>\$ 12,381,851</u>	<u>\$ 2,343,162</u>	<u>\$ -</u>	<u>\$ 14,725,013</u>

See accompanying Notes to Consolidated Financial Statements.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

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

Basis of Accounting

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

Basis of Presentation

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

Principles of Consolidation

The consolidating financial statements include the accounts of AMPT, LLC which was formed to provide assistance with funding capital improvement on behalf of Alta Public Schools. Alta Public Schools is the single member of AMPT, LLC. These entities are together referred to as the School. All material intercompany transactions have been eliminated.

Use of Estimates

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

Functional Allocation of Expenses

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

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

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

Restricted Cash

The School has certain debt reserve cash and cash equivalents that are not considered part of cash and cash equivalents. At June 30, 2019, cash held for bond reserves was reported at restricted cash.

Net Asset Classes

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

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

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

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

Accounts Receivable

Accounts receivable primarily represents amounts due from federal and state governments as of June 30, 2019. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Intercompany Receivable/Payable

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

Prepaid Expenses

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

Property, Plant, and Equipment

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

Revenue Recognition

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

Contributions

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

Property Taxes

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

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Compensated Absences

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

Allocations Between Charter Schools

For the year ended June 30, 2019, the School has chosen to identify each charter school separately within the basic financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Income Taxes

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

Change in Accounting Principle

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 13, 2019, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$2,577,457.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2019**

NOTE 2 LIQUIDITY AND AVAILABILITY (CONTINUED)

As part of the School's liquidity management plan, the School invest cash in excess of daily requirements in short term investments, CDs, and money market funds.

NOTE 3 CONCENTRATION OF CREDIT RISK

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

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements are presented net of accumulated depreciation. Depreciation expense was \$562,106 for the year ended June 30, 2019.

The components of property, plant, and equipment as of June 30, 2019 are as follows:

	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	AMPT, LLC	Total
Land	\$ -	\$ 476,335	\$ -	\$ -	\$ 2,850,000	\$ 3,326,335
Construction in Progress	255,408	1,285,755	66,242	-	-	1,607,405
Building and Improvements	793,539	55,126	1,467,206	-	3,158,926	5,474,797
Furniture, Fixtures, and Equipment	105,225	13,237	65,131	12,000	-	195,593
Total	1,154,172	1,830,453	1,598,579	12,000	6,008,926	10,604,130
Less: Accumulated Depreciation	(361,643)	(65,251)	(696,663)	(5,400)	(269,093)	(1,398,050)
Total Property, Plant, and Equipment	\$ 792,529	\$ 1,765,202	\$ 901,916	\$ 6,600	\$ 5,739,833	\$ 9,206,080

NOTE 5 LINE OF CREDIT

The School has two lines of credit with Umpqua Bank for \$1,500,000 and \$600,000 with a current maturity date of December 27, 2019. Interest charged on the principal balance is equal to the greater of the Prime Rate or three and one-half percent at June 30, 2019, with increases or decreases in the Interest Rate occurring at the time of any such corresponding increases or decreases in the Prime Rate. As of June 30, 2019, there was a balance of \$1,824,000.

NOTE 6 LONG-TERM DEBT

California School Finance Authority (CSFA) School Facility Revenue Bonds

In June 2014, the CSFA issued \$7,600,000 in School Facilities Revenues, Series 2014A, and Series 2014B for the purpose of a loan to AMPT, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in November 2045 and carry an interest rate of 6.5%. At June 30, 2019, the principal balance outstanding was \$7,170,000.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2019**

NOTE 6 LONG-TERM DEBT (CONTINUED)

**California School Finance Authority (CSFA) School Facility Revenue Bonds
 (Continued)**

The bonds mature through 2045 as follows:

<u>Year Ending June 30,</u>	
2020	\$ 105,000
2021	110,000
2022	120,000
2023	130,000
2024	135,000
Thereafter	<u>6,570,000</u>
Total Future Maturities	7,170,000
Bond Discount	(31,263)
Unamortized Issue Costs	<u>(401,251)</u>
Total Bonds Payable	<u><u>\$ 6,737,486</u></u>

CSFA School Facility Revenue Bonds Discount on Issuance

The CSFA School Facilities Revenue Bonds, Series 2014B were issued at discounts of \$37,278. The discount will be amortized financial statements over the life of the debt issues. The remaining unamortized discounts for the CSFA School Facility Revenue bonds total \$31,263 at June 30, 2019.

CSFA School Facility Revenue Bonds Cost of Issuance

The CSFA School Facilities Revenue Bonds, Series 2014A and 2014B were issued with costs of \$142,800 and \$371,617, respectively. The cost of issuance will be amortized over the life of the debt issues. The remaining unamortized issuance costs for the CSFA School Facility Revenue bonds total \$401,251 at June 30, 2019.

Notes Payable

The School received two unsecured revolving loans payable to the California Department of Education in the amount of \$250,000 each. The loans balance as of June 30, 2019, was \$300,000. The loans have an interest rate of 0.53 percent and mature in five years. The State Controller's Office deducts the loan payments from the Charter School's State School Fund Apportionments.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2019**

NOTE 6 LONG-TERM DEBT (CONTINUED)

Notes Payable (Continued)

Future payments are as follows:

<u>Year Ending June 30,</u>	
2020	\$ 100,000
2021	100,000
2022	50,000
2023	50,000
Total	<u>\$ 300,000</u>

NOTE 7 OPERATING LEASES

Academia Moderna has a lease with AMPT, LLC for a facility which expires in August 2032 and has three options to extend an additional 5 years each. Lease expense associated with this lease is recognized on a straight line basis over the life of the lease and amounted to \$580,442 for the year ended June 30, 2019. The cumulative difference between the lease expense recorded and the lease payments made is reported as a deferred lease liability for Academia Moderna and a deferred lease asset for AMPT, LLC on the consolidating statement of financial position and amounted to \$155,987 as of June 30, 2019, this was eliminated on the consolidated statement of financial position.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	
2020	\$ 577,221
2021	578,512
2022	581,279
2023	580,538
2024	581,204
Thereafter	12,351,571
Total	<u>\$ 15,250,325</u>

Alta Public Schools (home office), Academia Moderna, and Prepa Tec also leased facilities from unrelated third parties under several lease agreements where the last lease expires in September 2028. Lease expense under these lease agreements for the year ended June 30, 2019 was \$972,033.

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2019**

NOTE 7 OPERATING LEASES (CONTINUED)

Future minimum lease payments are as follows:

Year Ending June 30,	Academia Moderna	Prepa Tec	Prepa Tec High	Alta Public Schools	Total
2020	\$ 96,906	\$ 429,336	\$ 345,600	\$ 129,826	\$ 1,001,668
2021	99,816	203,445	-	121,112	424,373
2022	50,646	209,548	-	149,256	409,450
2023	-	215,835	-	153,738	369,573
2024	-	18,030	-	158,352	176,382
Thereafter	-	-	-	772,806	772,806
Total	<u>\$ 247,368</u>	<u>\$ 1,076,194</u>	<u>\$ 345,600</u>	<u>\$ 1,485,090</u>	<u>\$ 3,154,252</u>

NOTE 8 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

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

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2018, total plan net assets are \$225 billion, the total actuarial present value of accumulated plan benefits is \$374 billion, contributions from all employers totaled \$4.9 billion, and the plan is 64% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

**ALTA PUBLIC SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 JUNE 30, 2019**

NOTE 8 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2019 was 16.28% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

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

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2017	\$ 471,832	100 %
2018	\$ 586,552	100 %
2019	\$ 601,918	100 %

Public Employee's Retirement System (PERS)

Plan Description

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State Statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2018, the School Employer Pool total plan assets are \$69.4 billion, the total pension liability is \$91.5 billion, contributions from all employers totaled \$2.1 billion, and the plan is 70.8% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

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

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 6.5% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2019 was 18.062%. The contribution requirements of the plan members are established and may be amended by State Statute.

**ALTA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019**

NOTE 8 EMPLOYEE RETIREMENT (CONTINUED)

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

Funding Policy (continued)

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

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2017	\$ 286,182	100 %
2018	\$ 327,353	100 %
2019	\$ 308,954	100 %

NOTE 9 RELATED ORGANIZATION

Alta Public Schools Foundation (the Foundation) is a supporting organization to the School. During the year ended June 30, 2019, there were no activities or account balances held by the Foundation.

NOTE 10 CONTINGENCIES

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

NOTE 11 FUNCTIONALIZED EXPENSES

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

SUPPLEMENTARY INFORMATION

**ALTA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2019**

Academia Moderna

Charter school number authorized by the State: 1101

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

Prepa Tec

Charter school number authorized by the State: 1542

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

Prepa Tec High

Charter school number authorized by the State: 1789

Prepa Tec High is located on 4210 E. Gage Avenue, Huntington Park, CA 90255, petitioned through State Board of Education. The charter school opened in August 16, 2017.

**ALTA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
YEAR ENDED JUNE 30, 2019**

The board of directors and the administrators as of the year ended June 30, 2019 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires (term length)</u>
Gregory Tanner	Board Chair	August 2021 (3 years)
Mary Porras	Board Secretary	March 2021 (3 years)
Azucena Chavarria	Member	August 2019 (1 year)
Dustin Bainbridge	Member	June 2019 (1 year)
Jesse Pelayo	Member	January 2020 (3 years)
Raul Carranza	Member	October 2021 (3 years)

ADMINISTRATORS

Xavier Reyes Founder and Chief Executive Director

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF INSTRUCTIONAL TIME
 YEAR ENDED JUNE 30, 2019**

	Instructional Minutes		Traditional Instructional Days	Status
	Requirement	Actual		
Academia Moderna				
Kindergarden	36,000	57,850	182	In Compliance
Grade 1	50,400	60,710	182	In Compliance
Grade 2	50,400	60,710	182	In Compliance
Grade 3	50,400	60,710	182	In Compliance
Grade 4	54,000	60,710	182	In Compliance
Grade 5	54,000	60,710	182	In Compliance
Prepa Tec				
Grade 6	54,000	60,600	182	In Compliance
Grade 7	54,000	60,600	182	In Compliance
Grade 8	54,000	60,600	182	In Compliance
Prepa Tec High				
Grade 9	64,800	63,640	182	Not In Compliance
Grade 10	64,800	63,640	182	Not In Compliance
Grade 11	64,800	63,640	182	Not In Compliance

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

**ALTA PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2019**

	Second Period Report		Corrections		Second Period Report (Audited)	
	Classroom	Total	Classroom	Total	Classroom	Total
	Based		Based		Based	
Academia Moderna						
Grades TK-3	284.67	284.67	-	-	284.67	284.67
Grades 4-5	146.81	146.81	-	-	146.81	146.81
ADA Totals	<u>431.48</u>	<u>431.48</u>	<u>-</u>	<u>-</u>	<u>431.48</u>	<u>431.48</u>
Prepa Tec						
Grade 6	76.10	76.10	-	-	76.10	76.10
Grades 7-8	250.02	250.02	-	-	250.02	250.02
ADA Totals	<u>326.12</u>	<u>326.12</u>	<u>-</u>	<u>-</u>	<u>326.12</u>	<u>326.12</u>
Prepa Tec High						
Grades 9-11	265.59	265.59	(1.53)	(1.53)	264.06	264.06
ADA Totals	<u>265.59</u>	<u>265.59</u>	<u>(1.53)</u>	<u>(1.53)</u>	<u>264.06</u>	<u>264.06</u>
	Annual Report		Corrections		Annual Report (Audited)	
	Classroom	Total	Classroom	Total	Classroom	Total
	Based		Based		Based	
Academia Moderna						
Grades TK-3	287.72	287.72	-	-	287.72	287.72
Grades 4-5	146.67	146.67	-	-	146.67	146.67
ADA Totals	<u>434.39</u>	<u>434.39</u>	<u>-</u>	<u>-</u>	<u>434.39</u>	<u>434.39</u>
Prepa Tec						
Grade 6	76.25	76.25	-	-	76.25	76.25
Grades 7-8	252.08	252.08	-	-	252.08	252.08
ADA Totals	<u>328.33</u>	<u>328.33</u>	<u>-</u>	<u>-</u>	<u>328.33</u>	<u>328.33</u>
Prepa Tec High						
Grades 9-11	262.64	262.64	-	-	262.64	262.64
ADA Totals	<u>262.64</u>	<u>262.64</u>	<u>-</u>	<u>-</u>	<u>262.64</u>	<u>262.64</u>

See Auditors' Report and Notes to Supplementary Information.

ALTA PUBLIC SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

	Academia Moderna	Prepa Tec	Prepa Tec High
June 30, 2019 Annual Financial Report Fund Balances (Net Assets)	\$ 2,137,907	\$ 667,946	\$ (482,446)
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Cash and Cash Equivalents			
Accounts Receivable - Federal and State			
Accounts Receivable	(20,583)	(909,572)	(129,331)
Prepaid Expenses and Other Assets			
Property, Plant, and Equipment, Net	-	(75,022)	-
Accounts Payable and Accrued Liabilities	(53,661)	656,398	506,654
Deferred Revenue	55,157	32,801	129,331
Line of Credit	-	100,006	(514,000)
Revolving Loan Payable, Current Portion	-	(50,000)	-
Revolving Loan Payable	-	(50,000)	-
Net Adjustments and Reclassifications	<u>(19,087)</u>	<u>(295,389)</u>	<u>(7,346)</u>
June 30, 2019 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 2,118,820</u>	<u>\$ 372,557</u>	<u>\$ (489,792)</u>

- - -

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

accs-apr21item04
Attachment 5
Page 599 of 844

**ALTA PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2019**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Academia Moderna	Prepa Tec	Prepa Tec High	Total
U.S. Department of Education						
Pass-Through Program from						
California Department of Education:						
Every Student Succeeds Act						
Title I, Part A, Basic Grants:						
Low-Income and Neglected	84.010	14329	\$ 207,435	\$ 185,351	\$ 97,967	\$ 490,753
Title II, Part A, Teacher Quality	84.367	14341	22,926	20,733	12,804	56,463
Title III, Immigrant Education	84.365	15146	11,370	-	-	11,370
Title III, Limited English Proficient (LEP)	84.365	14346	13,920	-	-	13,920
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	15,062	13,459	10,000	38,521
Title V, Part B, Public Charter School Grant Program	84.282A	14941	-	-	127,575	127,575
Special Education Cluster:						
Special Education - IDEA	84.027	13379	89,605	67,697	45,746	203,048
Total Special Education Cluster			<u>89,605</u>	<u>67,697</u>	<u>45,746</u>	<u>203,048</u>
<i>Total U.S Department of Education</i>			360,318	287,240	294,092	941,650
U.S. Department of Agriculture						
Pass-Through Program From						
California Department of Education:						
Child Nutrition Cluster	10.555	N/A	266,443	180,799	88,088	535,330
<i>Total U.S Department of Agriculture</i>			<u>266,443</u>	<u>180,799</u>	<u>88,088</u>	<u>535,330</u>
Total Federal Expenditures			<u>\$ 626,761</u>	<u>\$ 468,039</u>	<u>\$ 382,180</u>	<u>\$ 1,476,980</u>

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

See Auditors' Report and Notes to Supplementary Information.

**ALTA PUBLIC SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2019**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

NOTE 5 INDIRECT COST RATE

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



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

Board of Directors
Alta Public Schools
Walnut Park, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the consolidated financial statements of Alta Public Schools (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2019, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 13, 2019.

Internal Control Over Financial Reporting

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

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

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


Board of Directors
Alta Public Schools

Compliance and Other Matters

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

Purpose of this Report

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



CliftonLarsonAllen LLP

Glendora, California
December 13, 2019



CliftonLarsonAllen LLP
CLAcconnect.com

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

Board of Directors
Alta Public Schools
Walnut Park, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of Alta Public Schools (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal program.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Board of Directors
Alta Public Schools

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2019-001. Our opinion on each major federal program is not modified with respect to these matters.

The School's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs corrective action plan. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

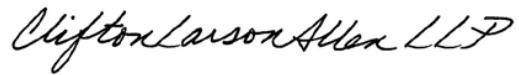
A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we did identify certain deficiencies in internal control over compliance, described in the accompanying schedule of findings and questioned costs as item 2019-001 that we consider to be a significant deficiency.

The School's response to the finding identified in or audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on it.

Board of Directors
Alta Public Schools

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

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Glendora, California
December 13, 2019



CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Alta Public Schools
Walnut Park, CA

We have audited Alta Public Schools's (the School) compliance with the types of compliance requirements described in the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2019. The School's state compliance requirements are identified in the table below.

Management's Responsibility

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

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

Board of Directors
Alta Public Schools

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instructional/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2019.

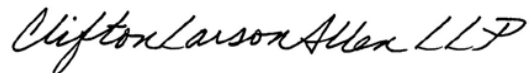
Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and are described in the accompanying schedule of findings and questioned costs as items 2019-002, 2019-003 and 2019-004. Our opinion on each state program is not modified with respect to these matters.

The School's response to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance, and accordingly, we express no opinion on the responses.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 13, 2019

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 YEAR ENDED JUNE 30, 2019**

Section I – Summary of Auditors' Results

Financial Statements

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

Federal Awards

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

Identification of Major Federal Programs

CFDA Number(s)

10.555

Name of Federal Program or Cluster

Child Nutrition Cluster

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

 \$750,000

Auditee qualified as low-risk auditee?

 x yes _____ no

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2019**

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

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

Section II – Financial Statement Findings

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

Section III – Findings and Questioned Costs – Major Federal Programs

2019-001 Child Nutrition Cluster 50000

**Academic Moderna #1101
 Prepa Tec #1542
 Prepa Tec High #1789**

Federal Agency: U.S. Department of Agriculture
 Federal Program Title: Child Nutrition Cluster
 CFDA Number: 10.555
 Pass-Through Agency: California Department of Education
 Pass-Through Number(s): N/A
 Award Period: July 1, 2018 – June 30, 2019

Type of Finding:

- Significant Deficiency in Internal Control over Compliance, Other Matters

Criteria or Specific Requirement:

7 CFR section 245.3 requires that students are classified as Free, Reduced or Paid based on the household income eligibility requirements set by the California Department of Education.

**ALTA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2019**

2019-001 Child Nutrition Cluster (Continued) 50000

Condition/Context:

During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals as follows: Academia Moderna reported free price meals for 1 out of 9 students sampled; Prepa Tec reported reduced price meals for 1 out of the 11 students sampled who did not qualify; Prepa Tec High reported reduced price meals for 2 out of 6 students sampled who did not qualify.

Questioned Costs:

Utilizing an error rate in line with the discrepancies noted above, the following questioned costs were calculated: Academia Moderna \$29,605, Prepa Tec \$16,436 and Prepa Tec High \$29,363 totaling \$75,404.

Cause:

Students were misidentified in the Student Information System and this was not captured during the review process.

Effect:

The School is not compliance with 7 CFR section 6 income eligibility requirements.

Identification of Repeat Finding: No

Recommendation:

We recommend that the School perform a full file review over eligibility and counts claimed for reimbursements to determine the actual discrepancies and work with its oversight agency to determine next steps.

Views of Responsible Officials and Corrective Action Plan:

Due to downsize in executive workforce, institutional knowledge, was lost in the interim. Alta Public Schools will work closer with the Student Information System provider and current Alta Public Schools' "meals" staff to accurately identify and report free and reduced students.

Section IV – Findings and Questioned Costs – State Compliance

2019-002 Unduplicated Local Control Funding Formula Pupil Counts 40000

**Prepa Tec Middle School #1542
Prepa Tec High School #1789**

Criteria:

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2019**

Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils
2019-002 Unduplicated Local Control Funding Formula Pupil Counts (Continued) 40000

using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as "English Learners".

Condition:

During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals. For Prepa Tec 1 out of the 11 sampled students contained an error and for Prepa Tech High 2 out of the 6 sampled students contained errors. An error rate was applied to calculate the questioned costs below.

Effect:

The School is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - Alta Public Schools for June 30, 2019

School Name	CDS Code	Original		Updated		Net Change		LCFF Entitlement		
		Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
Prepa Tec Middle School	0127936	347	345	347	335	---	-10	2,494,048	2,489,806	4,242
Prepa Tec High School	0133900	288	256	288	238	---	-18	2,542,796	2,528,518	14,278

Cause:

Employees entering eligibility data in the student information system and CALPADS did not fully understand the eligibility requirements.

Questioned Costs & Units:

After an error rate was applied a total of 28 students were included in the CALPADS report as eligible for free or reduced meals which were not eligible. The total impact on LCFF Entitlement is a decrease of \$18,520.

Repeat Finding: No

Recommendation:

We recommend that the School employ additional monitoring processes to review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

Corrective Action Plan:

Management has implemented procedures to ensure CALPADS compliance requirements will be met.

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2019**

2019-003 Instructional Minutes

40000

Prepa Tec High #1789

Criteria:

Pursuant to the provisions of subdivision (a)(1) of Education Code Section 47612.5, the minimum instructional minutes offered for grades 9 through 12 should be 64,800.

Condition:

During our testing we calculated that the School offered 63,640 of instructional minutes for the year for grades 9 through 11 which are short by 1,160 minutes per grade level.

Effect:

Non-compliance with the instructional minute requirements for grades 9-11.

Cause:

The School made last minute changes to the bell schedule due to transportation issues and did not recalculate the instructional minimum was met.

Questioned Costs and Units: The questioned costs generated from not meeting the annual minutes per grade is as follows, this was determined using the penalty calculation worksheet from the California Department of Education for a total of \$58,224.

The calculation for the instructional minute penalties are as follows:

Prepa Tec Los Angeles High #1789					
	Instructional Time Grade Spans				
	K	1-3	4-6	7-8	9-12
Affected grade levels					9
Affected grade level ADA					76.03
Derived Value of ADA by Grade Span					\$ 12,318.04
Number of required minutes	36,000	50,400	54,000	54,000	64,800
Number of minutes short					1,160
Percentage of Minutes Not Offered	0%	0%	0%	0%	1.79%
Affected LCFF Apportionment by Grade Span	\$ -	\$ -	\$ -	\$ -	\$ 936,541
Instructional Time Penalty by Grade Span	\$ -	\$ -	\$ -	\$ -	\$ 16,764
Total Instructional Time Penalty	\$				16,764

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2019**

2019-003 Instructional Minutes (Continued)

40000

Prepa Tec Los Angeles High #1789					
	Instructional Time Grade Spans				
	K	1-3	4-6	7-8	9-12
Affected grade levels					10
Affected grade level ADA					99.23
Derived Value of ADA by Grade Span					\$ 12,318.04
Number of required minutes	36,000	50,400	54,000	54,000	64,800
Number of minutes short					1,160
Percentage of Minutes Not Offered	0%	0%	0%	0%	1.79%
Affected LCFF Apportionment by Grade Span	\$ -	\$ -	\$ -	\$ -	\$ 1,222,319
Instructional Time Penalty by Grade Span	\$ -	\$ -	\$ -	\$ -	\$ 21,880
Total Instructional Time Penalty	\$ 21,880				

Prepa Tec Los Angeles High #1789					
	Instructional Time Grade Spans				
	K	1-3	4-6	7-8	9-12
Affected grade levels					11
Affected grade level ADA					88.80
Derived Value of ADA by Grade Span					\$ 12,318.04
Number of required minutes	36,000	50,400	54,000	54,000	64,800
Number of minutes short					1,160
Percentage of Minutes Not Offered	0%	0%	0%	0%	1.79%
Affected LCFF Apportionment by Grade Span	\$ -	\$ -	\$ -	\$ -	\$ 1,093,842
Instructional Time Penalty by Grade Span	\$ -	\$ -	\$ -	\$ -	\$ 19,580
Total Instructional Time Penalty	\$ 19,580				

Recommendation:

We recommend that the School review instructional minute calculations to be sure the minimum requirement is met before the bell schedule/calendar is changed.

Corrective Action Plan:

Management has implemented procedures to ensure instructional minute requirements will be met.

2019-004 ADA Reporting

10000

Prepa Tec High School #1789

Criteria: Pursuant to the provisions of Education Code Section 19850, the Second Principal (P2) and Annual reports of attendance submitted to the California Department of Education should be supported by written contemporaneous records that document all pupil attendance included in the charter school's Average Daily Attendance (ADA) calculations.

**ALTA PUBLIC SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2019**

Condition: During our testing on ADA we calculated that the Prepa Tec High School's P2 Reports over-reported ADA.

**2019-004 ADA Reporting (Continued)
 10000**

Effect: The School over-reported ADA for the P2 ADA Report by 1.53 ADA.

Cause: It appears that the School's ADA was including Saturday in their calculation. This was fixed later in the year but did the School did not adjust their P2 until we discovered this difference during testing.

Questioned Costs and Units: None. Average Daily Attendance (ADA) was adjusted as follows:

	Second Period Report		Corrections		Second Period Report (Audited)	
	Classroom	Total	Classroom	Total	Classroom	Total
	Based		Based		Based	
Prepa Tec High						
Grades 9-11	265.59	265.59	(1.53)	(1.53)	264.06	264.06
ADA Totals	<u>265.59</u>	<u>265.59</u>	<u>(1.53)</u>	<u>(1.53)</u>	<u>264.06</u>	<u>264.06</u>

Repeat Finding: No

Recommendation: We recommend that the School implement procedures to accurately report ADA in its P2 ADA Reports.

Corrective Action Plan: Management has implemented procedures to ensure that accurate P-2 Reports are prepared.

**ALTA PUBLIC SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2019**

There were no findings and questioned costs related to the basic financial statements, state, or federal awards for the prior year.

EXHIBIT “1D”

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Prepa Tec Los Angeles High
(continued)
CDS #: 19-76992-0133900
Charter Approving Entity: State Board of Education
County: Los Angeles
Charter #: 1789
Fiscal Year: 2019/20

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Revenue Sources										
State Aid - Current Year	8011	3,246,973.26	-	3,246,973.26	1,999,414.00	-	1,999,414.00	3,163,128.92	-	3,163,128.92
Education Protection Account State Aid - Current Year	8012	65,193.00	-	65,193.00	26,559.00	-	26,559.00	63,512.00	-	63,512.00
State Aid - Prior Years	8019	(397.00)	-	(397.00)	(397.00)	-	(397.00)	(397.00)	-	(397.00)
Transfer to Charter Schools In Lieu of Property Taxes	8096	829,222.36	-	829,222.36	391,868.00	-	391,868.00	807,840.88	-	807,840.88
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		4,140,991.63	-	4,140,991.63	2,417,444.00	-	2,417,444.00	4,034,084.80	-	4,034,084.80
2. Federal Revenues										
Every Student Succeeds Act (Title I-V)	8290	-	226,964.20	226,964.20	-	160,031.00	160,031.00	-	160,031.00	160,031.00
Special Education - Federal	8181, 8182	-	31,280.01	31,280.01	-	-	-	-	30,473.45	30,473.45
Child Nutrition - Federal	8220	-	186,502.97	186,502.97	-	31,720.45	31,720.45	-	155,498.17	155,498.17
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	87,583.70	87,583.70	-	99,923.14	99,923.14
Total, Federal Revenues		-	444,747.18	444,747.18	-	279,335.15	279,335.15	-	445,925.76	445,925.76
3. Other State Revenues										
Special Education - State	StateRevSE	-	170,153.73	170,153.73	-	75,850.00	75,850.00	-	165,766.32	165,766.32
All Other State Revenues	StateRevAO	66,856.64	404,321.23	471,177.87	13,957.52	31,613.95	45,571.47	66,545.46	411,101.43	477,646.89
Total, Other State Revenues		66,856.64	574,474.96	641,331.60	13,957.52	107,463.95	121,421.47	66,545.46	576,867.75	643,413.21
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	11,336.00	-	11,336.00	8,088.32	-	8,088.32	10,480.11	-	10,480.11
Total, Local Revenues		11,336.00	-	11,336.00	8,088.32	-	8,088.32	10,480.11	-	10,480.11
5. TOTAL REVENUES										
		4,219,184.27	1,019,222.14	5,238,406.41	2,439,489.84	386,799.10	2,826,288.94	4,111,110.37	1,022,793.51	5,133,903.88
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,110,372.35	146,849.45	1,257,221.80	681,117.47	20,644.18	701,761.65	1,045,971.12	144,863.36	1,190,834.48
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	185,311.73	-	185,311.73	106,677.20	-	106,677.20	184,398.03	-	184,398.03
Other Certificated Salaries	1900	37,179.32	81,866.00	119,045.32	-	29,770.07	29,770.07	22,681.37	72,282.64	94,964.01
Total, Certificated Salaries		1,332,863.40	228,715.45	1,561,578.85	787,794.67	50,414.25	838,208.92	1,253,050.52	217,146.00	1,470,196.52
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	47,860.64	21,840.00	69,700.64	4,031.02	10,991.26	15,022.28	34,370.12	18,842.16	53,212.28
Non-certificated Support Salaries	2200	-	-	-	23,182.67	-	23,182.67	39,741.72	-	39,741.72
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	63,923.92	-	63,923.92	43,635.07	-	43,635.07	71,218.40	-	71,218.40
Other Non-certificated Salaries	2900	81,121.30	-	81,121.30	46,640.22	-	46,640.22	77,097.95	-	77,097.95
Total, Non-certificated Salaries		192,905.86	21,840.00	214,745.86	117,488.98	10,991.26	128,480.24	222,428.19	18,842.16	241,270.35
3. Employee Benefits										
STRS	3101-3102	218,504.81	38,081.80	256,586.61	132,416.41	7,848.32	140,264.73	219,747.25	35,047.45	254,794.70
PERS	3201-3202	30,535.99	4,543.00	35,078.99	-	-	-	18,026.60	2,204.27	18,230.87
OASDI / Medicare / Alternative	3301-3302	25,515.82	4,922.58	30,438.40	10,674.01	1,348.62	12,022.63	24,278.61	4,152.53	28,431.14
Health and Welfare Benefits	3401-3402	131,006.10	30,613.40	161,619.50	76,198.84	1,584.46	77,783.30	139,759.72	12,294.41	152,054.13
Unemployment Insurance	3501-3502	4,739.13	1,888.49	6,627.62	5,102.34	-	5,102.34	6,073.79	1,246.60	7,320.39
Workers' Compensation Insurance	3601-3602	18,800.26	3,047.46	21,847.72	11,823.83	-	11,823.83	19,606.15	1,687.44	21,293.59
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		429,102.11	83,096.73	512,198.84	236,215.43	10,781.40	246,996.83	425,492.12	56,632.70	482,124.82
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	12,500.00	-	12,500.00	-	-	-	-	-	-
Books and Other Reference Materials	4200	21,940.82	-	21,940.82	25,440.82	-	25,440.82	25,440.82	-	25,440.82
Materials and Supplies	4300	49,161.92	37,020.23	86,182.15	17,387.43	-	17,387.43	41,716.02	36,356.85	78,072.87
Noncapitalized Equipment	4400	29,224.66	-	29,224.66	29,509.66	-	29,509.66	29,509.66	-	29,509.66
Food	4700	-	204,232.58	204,232.58	-	96,790.43	96,790.43	-	173,014.66	173,014.66
Total, Books and Supplies		112,827.40	241,252.81	354,080.21	72,337.91	123,725.87	196,063.78	96,666.50	209,371.51	306,038.01
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	64,184.12	95,685.79	159,869.91	34,618.64	54,201.04	88,819.68	59,077.73	119,868.31	178,946.04
Travel and Conferences	5200	2,774.51	-	2,774.51	-	1,274.51	1,274.51	1,125.00	1,274.51	2,399.51
Dues and Memberships	5300	3,070.00	-	3,070.00	1,070.00	-	1,070.00	2,320.00	-	2,320.00
Insurance	5400	25,431.76	-	25,431.76	13,895.20	-	13,895.20	24,130.62	-	24,130.62
Operations and Housekeeping Services	5500	68,956.86	-	68,956.86	40,562.00	-	40,562.00	66,603.67	-	66,603.67
Rentals, Leases, Repairs, and Noncap. Improvements	5600	252,011.39	373,881.86	625,893.25	366,298.66	12,276.92	378,575.58	249,315.12	381,338.58	630,653.70
Transfers of Direct Costs	5700-5799	35,022.19	(35,022.19)	-	80,742.34	-	80,742.34	20,898.44	(20,898.44)	-
Professional/Consulting Services and Operating Expend.	5800	981,093.33	10,071.69	991,165.02	498,323.18	29,406.19	527,729.37	953,140.76	39,218.18	992,358.94
Communications	5900	57,081.66	-	57,081.66	35,692.80	-	35,692.80	64,109.47	-	64,109.47
Total, Services and Other Operating Expenditures		1,489,625.82	444,617.15	1,934,242.97	1,071,202.62	16,416.32	1,087,618.94	1,440,720.81	520,801.14	1,961,521.95

**Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses**

accs-apr21item04
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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Prepa Tec Los Angeles High
(continued)
CDS #: 19-76992-0133900
Charter Approving Entity: State Board of Education
County: Los Angeles
Charter #: 1789
Fiscal Year: 2019/20

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	405,435.65	-	405,435.65	236,410.86	-	236,410.86	405,435.86	-	405,435.86
Total, Capital Outlay		405,435.65	-	405,435.65	236,410.86	-	236,410.86	405,435.86	-	405,435.86
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	28,621.03	-	28,621.03	58,292.28	-	58,292.28	67,748.43	-	67,748.43
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		28,621.03	-	28,621.03	58,292.28	-	58,292.28	67,748.43	-	67,748.43
8. TOTAL EXPENDITURES		3,991,381.27	1,019,222.14	5,010,603.41	2,579,742.95	212,329.10	2,792,072.05	3,911,642.43	1,022,793.51	4,934,335.94
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		227,803.00	0.00	227,803.00	(140,253.11)	174,470.00	34,216.89	199,567.94	-	199,567.94
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		227,803.00	0.00	227,803.00	(140,253.11)	174,470.00	34,216.89	199,567.94	-	199,567.94
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	(482,446.96)	-	(482,446.96)	(482,446.96)	-	(482,446.96)	(482,446.96)	-	(482,446.96)
b. Adjustments to Beginning Balance	9793, 9795	(7,345.04)	-	(7,345.04)	(7,345.04)	-	(7,345.04)	(7,345.04)	-	(7,345.04)
c. Adjusted Beginning Balance		(489,792.00)	-	(489,792.00)	(489,792.00)	-	(489,792.00)	(489,792.00)	-	(489,792.00)
2. Ending Fund Balance, June 30 (E + F.1.c.)		(261,989.00)	0.00	(261,989.00)	(630,045.11)	174,470.00	(455,575.11)	(290,224.06)	-	(290,224.06)
Components of Ending Fund Balance:										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	-	-	-	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	(261,989.00)	0.00	(261,989.00)	(630,045.11)	174,470.00	(455,575.11)	(290,224.06)	-	(290,224.06)

Los Angeles Unified School District (LAUSD)
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 CHARTER SCHOOL
 INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Prepa Tec Los Angeles High
 (continued)
 CDS #: 19-76992-0133900
 Charter Approving Entity: State Board of Education
 County: Los Angeles
 Charter #: 1789
 Fiscal Year: 2019/20

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	3,246,973.26	1,999,414.00	3,163,128.92	(83,844.34)	-2.58%
Education Protection Account State Aid - Current Year	8012	65,193.00	26,559.00	63,512.00	(1,681.00)	-2.58%
State Aid - Prior Years	8019	(397.00)	(397.00)	(397.00)	-	0.00%
Transfer of Charter Schools In Lieu of Property Taxes	8096	829,222.36	391,868.00	807,840.88	(21,381.48)	-2.58%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		4,140,991.63	2,417,444.00	4,034,084.80	(106,906.83)	-2.58%
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	226,964.20	160,031.00	160,031.00	(66,933.20)	-29.49%
Special Education - Federal	8181, 8182	31,280.01	-	30,473.45	(806.56)	-2.58%
Child Nutrition - Federal	8220	186,502.97	31,720.45	155,498.17	(31,004.80)	-16.62%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	87,583.70	99,923.14	99,923.14	New
Total, Federal Revenues		444,747.18	279,335.15	445,925.76	1,178.58	0.26%
3. Other State Revenues						
Special Education - State	StateRevSE	170,153.73	75,850.00	165,766.32	(4,387.41)	-2.58%
All Other State Revenues	StateRevAO	471,177.87	45,571.47	477,646.89	6,469.02	1.37%
Total, Other State Revenues		641,331.60	121,421.47	643,413.21	2,081.61	0.32%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	11,336.00	8,088.32	10,480.11	(855.89)	-7.55%
Total, Local Revenues		11,336.00	8,088.32	10,480.11	(855.89)	-7.55%
5. TOTAL REVENUES						
		5,238,406.41	2,826,288.94	5,133,903.88	(104,502.53)	-1.99%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,257,221.80	701,761.65	1,190,834.48	(66,387.32)	-5.28%
Certificated Pupil Support Salaries	1200	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	185,311.73	106,677.20	184,398.03	(913.70)	-0.49%
Other Certificated Salaries	1900	118,745.32	29,770.07	94,964.01	(23,781.31)	-20.03%
Total, Certificated Salaries		1,561,278.85	838,208.92	1,470,196.52	(91,082.33)	-5.83%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	69,700.64	15,022.28	53,212.28	(16,488.36)	-23.66%
Non-certificated Support Salaries	2200	-	23,182.67	39,741.72	39,741.72	New
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	63,923.92	43,635.07	71,218.40	7,294.48	11.41%
Other Non-certificated Salaries	2900	81,121.30	46,640.22	77,097.95	(4,023.35)	-4.96%
Total, Non-certificated Salaries		214,745.86	128,480.24	241,270.35	26,524.49	12.35%
3. Employee Benefits						
STRS	3101-3102	256,586.61	140,264.73	254,794.70	(1,791.91)	-0.70%
PERS	3201-3202	35,078.99	-	18,230.87	(16,848.12)	-48.03%
OASDI / Medicare / Alternative	3301-3302	30,438.40	12,022.63	28,431.14	(2,007.26)	-6.59%
Health and Welfare Benefits	3401-3402	161,619.50	77,783.30	152,054.13	(9,565.37)	-5.92%
Unemployment Insurance	3501-3502	6,627.62	5,102.34	7,320.39	692.77	10.45%
Workers' Compensation Insurance	3601-3602	21,847.72	11,823.83	21,293.59	(554.13)	-2.54%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		512,198.84	246,996.83	482,124.82	(30,074.02)	-5.87%

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 (continued)
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 Charter Approving Entity: State Board of Education
 County: Los Angeles
 Charter #: 1789
 Fiscal Year: 2019/20

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	12,500.00	-	-	(12,500.00)	(100%)
Books and Other Reference Materials	4200	21,940.82	25,440.82	25,440.82	3,500.00	15.95%
Materials and Supplies	4300	86,182.15	44,322.87	78,072.87	(8,109.28)	-9.41%
Noncapitalized Equipment	4400	29,224.66	29,509.66	29,509.66	285.00	0.98%
Food	4700	204,232.58	96,790.43	173,014.66	(31,217.92)	-15.29%
Total, Books and Supplies		354,080.21	196,063.78	306,038.01	(48,042.20)	-13.57%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	159,869.91	88,819.68	178,946.04	19,076.13	11.93%
Travel and Conferences	5200	2,774.51	1,274.51	2,399.51	(375.00)	-13.52%
Dues and Memberships	5300	3,070.00	1,070.00	2,320.00	(750.00)	-24.43%
Insurance	5400	25,431.76	13,895.20	24,130.62	(1,301.14)	-5.12%
Operations and Housekeeping Services	5500	68,956.86	40,562.00	66,603.67	(2,353.19)	-3.41%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	625,893.25	378,575.58	630,653.70	4,760.45	0.76%
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	991,165.02	527,729.37	992,358.94	1,193.92	0.12%
Communications	5900	57,081.66	35,692.80	64,109.47	7,027.81	12.31%
Total, Services and Other Operating Expenditures		1,934,242.97	1,087,619.14	1,961,521.95	27,278.98	1.41%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	405,435.65	236,410.86	405,435.86	0.21	0.00%
Total, Capital Outlay		405,435.65	236,410.86	405,435.86	0.21	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-
Debt Service:						
Interest	7438	28,621.03	58,292.28	67,748.43	39,127.40	136.71%
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		28,621.03	58,292.28	67,748.43	39,127.40	136.71%
8. TOTAL EXPENDITURES		5,010,603.41	2,792,072.05	4,934,335.94	(76,267.47)	-1.52%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		227,803.00	34,216.89	199,567.94	(28,235.06)	-12.39%

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CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

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Charter School Name: Prepa Tec Los Angeles High
(continued)
CDS #: 19-76992-0133900
Charter Approving Entity: State Board of Education
County: Los Angeles
Charter #: 1789
Fiscal Year: 2019/20

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		227,803.00	34,216.89	199,567.94	(28,235.06)	-12.39%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(482,446.96)	(482,446.96)	(482,446.96)	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	(7,345.04)	(7,345.04)	(7,345.04)	-	0.00%
c. Adjusted Beginning Balance		(489,792.00)	(489,792.00)	(489,792.00)		
2. Ending Fund Balance, June 30 (E + F.1.c.)		(261,989.00)	(455,575.11)	(290,224.06)		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	(261,989.00)	(455,575.11)	(290,224.06)	(28,235.06)	10.78%

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CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Prepa Tec Los Angeles High
(continued) _____
CDS #: 19-76992-0133900 _____
Charter Approving Entity: State Board of Education _____
County: Los Angeles _____
Charter #: 1789 _____
Fiscal Year: 2019/20 _____

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	3,163,128.92	0.00	3,163,128.92	3,245,949.98	3,356,435.70
Education Protection Account State Aid - Current Year	8012	63,512.00	0.00	63,512.00	63,240.00	63,240.00
State Aid - Prior Years	8019	(397.00)	0.00	(397.00)	0.00	0.00
Transfers of Charter Schools In Lieu of Property Taxes	8096	807,840.88	0.00	807,840.88	804,381.18	804,381.18
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		4,034,084.80	0.00	4,034,084.80	4,113,571.16	4,224,056.88
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	160,031.00	160,031.00	159,345.64	159,345.64
Special Education - Federal	8181, 8182	0.00	30,473.45	30,473.45	30,342.94	30,342.94
Child Nutrition - Federal	8220	0.00	155,498.17	155,498.17	154,832.22	154,832.22
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	99,923.14	99,923.14	99,495.20	99,495.20
Total, Federal Revenues		0.00	445,925.76	445,925.76	444,016.00	444,016.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	165,766.32	165,766.32	165,056.40	165,056.40
All Other State Revenues	StateRevAO	66,545.46	411,101.43	477,646.89	473,297.02	473,233.27
Total, Other State Revenues		66,545.46	576,867.75	643,413.21	638,353.42	638,289.67
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	10,480.11	0.00	10,480.11	10,435.23	10,435.23
Total, Local Revenues		10,480.11	0.00	10,480.11	10,435.23	10,435.23
5. TOTAL REVENUES						
		4,111,110.37	1,022,793.51	5,133,903.88	5,206,375.81	5,316,797.78
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,045,971.12	144,863.36	1,190,834.48	1,221,452.94	1,258,096.52
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	-	0.00
Certificated Supervisors' and Administrators' Salaries	1300	184,398.03	0.00	184,398.03	192,125.90	197,889.68
Other Certificated Salaries	1900	22,681.37	72,282.64	94,964.01	147,729.44	152,161.32
Total, Certificated Salaries		1,253,050.52	217,146.00	1,470,196.52	1,561,308.28	1,608,147.52
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	34,370.12	18,842.16	53,212.28	86,538.54	89,134.70
Non-certificated Support Salaries	2200	39,741.72	0.00	39,741.72	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	71,218.40	0.00	71,218.40	68,186.00	70,231.58
Other Non-certificated Salaries	2900	77,097.95	0.00	77,097.95	71,620.02	73,768.62
Total, Non-certificated Salaries		222,428.19	18,842.16	241,270.35	226,344.56	233,134.90

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**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Prepa Tec Los Angeles High
(continued)
CDS #: 19-76992-0133900
Charter Approving Entity: State Board of Education
County: Los Angeles
Charter #: 1789
Fiscal Year: 2019/20

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	219,747.25	35,047.45	254,794.70	287,280.72	291,074.70
PERS	3201-3202	16,026.60	2,204.27	18,230.87	51,380.22	57,351.18
OASDI / Medicare / Alternative	3301-3302	24,278.61	4,152.53	28,431.14	39,954.33	41,152.96
Health and Welfare Benefits	3401-3402	139,759.72	12,294.41	152,054.13	201,365.00	207,405.95
Unemployment Insurance	3501-3502	6,073.79	1,246.60	7,320.39	17,388.58	17,395.74
Workers' Compensation Insurance	3601-3602	19,606.15	1,687.44	21,293.59	25,027.14	25,777.95
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		425,492.12	56,632.70	482,124.82	622,395.99	640,158.48
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	25,440.82	0.00	25,440.82	25,838.50	26,355.27
Materials and Supplies	4300	41,716.02	36,356.85	78,072.87	79,293.28	80,879.14
Noncapitalized Equipment	4400	29,509.66	0.00	29,509.66	30,099.85	30,701.85
Food	4700	0.00	173,014.66	173,014.66	175,719.18	179,233.56
Total, Books and Supplies		96,666.50	209,371.51	306,038.01	310,950.81	317,169.82
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	59,077.73	119,868.31	178,946.04	181,890.06	185,527.86
Travel and Conferences	5200	1,125.00	1,274.51	2,399.51	2,437.02	2,485.76
Dues and Memberships	5300	2,320.00	0.00	2,320.00	2,356.27	2,403.39
Insurance	5400	24,130.62	0.00	24,130.62	24,507.82	24,997.98
Operations and Housekeeping Services	5500	66,603.67	0.00	66,603.67	67,644.79	68,997.69
Rentals, Leases, Repairs, and Noncap. Improvements	5600	249,315.12	381,338.58	630,653.70	640,511.89	653,322.12
Transfers of Direct Costs	5700-5799	20,898.44	(20,898.44)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	953,140.76	39,218.18	992,358.94	902,447.14	921,527.00
Communications	5900	64,109.47	0.00	64,109.47	65,111.61	66,413.84
Total, Services and Other Operating Expenditures		1,440,720.81	520,801.14	1,961,521.95	1,886,906.60	1,925,675.64
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	405,435.86	0.00	405,435.86	413,544.58	421,815.47
Total, Capital Outlay		405,435.86	0.00	405,435.86	413,544.58	421,815.47
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	67,748.43	0.00	67,748.43	17,963.52	360.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		67,748.43	0.00	67,748.43	17,963.52	360.00
8. TOTAL EXPENDITURES		3,911,542.43	1,022,793.51	4,934,335.94	5,039,414.34	5,146,461.83
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		199,567.94	0.00	199,567.94	166,961.47	170,335.95

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CHARTER SCHOOL
 MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Prepa Tec Los Angeles High
 (continued)
 CDS #: 19-76992-0133900
 Charter Approving Entity: State Board of Education
 County: Los Angeles
 Charter #: 1789
 Fiscal Year: 2019/20

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		199,567.94	0.00	199,567.94	166,961.47	170,335.95
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(482,446.96)	0.00	(482,446.96)	(290,224.06)	(123,262.59)
b. Adjustments to Beginning Balance	9793, 9795	(7,345.04)	0.00	(7,345.04)		
c. Adjusted Beginning Balance		(489,792.00)	0.00	(489,792.00)	(290,224.06)	(123,262.59)
2. Ending Fund Balance, June 30 (E + F.1.c.)		(290,224.06)	0.00	(290,224.06)	(123,262.59)	47,073.36
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Unassigned/Unappropriated Amount	9790	(290,224.06)	0.00	(290,224.06)	(123,262.59)	47,073.36

EXHIBIT “2A”

California Department of Education
Executive Office
SBE-002 (REV. 11/2017)

memo-oab-csd-aug20item04

MEMORANDUM

DATE: August 1, 2020

TO: MEMBERS, State Board of Education

FROM: TONY THURMOND, State Superintendent of Public Instruction

SUBJECT: Financial Condition of State Board of Education-Authorized Charter Schools - Fiscal Year 2019–20

Summary of Key Issues

This information memorandum provides a summary and analysis of the financial condition of the State Board of Education (SBE)-authorized charter schools for fiscal year (FY) 2018–19 and through the second interim projections for FY 2019–20. As the charter authorizer, the SBE must provide oversight monitoring of the schools it authorizes. The SBE has delegated this responsibility to the California Department of Education (CDE). Under the terms of the memoranda of understanding (MOU) between the SBE and each of the SBE-authorized charter schools, the CDE reviews all revenue and expenditure reports submitted by the charter schools, pursuant to California *Education Code (EC)* Section 47604.33. In the course of oversight monitoring, if the CDE finds that a charter school failed to meet generally accepted accounting principles or engaged in fiscal mismanagement, it must provide a recommendation to the SBE to take appropriate action, as deemed necessary, which may include the issuance of a notice of violation or revocation of the charter.

The CDE notes that this information memorandum does not include the consequences of the impact of COVID-19 on the state budget, including the anticipated monthly apportionment deferrals in FY 2020–21.

Financial Reporting Requirements

The 38 SBE-authorized charter school sites that were in operation for 2019–20 were required to submit financial reports and budgetary updates to the CDE. The FY financial reporting cycle begins with a budget that is submitted to the CDE by July 1. Budgetary reports, also known as interim reports, are submitted to the CDE on December 15 and March 15 of the FY, and are used to update the charter school's budget. The CDE also requests that balance sheets and accounts payable aging reports be submitted with each interim report in order to gauge the financial condition of the charter school and to review any unpaid invoices by date. At the end of the FY, each charter school must submit an unaudited annual financial report on or before September 15. The submission

of a final independent audit report by December 15 completes the FY reporting cycle. The CDE reviews the audit report in assessing trends, ratios, and significance of any footnote disclosures and findings.

- All SBE-authorized charter schools filed the required FY 2019–20 interim financial reports, including their balance sheets and accounts payable aging reports, to date.
- All SBE-authorized charter schools that were operational in FY 2018–19 submitted their annual audit report for FY 2018–19. Each SBE-authorized charter school received an unqualified audit opinion with no significant audit findings noted. An unqualified opinion means that the auditor has opined that the charter school's financial statements are fairly presented, are free of material misstatements, and have been prepared in accordance with generally accepted accounting principles.

California Department of Education Fiscal Analysis

The CDE's fiscal analysis of each SBE-authorized charter school included a review of the following: independent audit reports and audit notes for FY 2018–19; budgetary updates for FY 2019–20 as reported in the first and second interim reports; supplementary reports; and budget information.

The CDE used FY 2019–20 financial reports, budgetary updates, and pertinent budget assumptions provided by each SBE-authorized charter school in its overall assessment of a charter school's current and projected financial condition, fiscal sustainability, and appropriateness of fiscal management practices. Specifically, the CDE reviewed each charter school's budget to identify, manage, and focus on signs of fiscal decline and fiscal viability. As a guide, the CDE used the general themes of the state's budget reporting and monitoring system that is used for school districts, and which requires school districts to self-certify their financial condition as positive, qualified, or negative as related to their current and projected financial conditions. In its review of each SBE-authorized charter school, the CDE considered these and other factors including, but not limited to, measuring the adequacy of managing cash; evaluating debt levels; reviewing sustainability of budget operations; reviewing trends in enrollment and attendance; determining the reasonableness of revenue and expenditure projections; and assessing the multi-year projected financial position of the charter school. Definitions of the fiscal terms used by the CDE are provided in Attachment 1.

The CDE also verified SBE-authorized charter schools' compliance with the fiscal conditions specified in their MOUs. The conditions included, but were not limited to, compliance with reserve levels, which is stated as follows:

The MOU requires each SBE-authorized charter school to maintain reserves at a level at least equivalent to a school district of similar size, as identified in *California Code of Regulations*, Title 5 Section 15450.

School Average Daily Attendance	Expected Reserves
0–300	Greater of 5%* or \$69,000**
301–1,000	Greater of 4%* or \$69,000**
1,001–30,000	3%

*Percentage applied to total expenditures and other financing uses.

**The dollar amounts are to be adjusted annually by the prior year statutory cost-of-living adjustment, pursuant to *EC* Section 42238, and rounded to the nearest thousand.

Financial Condition of State Board of Education- Authorized Charter Schools

For purposes of preparing this summary report, all SBE-authorized charter schools were grouped into one of three categories, which were based on the CDE's analysis of the financial condition of each charter school and served as the basis for the level of monitoring and subsequent action taken by the CDE. Each charter school's financial condition was categorized as good, fair, or poor. The definitions for each category are provided below.

For FY 2019–20, the CDE finds 31 charter schools to be in good financial condition, 2 charter schools to be in fair financial condition, and 5 charter schools to be in poor financial condition. For the five newly-operational charter schools, two charter schools were found to be in good financial condition, two charter schools were found to be in fair financial condition, and one charter school was found to be in poor financial condition, based on FY 2019–20 information. The financial highlights for all SBE-authorized charter schools that were in operation for FY 2019–20 are summarized in Attachment 2.

Good Financial Condition

Thirty-one SBE-authorized charter schools were found to be in good financial condition. A charter school in good financial condition has demonstrated an ability to operate with a balanced budget; maintain stable enrollment and attendance ratios; manage cash liquidity; maintain a low debt level; maintain a positive fund balance; and meet the recommended reserve level specified in the MOU. The SBE-authorized charter schools found to be in good financial condition are as follows:

- Academia Avance Charter
- Audeo Charter II
- Baypoint Preparatory Academy (voluntary closure June 30, 2020)
- Baypoint Preparatory Academy – San Diego

- College Prep Middle School
- Grossmont Secondary School
- High Tech (seven of the nine operational sites): High Tech Elementary Chula Vista, High Tech Elementary North County, High Tech Middle Chula Vista, High Tech Middle North County, High Tech High Chula Vista, High Tech High Mesa, and High Tech High North County)
- ISANA Himalia Charter School
- KIPP Bayview Elementary School
- KIPP Navigate College Prep
- Latitude 37.8 High School
- Los Angeles College Prep Academy
- Magnolia Science Academy Santa Ana
- New West Charter
- Olive Grove Charter – New Cuyama
- Olive Grove Charter – Buellton
- OnePurpose (non-renewal, closure June 30, 2020)
- Perseverance Prep
- Rocketship Futuro Academy
- Ross Valley Charter
- Sweetwater Secondary School
- The New School of San Francisco
- The School of Arts and Enterprise
- Vista Springs Charter
- Watsonville Preparatory (newly operational)

Fair Financial Condition

Two SBE-authorized charter schools are considered to be in fair financial condition. A charter school in fair financial condition shows some signs of fiscal distress and needs to take appropriate action to address its decline in financial condition. Specifically, a charter school in fair financial condition may have an out-of-balance (deficit spending) budget; declining enrollment or attendance ratio; cash liquidity that is not adequate; a debt level that is high; declining or low fund balances; or a reserve level that is below the level required in the MOU. The SBE-authorized charter schools found to be in fair financial condition are as follows:

- High Tech Middle Mesa (newly operational)
- Mary L. Booker Leadership Academy (newly operational and voluntary closure as of June 30, 2020)

The CDE has concerns regarding High Tech Middle Mesa's (HTMM) fiscal condition. The CDE will continue to monitor HTMM's budget, and may recommend that the SBE take appropriate action, as deemed necessary. Additional financial data and information for these SBE-authorized charter schools are outlined in Attachments 1 and 2.

Poor Financial Condition

Five SBE-authorized charter schools are considered to be in poor financial condition. Charter schools in poor financial condition are in danger of jeopardizing their fiscal operations going forward. Timely and appropriate action by the charter school's board is critical in addressing and mitigating the charter school's serious decline in financial condition. Specifically, charter schools in poor financial condition have a negative fund balance and no reserves. These schools do not have an adequate cash level and have a high debt level. The SBE-authorized charter schools found to be in poor financial condition are as follows:

- High Tech Elementary Mesa's (HTEM) second interim report indicates that HTEM is projecting a negative ending fund balance of \$128,371 with no reserves. HTEM is newly operational as of August 2019.
- Olive Grove Charter – Lompoc's (OGCL) 2019–20 second interim report indicates that OGCL is projecting a negative ending fund balance of \$17,732 with no reserves.
- Olive Grove Charter – Santa Barbara's (OGCSB) 2019–20 second interim report indicates that OGCSB is projecting a negative ending fund balance of \$294,090 with no reserves.

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- Olive Grove Charter – Orcutt/Santa Maria's (OGCOSM) 2019–20 second interim report indicates that OGCOSM is projecting a negative ending fund balance of \$225,635 with no reserves.
- Prepa Tec Los Angeles High's (PTLAH) 2019–20 second interim report indicates that PTLAH is projecting a negative ending fund balance of \$290,224 with no reserves. Additionally, PTLAH has been considered to be in poor financial condition since its inception in FY 2016–17.

The CDE has concerns regarding the fiscal condition of these charter schools. Each charter school noted above does not maintain the recommended 5 percent in reserves outlined in the MOU between the charter school and the SBE. The CDE will continue to monitor their budgets and may recommend that the SBE take appropriate action, as deemed necessary. Additional financial data and information for these SBE-authorized charter schools are outlined in Attachments 1 and 2.

Attachments

- **Attachment 1:** State Board of Education-Authorized Charter Schools in Fair or Poor Financial Condition (17 Pages)
- **Attachment 2:** State Board of Education-Authorized Charter Schools Financial Highlights (7 Pages)

EXHIBIT “2B”

State Board of Education-Authorized Charter Schools in Fair or Poor Financial Condition

Definition of Fiscal Indicators

Deficit Spending

Deficit spending occurs when the charter school's (school) expenditures exceed its revenues. A school's operational unrestricted budget should be balanced and ideally provide for growth in fund balance and reserves. Deficit spending depletes fund balance and reserves and as such, must be addressed or it will lead to an insolvent financial position.

Fund Balance

The unrestricted fund balance of a school should be positive. At a minimum, the school's unrestricted fund balance should be at a level to provide for reserves required in the Memorandum of Understanding (MOU). If the cause of the negative fund balance is not addressed in a timely and appropriate manner, the school could be in jeopardy of financial insolvency that increases the likelihood of revocation. A negative fund balance is indicative of a poor financial condition.

Reserves for Economic Uncertainty

MOU terms are written with the expectation that each school, depending on the level of the school's average daily attendance (ADA), set aside reserves at the greater of four to five percent of expenditures, or a floor amount that is adjusted for inflation. The current inflation adjusted floor amount is \$69,000. Reserves below the minimum levels are indicative of a poor financial condition.

Attendance Ratio

The attendance ratio is calculated by dividing the second period report of ADA for the Second Principal (P-2) Apportionment by the fall October enrollment count. Generally, the attendance ratio is between 93 to 96 percent.

Debt Ratio

The debt ratio is calculated by dividing the total liabilities by the total assets. The debt ratio measures a school's level of financial risk. A debt ratio of more than 1.0 indicates that the school has more debts than assets. Schools with a high

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debt ratio have limited options for short-term financing and generally will pay more in financing and interest cost.

Working Capital Ratio

The working capital ratio is calculated by dividing current assets by current liabilities. The working capital ratio, also known as current ratio, measures cash liquidity and whether the school has enough short-term assets to cover its short-term debt. A ratio of less than 1.0 means current assets are less than current liabilities. A school with a ratio below 0.8 may have difficulty paying its bills in a timely manner. A current ratio of 1.2 or higher is considered to represent good short-term liquidity.

Fair Financial Condition

Charter schools in fair financial condition are showing some signs of fiscal distress and need to take appropriate actions to address their decline in financial condition. Specifically, charter schools in fair financial condition may have budgets that are out of balance (deficit spending); declining enrollment or attendance ratio; cash liquidity that is not adequate; debt levels that are high; declining or low fund balances; or reserve levels that are below the levels required in the MOU. The charter schools identified as being in fair financial condition are as follows:

- High Tech Middle Mesa (HTMM)
- Mary L. Booker Leadership Academy (MLBLA)

High Tech Middle Mesa

- Charter Term Expires: 6/30/2023
- Grades Authorized to Serve: 6–7
- 2018–19 P-2 ADA: Not applicable, HTMM was not in operation
- 2019–20 P-2 ADA: 109.23

Fiscal Concerns

HTMM opened in fall 2019 with a projected enrollment of 120 pupils. HTMM's 2019–20 second interim report indicates that HTMM is projecting a positive ending fund balance of \$60,188 with 4.11 percent in reserves for fiscal year (FY) 2019–20, which is below the recommended five percent in reserves outlined in the MOU between HTMM and the State Board of Education (SBE).

High Tech Middle Mesa Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	NA	NA	NA	NA	NA	NA	NA	NA
2019–20 Budget	\$1,323,347	\$1,310,114	\$13,233	NA	NA	97.34%	\$13,233	1.01%
2019–20 2nd Interim	\$1,524,969	\$1,464,781	\$60,188	NA	NA	95.82%	\$60,188	4.11%

Mary L. Booker Leadership Academy

- Charter Voluntarily Closed: 6/30/2020
- Grades Authorized to Serve: 6–12
- 2018–19 P-2 ADA: Not applicable, MLBLA was not in operation
- 2019–20 P-2 ADA: 51.33

Fiscal Concerns

MLBLA opened in fall 2019 with a projected enrollment of 120 pupils. MLBLA's 2019–20 second interim report indicates that MLBLA is projecting a positive ending fund balance of \$34,246 with 2.30 percent in reserves for FY 2019–20, which is below the recommended five percent in reserves outlined in the MOU between MLBLA and the SBE.

Charter School Update

MLBLA voluntarily closed effective June 30, 2020.

California Department of Education Follow Up

On June 15, 2020, the California Department of Education (CDE) issued the MLBLA Board written notice to invoke closure procedures, which included the following:

- Return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports. Federal Forms 269 and 269a may apply if MLBLA was receiving funds directly from the U.S. Department of Education.
- Close all financial records of the school effective June 30, 2020. Develop a plan to close out all financial records for FY 2019–20.
- Provide the CDE with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee and their job duties, and a projection of the funds necessary for the following: (1) transition the pupils and records; (2) complete all administrative closure related tasks; and (3) complete contracts and grants.
- Provide the CDE with notice of any outstanding payments to staff and the method by which the school will make the payments.
- Notify all funding sources (including charitable partners), all current and former contractors (such as a charter management organization, education

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management organization, food service provider, instructional service provider, or transportation service provider), and lenders of MLBLA's closure.

- Notify the CDE in electronic format of all pending litigation to which MLBLA is a party to.
- Prepare a comprehensive list of creditors and debtors and comprehensive inventory of all assets.
- Prepare a plan for the proposed disposal of all property owned by MLBLA (and acquired with public funds) in order to maximize revenue in accordance with law; payment of any and all liabilities and the disbursement of any remaining assets of MLBLA; and liquidation of assets to pay off any and all outstanding liabilities, bearing in mind that assets paid for by state funds may be transferred in accordance with the nonprofit corporation's bylaws to another public agency such as another charter school. Assets donated to MLBLA may be returned to donors or disposed of in accordance with donor's wishes. Net assets (after the payment of outstanding liabilities), if any, may be transferred to another public agency such as another charter school.
- Arrange for final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform the audit shall be from the list of approved school auditors maintained by the California State Controller's Office and shall be approved by the CDE. The audit, at a minimum, shall determine the disposition of all assets and liabilities of MLBLA and shall verify the MLBLA's comprehensive list of creditors and debtors, and the amounts owed or owing, as well as verify MLBLA's comprehensive list of all assets by source, noting any restrictions on each asset's use.

Mary L. Booker Leadership Academy Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	NA	NA	NA	NA	NA	NA	NA	NA
2019–20 Budget	\$1,401,730	\$1,362,124	\$39,606	NA	NA	93%	\$237,146	17.41%
2019–20 2nd Interim	\$1,357,166	\$1,487,877	(\$130,711)	NA	NA	90.05%	\$34,246	2.30%

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Poor Financial Condition

Charter schools in poor financial condition are in danger of jeopardizing their fiscal operations going forward. Timely and appropriate action by the charter school's board is critical in addressing and mitigating the serious decline in financial condition. Specifically, charter schools in poor financial condition may have a negative fund balance, no reserves, an inadequate cash balance, and a high debt level. The SBE-authorized charter schools in poor financial condition are as follows:

- High Tech Elementary Mesa (HTEM)
- Olive Grove Charter – Lompoc (OGCL)
- Olive Grove Charter – Santa Barbara (OGCSB)
- Olive Grove Charter – Orcutt/Santa Maria (OGCOSM)
- Prepa Tec Los Angeles High (PTLAH)

High Tech Elementary Mesa

- Charter Term Expires: 6/30/2023
- Grades Authorized to Serve: Kindergarten (K)–5
- 2018–19 P-2 ADA: Not applicable, HTEM was not in operation
- 2019–20 P-2 ADA: 197.42

Fiscal Concerns

HTEM opened in fall 2019 with a projected enrollment of 120 pupils. HTEM's 2019–20 second interim report indicates that HTEM is projecting a negative ending fund balance of \$128,371 with zero percent in reserves for FY 2019–20, which is below the recommended five percent in reserves outlined in the MOU between HTEM and the SBE.

High Tech Elementary Mesa Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	NA	NA	NA	NA	NA	NA	NA	NA
2019–20 Budget	\$2,346,850	\$2,299,913	\$46,937	NA	NA	94.59%	\$46,937	2.04%
2019–20 2nd Interim	\$2,389,718	\$2,518,089	(\$128,371)	NA	NA	93.12%	(\$128,371)	0%

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Olive Grove Charter – Lompoc

- Charter Term Expires: 6/30/2023
- Grades Authorized to Serve: K–12
- 2018–19 P-2 ADA: 129.74
- 2019–20 P-2 ADA: 128.62

Fiscal Concerns

The CDE found that OGCL's 2019–20 second interim report indicates that OGCL is projecting a negative ending fund balance of \$17,732 with zero percent in reserves for FY 2019–20, which is below the recommended five percent in reserves outlined in the MOU between OGCL and the SBE.

Olive Grove Charter – Lompoc Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	\$1,922,585	\$1,848,605	\$73,980	0.94	0.88	110.89%	\$73,980	4%
2019–20 Budget	\$2,013,236	\$1,940,206	\$73,030	NA	NA	97%	\$147,010	7.58%
2019–20 2nd Interim	\$1,986,962	\$2,078,674	(\$91,712)	NA	NA	93.20%	(\$17,732)	0%

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Olive Grove Charter – Santa Barbara

- Charter Term Expires: 6/30/2023
- Grades Authorized to Serve: K–12
- 2018–19 P-2 ADA: 213.21
- 2019–20 P-2 ADA: 158.5

Fiscal Concerns

The CDE found that OGCSB's 2019–20 second interim report indicates that OGCSB is projecting a negative ending fund balance of \$294,090 with zero percent in reserves for FY 2019–20, which is below the recommended five percent in reserves outlined in the MOU between OGCSB and the SBE.

Olive Grove Charter – Santa Barbara Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	\$2,772,817	\$2,667,402	\$105,415	1.00	0.93	118.45%	\$105,415	3.95%
2019–20 Budget	\$2,486,055	\$2,434,809	\$51,246	NA	NA	97%	\$156,661	6.43%
2019–20 2nd Interim	\$2,023,145	\$2,422,650	(\$399,505)	NA	NA	93.24%	(\$294,090)	0%

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Olive Grove Charter – Orcutt/Santa Maria

- Charter Term Expires: 6/30/2023
- Grades Authorized to Serve: K–12
- 2018–19 P-2 ADA: 213.72
- 2019–20 P-2 ADA: 244.51

Fiscal Concerns

The CDE found that OGCOSM's 2019–20 second interim report indicates that OGCOSM is projecting a negative ending fund balance of \$225,635 with zero percent in reserves for FY 2019–20, which is below the recommended five percent in reserves outlined in the MOU between OGCOSM and the SBE.

Olive Grove Charter – Orcutt/Santa Maria Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	\$3,004,079	\$2,887,135	\$116,944	0.99	0.85	104.76%	\$116,944	4.05%
2019–20 Budget	\$4,273,747	\$4,100,677	\$173,070	NA	NA	97%	\$290,014	7.07%
2019–20 2nd Interim	\$3,374,536	\$3,717,115	(\$342,579)	NA	NA	93.32%	(\$225,635)	0%

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Prepa Tec Los Angeles High

- Charter Term Expires: 6/30/2021
- Grades Authorized to Serve: 9–12
- 2018–19 P-2 ADA: 265.59
- 2019–20 P-2 ADA: 317.30

Fiscal Concerns

The CDE found that PTLAH's 2019–20 second interim report indicates that PTLAH is projecting a negative ending fund balance of \$290,224 with zero percent in reserves for FY 2019–20, which is below the recommended five percent in reserves outlined in the MOU between PTLAH and the SBE. PTLAH has been considered to be in poor financial condition since its inception in FY 2016–17. The CDE also notes that as of January 15, 2019, PTLAH owes \$207,423 in outstanding vendor bills, of which \$145,429 are overdue more than 90 days. In addition, the CDE notes that PTLAH's net assets were negative \$455,575 as of January 31, 2019.

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Prepa Tec Los Angeles High Financial Highlights

NA: Not Applicable

Fiscal Year / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt Ratio	Attendance Ratio	Ending Fund Balance	Percent of Reserves
2018–19 Audit	\$4,313,128	\$3,923,205	\$389,923	0.28	1.33	92.2	(\$489,792)	0%
2019–20 Budget	\$5,444,043	\$5,139,026	\$305,017	NA	NA	94%	\$108,793	2.12%
2019–20 2nd Interim	\$5,133,904	\$4,934,336	\$199,568	NA	NA	93.32%	(\$290,224)	0%

California Department of Education, Charter Schools Division, August 2020

EXHIBIT “3A”



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 18, 2020

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Alta Public Schools
2410 Broadway Avenue
Walnut Park, CA 90255

Victor Aguirre, Principal
Prepa Tec Los Angeles High
4210 E. Gage Avenue
Bell, CA 90201

Dear Mr. Tanner, Mr. Reyes, Mr. Valenzuela-Mumau, and Principal Aguirre:

Subject: **Letter of Concern:** Fiscal Concerns on 2020–21 Preliminary Budget Report
and Request for a Fiscal Corrective Action Plan

The purpose of this letter is to inform the Prepa Tec Los Angeles High School (PTLAHS) Board of the California Department of Education's (CDE's) fiscal concerns regarding PTLAHS's financial condition, which includes a negative ending fund balance of \$416,573 and a zero percent reserve in the PTLAHS's fiscal year (FY) 2020–21 preliminary budget report. PTLAHS is considered to be in poor financial condition in the August 2017, August 2018, August 2019, and August 2020 State Board of Education Fiscal Memorandum. A charter school in poor financial condition is in danger of jeopardizing its fiscal operations going forward. PTLAHS is currently managed by Alta Public Schools.

To date, the CDE has sent the following letters of concern:

- PTLAHS received a letter dated June 14, 2019, regarding negative ending fund balances of \$202,038, and a zero percent reserve in the PTLAHS's FY 2018–19 second interim report. PTLAHS submitted a Fiscal Corrective Action Plan (FCAP) with an updated budget that reflected an operative surplus of \$683,411 in FY 2018–19, but with a negative ending fund of \$196,224. PTLAHS was expecting a positive ending fund balance of \$108,793 in FY 2019–20 based on an enrollment projection of 368 pupils with the addition of grade twelve.

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Victor Aguirre, Principal
August 18, 2020
Page 2

- PTLAHS received a letter dated July 5, 2018, regarding the negative ending fund balance of \$556,533 and a zero percent reserve in the FY 2017–18 second interim report. PTLAHS submitted a FCAP with a budget adjustment of \$380,000 for FY 2017–18 due to consolidating high school operations on one campus and eliminating office and support staff positions. PTLAHS also had a budget adjustment of \$420,000 by reducing teaching staff from eight to six per each grade level.
- PTLAHS received a letter dated September 19, 2017, regarding the declining pupil enrollment, increasing negative net assets, negative ending fund balance of \$188,830, and a zero percent reserve in the FY 2016–17 second interim report. PTLAHS was approved for a material revision by the State Board of Education in September 2017 to decrease enrollment projections, revenue and expenditures, and a budget revision with a projected ending fund balance and seven percent reserves.

Criteria:

- Pursuant to the Memorandum of Understanding (MOU) between PTLAHS and the State Board of Education (SBE), the charter school is expected to maintain reserves at a level at least equivalent to a school district of similar size as identified in California Code of Regulations, Title 5 Section 15450.
- Pursuant to the MOU between PTLAHS and the SBE, PTLAHS's enrollment must be consistent with the enrollment data described in the SBE-approved charter or in an SBE-approved revised charter.

Observations:

- PTLAHS reported a zero percent reserve for FY 2020–21; PTLAHS's expected reserve level is five percent.
- PTLAHS reported a negative ending fund balance of \$416,573 in the FY 2020–21 second interim report. The CDE notes that a negative ending fund balance could jeopardize PTLAHS's financial sustainability since liabilities cannot be covered even if all of PTLAHS's assets were liquidated.
- As of May 31, 2020, PTLAHS's net assets are a negative \$185,981. The PTLAHS debt ratio is 2.34, which means that PTLAHS's total liabilities are approximately two times the value of its total assets. Furthermore, PTLAHS's working capital ratio would drop negative 2.09, which means PTLAHS has no current assets to cover its current liabilities.

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Victor Aguirre, Principal
August 18, 2020
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Fiscal Corrective Action Plan:

- The PTLAHS Board must provide the CDE with a Board-approved Fiscal Corrective Action Plan (FCAP) that addresses each of the noted observations with specific explanations, actions, and timeframes for improving PTLAHS's financial condition.
- Additionally, the following documents must be submitted to the CDE:
 - The PTLAHS Board agenda with an action item for approval of the FCAP, submitted 72 hours in advance of the associated meeting
 - The PTLAHS Board-approved minutes, submitted within 30 days of the associated meeting

Please submit the requested FCAP and documents via email to SBEOVERSIGHT@cde.ca.gov **within five weeks from the date of this letter.**

If the PTLAHS Board is unable to provide the requested FCAP or documents, the CDE may request that the SBE consider further action, which may include issuing a Notice of Violation to the charter Board. A Notice of Violation is the first step in the charter revocation process.

If you have any questions or need any additional information regarding this letter, please contact Kylie Kwok, Education Fiscal Services Consultant, Charter Schools Division, by phone at 916-319-0498 or by email to SBEOVERSIGHT@cde.ca.gov.

Sincerely,

/s/

Stephanie Farland, Director
Charter Schools Division

SF:kk

cc: Karen Stapf Walters, Executive Director, California State Board of Education

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Victor Aguirre, Principal
August 18, 2020
Page 4

Lisa Constancio, Deputy Superintendent, Operations and Administration Branch,
California Department of Education

Sent via First Class Mail and Email to:

g.tanner@altaps.org

x.reyes@altaps.org

j.valenzuela@altaps.org

v.aguirre.hs@prepatec.org

EXHIBIT “3B”



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

June 14, 2019

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Alta Public Schools
2410 Broadway Avenue
Walnut Park, CA 90255

Cheree Montgomery, Principal
Prepa Tec Los Angeles High
4210 E. Gage Avenue
Bell, CA 90201

Dear Mr. Tanner, Mr. Reyes, Mr. Valenzuela-Mumau, and Principal Montgomery:

Subject: **Letter of Concern:** Fiscal Concerns on 2018–19 Second Interim Report and Request for a Fiscal Corrective Action Plan

The purpose of this letter is to inform the Prepa Tec Los Angeles High School (PTLAHS) Board of the California Department of Education's (CDE's) fiscal concerns regarding PTLAHS's financial condition, which includes a negative ending fund balance of \$202,038 and a zero percent reserve in the PTLAHS fiscal year (FY) 2018–19 second interim report.

In addition, the CDE previously sent PTLAHS a letter of concern, dated September 19, 2017, regarding the declining pupil enrollment, increasing negative net assets, negative ending fund balance of \$188,830, and a zero percent reserve in the FY 2016–17 second interim report.

The CDE also sent PTLAHS a letter of concern, dated July 5, 2018, regarding the negative ending fund balance of \$556,533 and a zero percent reserve in the FY 2017–18 second interim report.

Criteria:

- Pursuant to the Memorandum of Understanding (MOU) between PTLAHS and the State Board of Education (SBE), p. 14, the charter school is expected to maintain reserves at a level at least equivalent to a school district of similar size as identified in *California Code of Regulations*, Title 5 Section 15450.

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Cheree Montgomery, Principal
June 14, 2019
Page 2

- Pursuant to the MOU between PTLAHS and the SBE, pp. 15–16, PTLAHS's enrollment must be consistent with the enrollment data described in the SBE-approved charter, or in an SBE-approved revised charter, or a change that could significantly impact the academic or financial sustainability of the charter school.
 - If a change in enrollment of 25 percent or more occurs, a material revision to the petition may be required.

Observations:

- PTLAHS reported a zero percent reserve for FY 2018–19; PTLAHS's expected reserve level is five percent.
 - PTLAHS reported a negative ending fund balance of \$202,038 in the FY 2018–19 second interim report. The CDE notes that a negative ending fund balance could jeopardize PTLAHS's financial sustainability since liabilities cannot be covered even if all of PTLAHS's assets were liquidated.
 - As of January 31, 2019, PTLAHS's net assets are a negative \$544,846. The PTLAHS debt ratio is 1.95, which means that PTLAHS's total liabilities are almost two times the value of its total assets. Furthermore, PTLAHS's working capital ratio would drop negative 0.58, which means PTLAHS has no current assets to cover its current liabilities.
- **Fiscal Corrective Action Plan:**
- The PTLAHS Board must provide CDE with a Board-approved Fiscal Corrective Action Plan (FCAP) that addresses each of the noted observations with specific explanations, actions, and timeframes for improving PTLAHS's financial condition.
 - Additionally, the following documents must be submitted to the CDE:
 - The PTLAHS Board agenda with an action item for approval of the FCAP, submitted 72 hours in advance of the associated meeting
 - The PTLAHS Board-approved minutes, submitted within 30 days of the associated meeting

Please submit the requested FCAP and documents via email to SBEOVERSIGHT@cde.ca.gov **within three weeks from the date of this letter.**

Gregg Tanner, Board Chairperson
Xavier Reyes, Chief Executive Officer
Jamie Valenzuela-Mumau, Superintendent of Instruction
Cheree Montgomery, Principal
June 14, 2019
Page 3

If the PTLAHS Board is unable to provide the requested FCAP or documents, the CDE may request that the SBE consider further action, which may include issuing a Notice of Violation to the charter Board. A Notice of Violation is the first step in the charter revocation process.

If you have any questions or need any additional information regarding this letter, please contact Kylie Kwok, Education Fiscal Services Consultant, Charter Schools Division, by phone at 916-319-0498 or by email to SBEOVERSIGHT@cde.ca.gov.

Sincerely,

/s/

Lisa F. Constancio, Director
Charter Schools Division

LFC:kk

cc: Karen Stapf Walters, Executive Director, California State Board of Education
Khieem Jackson, Deputy Superintendent, Government Affairs and Charter
Schools Branch, California Department of Education

Sent via First Class Mail and Email to:

g.tanner@altaps.org

x.reyes@altaps.org

j.valenzuela@altaps.org

c.montgomery.hs@prepatec.org

EXHIBIT “4”



September 14, 2020

Stephanie Farland
Director, Charter School Division
California State Board of Education
1430 N. Street, Sacramento, CA 95814

RE: Fiscal Concerns for 2020–21 Preliminary Budget Report and Request for a Fiscal Corrective Action Plan, 8/18/2020

Dear Stephanie Farland:

All of us in the Alta Public Schools community hope this letter finds you well. We are pleased to report that, in relation to Prepa Tech LA High, our negative net asset position continues to improve and that we are projected to have a positive net asset balance by the next fiscal year. The following provides background information to highlight our journey and analysis to support our positive projections.

When first approved in 2016, Prepa Tec LA High began school operations sharing space with our middle school in a leased private facility. We had a firm plan in place to grow enrollment, maintain fiscal solvency going forward, and a plan for facilities growth. Our plan for the permanent high school facility was to slowly develop it over time as our enrollment increased each year.

In the Fall of 2017, we occupied a Prop. 39 site on the Huntington Park High School grounds. The bungalows appeared to meet our needs. They had adequate space to hold all our International Baccalaureate 9th and 10th grade students. However, shortly after our occupancy, we found that the location was unworkable due to factors including student safety and environmental concerns such as nonfunctioning air-conditioning. Some of our parents express concerns and we felt we would lose students. LAUSD was not immediately responsive and we felt the need to leave, thereby accelerating our facility plans three-years ahead of schedule. The change of plans impacted our finances. At that time, we were very close to a positive net assets financial position. However, despite all the financial and facilities issues associated with our growth, we have a new high school facility, we have graduated our first class in June 2020, and we have had outstanding results. We are the high school with the highest college entrance in the region and one of the high schools with the highest graduation rates.

On the issue of enrollment, we believe that the problems referenced above associated with our time at the Prop 39 location adversely affected our student enrollment for several years. In FY19-20, the school had anticipated enrollment of 372. However, actual enrollment was at 336 and P2 ADA at 317. This reduction in enrollment caused state aid to be lower than budget by approximately \$362,000. Additionally, the SB740 facilities grant amount to the school was also affected by its lower enrollment and by a state-wide reduction in program dollars. Specifically, the SB740 grant allocation to the school was decreased by \$112,000. The reduction in state aid due to enrollment and SB740 were the main factors of the revenue decrease causing the ending funding balance to remain negative at the end of FY19-20.

RE: Fiscal Concerns for 2020–21 Preliminary Budget Report and Request for a Fiscal Corrective Action Plan,
8/18/2020

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As for FY20-21 preliminary budget submitted to the CDE, the budget assumed a funding cut of 7.92% based on the Governor's May 2020 revision. At this reduced rate, state aid decreased by \$339,000 at 336 ADA. Subsequently, with the state funding being reinstated, and additional CARES federal funding awarded to PTLAH, there will likely be an increase in the surplus and significant improvement to the ending fund balance by the end of FY20-21. Moreover, Alta Public Schools received \$1.5 Million in Payroll Protection Loan which upon forgiveness will provide an additional \$400,000 of revenue. PTLAH is also projecting an increase in the student enrollment beginning in FY21-22 as the new middle school facility financed by a recent bond deal will drive new enrollment for the high school.

Our Plan is to continue to monitor expenses to keep a healthy financial condition while dedicating more time on the needs of local families that are looking for a school with the best college entrance percentages and a great "college-going" culture. In addition, our new middle school facility is nearing completion and we expect that to drive higher enrollment at PTLAH. We are confident that we will have increasing enrollment.

As a result of the factors mentioned above and based on our strategy to increase enrollment, PTLAH is projected to continue to have fund balance improvement with a projection of turning positive in FY21-22. We are extremely excited about our prospects and our continuing positive impact in our community. Please do not hesitate to contact us should you have any further questions regarding our financial analysis and projections and on our strategy to increase our student enrollment.

Sincerely,



Gregory Tanner,
APS Board Chair

EXHIBIT “5”

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

accs-apr21item04
Attachment 5
Page 664 of 844

From: [Hughes, Gina](#)
To: [Villamor, Allan](#); [Robinson, James](#)
Cc: [Mendez, Christian](#)
Subject: Fw: Prepa Tec Los Angeles High School | Request for Clarification
Date: Thursday, October 8, 2020 8:40:44 AM
Attachments: [PTLAHS - 10.pdf](#)
[APS - CT Reply to SBE Findings for Denial - Oct 8, 18, 20.pdf](#)
[FY21 DTP - 10-20.xlsx](#)
[PrepaTec - 10-20-2020 - LAUSD.xlsx](#)

Good morning Allan and James,

I received the attached documents in response to our request to the SBE that PTLAHS had satisfactorily addressed audit findings.

I'd like to schedule time before our RM protocol to discuss their response to our student performance data questions.

Gina

Gina T. Hughes, Ed.D.
Los Angeles Unified School District
Charter Schools Division
333 S. Beaudry Avenue
20th Floor
Los Angeles, CA 90017
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Charter Schools Division Mission:

The LAUSD Charter Schools Division fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

From: Matthew Huddleston <MHuddleston@cde.ca.gov>
Sent: Thursday, October 8, 2020 8:34 AM
To: Hughes, Gina <gina.hughes@lausd.net>
Subject: Fw: Prepa Tec Los Angeles High School | Request for Clarification

CAUTION: EXTERNAL EMAIL

Gina,

I got this report from out Fiscal Consultant.

Hope this helps,

Matt Huddleston

From: Kylie Kwok
Sent: Tuesday, October 6, 2020 3:50 PM
To: Matthew Huddleston
Subject: RE: Prepa Tec Los Angeles High School | Request for Clarification

Matt,

Usually I wait and review Final Audit Report to determine if the school has implemented or corrected prior year audit finding. I will prepare a Letter of Concern if the school has not implemented or corrected prior year audit finding. However, I did review Prepa Tec Los Angeles High School's (PTLAHS) financial reports (budget, interim, unaudited actuals, and final audit report) like other schools. I also requested updated budget between interim reports and unaudited actuals. As PTLAHS is always in fiscal distress, we have sent total four Letter of Concerns (LOC) (9/19/17, 7/5/18, 6/14/19, and 8/18/20) in regards to negative ending fund balance with no reserve. They submitted FCAP (except for the first LOCs that they submitted material revision) to address the noted observations with specific explanations, actions, and timeframes for improving PTLAHS's financial condition such as revised budget, increasing outreach efforts, and hiring Charter Impact to monitor progress toward fiscal stability. It appears that they remedied the financial issues and tried improving its fiscal condition.

PTLAHS had a negative ending fund balance of \$879,715 in FY 2017-18. For last two years (2018-19 and 2019-20), PTLAHS tried hard to improve its financial condition with positive operating surplus (\$389,923 in FY 2018-19 and \$199,568 in FY 2019-20), PTLAHS still cannot make up the loss they incurred in FY 2017-18. Due to COVID-19 and cash deferrals, I believe PTLAHS may start to have operating deficit that will increase its negative ending fund balance. Upon the review of the FCAP, PTLAHS has projected an operating surplus of \$100,238 and negative ending fund balance of \$385,480. Please see attached PTLAHS's LOC and FCAP from PTLAHS.

I also include my fiscal analysis of PTLAHS for last five years for your review.

Thank you

Kylie

From: Matthew Huddleston
Sent: Tuesday, October 6, 2020 1:38 PM
To: Kylie Kwok <KKwok@cde.ca.gov>
Subject: Fw: Prepa Tec Los Angeles High School | Request for Clarification
Importance: High

Kylie,

Are you able to answer the question below from LAUSD regarding Prepa Tec? Just send me the confirmation that it has been addressed, or not, and any evidence you might be able to share and I will forward it to them.

Thanks,

Matt

From: Hughes, Gina <gina.hughes@lausd.net>
Sent: Tuesday, October 6, 2020 11:50 AM
To: Matthew Huddleston
Cc: Villamor, Allan; Mendez, Christian
Subject: [EXTERNAL] Prepa Tec Los Angeles High School | Request for Clarification

Good morning Mr. Huddleston,

I trust that this email finds you well. I am circling back with you regarding our phone conversation on October 1, 2020.

To assist the Charter Schools Division in making a sound recommendation to the LAUSD Board of Education on the renewal of Prepa Tec Los Angeles High School, could you please **confirm or deny that the State Board of Education (SBE) has determined the 2018-2019 Audit findings below have been addressed satisfactorily.** If documented evidence exists to support your confirmation, the CSD will be grateful if you share that with us as well.

- 2019 -001 - Child Nutrition, Federal finding: Sustained due to deficiency in internal control
- 2019 -002 - Unduplicated LCFF Pupil Count
- 2019-003 - Instructional Minutes
- 2019-004 ADA Reporting

Finally, in general, **does the State Board of Education have any concerns pertaining to the**

school currently?

Thank you for your continued assistance.

Cordially,
Dr. Gina T. Hughes

Gina T. Hughes, Ed.D.
Los Angeles Unified School District
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EXHIBIT “6”

**PREPA TEC LOS ANGELES HIGH SCHOOL
CHARTER SCHOOL PETITION
Findings of Fact for Denial of Petition
By the Los Angeles Unified School District
BOARD OF EDUCATION REPORT NO. 287 – 14/15
March 10, 2015**

The charter review process requires the authorizer to evaluate whether the charter petition meets the criteria for approval.

Education Code Section 47605 (b) states the required petition elements and conditions for denial.

Education Code Section 47605 outlines additional petition criteria.

I. INTRODUCTION

On December 16, 2014, Prepa Tec Los Angeles High School Charter School (“PTHS” or “Charter School”) submitted a charter school petition application to the Charter Schools Division (“CSD”) of the Los Angeles Unified School District (“District” or “LAUSD”). The proposed Charter School seeks to serve 168 students in grades 9-12 in the Huntington Park Region of Los Angeles, in Board District 5.

California Education Code section 47605(b) provides that a school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. Education code section 47605(b) further provides that the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a) of Education Code 47605.
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d) of Education Code 47605.
- (5) The petition does not contain a reasonably comprehensive description of all required elements.

The petition for PTHS does not meet the criteria under Education Code section 47605(b).

II. GROUNDS FOR DENIAL

LAUSD's analysis of the charter school petition submitted on or about December 16, 2014, to the District by PTHS indicates:

B. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition for PTHS (Educ. Code section 47605(b)(2)).

The organization, Alta Public Schools, has yet to demonstrate a solid sustainable foundation with its current operation of two schools. Currently operated schools need to improve and strengthen academically, fiscally and operationally.

Fiscal

- The CSD has concerns that the negative fiscal status of Prep Tec, Los Angeles, also operated by the petitioners, will impact the ability of the proposed new Charter School to successfully implement its educational program. The negative net assets and negative net income of Prepa Tec, Los Angeles is less than the charter school anticipated resulting in a fiscal rating of 2 and negative financial impact on the charter school and the CMO operating the school. The negative impact on the CMO's ability to operate the Prepa Tec, Los Angeles will be compounded if the new proposed Charter School similarly does not attain the income it is projecting. This will correspondingly impact the ability of the new Charter School to successfully implement its education program.
- Prepa Tec has an outstanding loan of \$238,000 owed to Academia Moderna. Based on the 14/15 First Interim Report, Academia Moderna projects net assets for 14/15 of \$1,320,820 and Prepa Tec projects negative net assets of (\$460,931). Prepa Tec remains in a very weak position and continues to rely on Academia Moderna for fiscal support. Alta Public Schools, the CMO has negative net assets of (\$58,551) per the January 31, 2015 financials. Because of the fiscal position of the CMO the burden of supporting a weak existing school and a potentially weak new school will fall to Academia Moderna, one of the existing schools.
- The petition describes two IB Programs to be run simultaneously. The cost for the programs is not detailed in the budget.
- Per 2014-15 Annual Oversight Visit -
 1. Prepa Tec, Los Angeles (grades 6-8) in its second year of operation has negative net assets (\$173,218) and is not operating within the limits of its revenue.
 - a. 2014-15 First Interim reports project another year of operating at a net loss and an increase in negative net assets.
 - Net assets: (\$460,931)
 - Net income: (\$191,049)
- Per 2013-14 Annual Oversight Visit -
 2. During the first year of operation a number of items were cited on the

annual oversight visit report:

- a. Prepa Tec, Los Angeles opened in 2013-14 without a checking account and at the time of the oversight visit it was determined expenses of the Prepa Tec were comingled with their older existing school, Academia Moderna (grades K-5) without Board approval for expenses to be paid by Academia Moderna on behalf of Prep Tec. Also once a checking account was established for Prepa Tec revenue belonging to Academia Moderna was erroneously deposited in Prepa Tec's checking account.
- The following recommendations were cited on the report:
 - Reflect in board meeting Minutes approval of the Board regarding financial transactions between Academia Moderna and Prepa Tec.
 - Maintain monthly reconciliation of the loans and payments between Academia Moderna and Prepa Tec.
 - Present to the board the operational costs shared between Academia Moderna and Prepa Tec including personnel.
 - Establish procedures for Prep Tec to review accounting transactions prepared by the back office including but not limited to monthly bank reconciliations.

Academic and Operations

- In 2013 Academia Moderna experienced a drop in API from 802 to 768, a 34-point decrease from its 2012 Base API. That same year, every subgroup also experienced a decline in API - the Latino subgroup decreased by 33 points - and both the Socioeconomically Disadvantaged and English Learners' API scores fell by 29 points. According to the 2013 School Performance Framework (SPF), Academia Moderna has been classified as a "Watch" school, second to the last in a five tiered classification system of performance.
- In both of the CSD's 2014/15 and 2013/14 annual oversight reports Academia Moderna earned a rating of "2" **Developing** in Academic Achievement.
- The assessment tool used at Academia Moderna, the other school in the CMO, is *Success For All's 4Sight* which projected an API of 661 in ELA for students tested in grades 3-5; of which 29% scoring in the *Advanced/Proficient* band and 71% in the *Basic/Far Below Basic* band. Similarly, these same students had a projected API of 677 in mathematics; 24% in *Advanced/Proficient* and 76% in *Basic/Far Below Basic* performance band. As a result, CSD included in its annual oversight report recommendations that the school use assessment results to guide their targeted intervention program. It was also recommended that teachers provide clear effective feedback to students in their work samples that would allow them to improve in areas of deficient and provide ongoing monitoring of its English Learners to ensure timely reclassification. The school had a 7.8% reclassification in 2013/14 which is below the District average.
- Alta Public Schools has not yet demonstrated that the organization can produce strong levels of academic performance at the secondary level. The CMO's existing secondary level school, Prepa Tec, Los Angeles, only opened in the

2013-2014 school year serving grades 6-8. As a result, there is no State level performance data (e.g., norm referenced test results) to establish baseline student achievement data to demonstrate strong academic outcomes at the secondary level.

- Based on past oversight visits to Academia Moderna, which did not apply to become an IB Primary program, the innovative feature of the school until its fourth year of operation and 3 years beyond the time specified in the charter petition. After which, a new teacher with less than 2 years teaching experience was assigned as the IB program coordinator. This brings into question the CMO's ability to 1) adhere to timelines specified in the charter petition; and 2) appropriately secure and leverage experienced staff to implement a secondary program of this magnitude with fidelity.
- Prepa Tec Los Angeles, the middle school, has applied for IB Middle Years Program authorization and is currently in "consideration" phase or "request for candidacy" phase which lasts for 2 years.
- The proposed new school, Prepa Tec High School, seeks to offer both the IB Middle Years and the IB Diploma Program designed for students ages 16-19. Thus, Prepa Tec is proposing to operate two separate IB programs simultaneously (IB Middle Years in grades 9-10, and IB Diploma in grades 11-12). However, to date the organization has had one year of operating an authorized IB program at the elementary level only. It is the CSD's belief that the CMO has yet to become an established IB program provider and as such have demonstrated limited proficiency to implement the highly complex and differentiated IB Middle Years and the IB Diploma Program (DP) as described in the charter at this time.
- The Charter School's enrollment projections are unrealistically overinflated. Specifically, the petition projects 168 students in year one for 9th grade only, and projects reaching a capacity of 504 in year five serving grades 9-12. The ability of the Charter School to be able to obtain these enrollment numbers may be impacted by the following, but not limited to, circumstances:
 - There are 3 traditional high schools with in a 2 mile radius of the proposed Charter School serving 4,211 students.
 - There are 2 charter high schools within a 2 mile radius of the proposed Charter School serving 925 students.
 - The existence of a substantial number of other established high schools in a 2 mile radius of the proposed Charter School, calls into question the reasonableness of Charter School's enrollment projections.
 - Prepa Tec Los Angeles, the middle school operated by the CMO projected and failed to meet high enrollment in its first year of operations. As a result it contributed to the serious fiscal shortcomings.

C. The PTHS petition does not contain a reasonably comprehensive description of all required elements (Educ. Code section 47605(b)(5)).

Description of the Charter School's Educational Program (Element 1)

The petition does not contain a reasonably comprehensive description of the charter school's educational program.

- Element 1 of the petition does not clearly show that the school has a way for students to concurrently meet Common Core State Standards while participating in the IB Middle Years and/or the IB Diploma program. The petitioners were not able to demonstrate that the Common Core State Standards curricula would be interwoven, embedded, or otherwise included in either the IB Middle Years or the IB Diploma Programs.
- The Prepa Tec High School petition does not contain a reasonably comprehensive description of how the charter school's IB Middle Years and/ or IB Diploma Program will meet the needs of the targeted population (e.g., English Learners, Gifted and high Achievers, Students Achieving below Grade Level, and the socioeconomically disadvantaged students). While the petition includes a description of how the proposed school will serve subgroups overall, the petition fails to describe how the IB programs in particular will benefit and meet the needs of the students they intend to serve.
- The new charter petition application requires petitioners to describe the school's specific graduation requirements, including the number/types of units required. They must also explain how the school program and the course schedule will enable all students to meet graduation requirements in four years. Petitioners must also demonstrate how the school will ensure it provides sufficient credit recovery opportunities and support and how they ensure that transfer students can meet graduation and college entrance requirements. The Prepa Tec High School petition does not include a list of graduation requirements or a clear outline of how students can meet high school graduation requirements. Consequently, parents will also be limited in their ability to monitor their child's progress towards meeting graduation requirements. The petition does not include graduation requirements. Moreover, the only information about graduation requirements in the petition includes the following language “. *All students in grades 9 and 10 will study under the IB Middle Years Program (IBMYP). As students successfully matriculate to grade 11, they will have the option of continuing their IB coursework under the more rigorous IB Diploma Program (IBDP) or electing to continue in the College Preparatory/Advanced Placement pathway.*” This narrative represents one of a few vague descriptions or references of matriculation but not toward meeting high school graduation requirements.

Governance Structure (Element 4)

*The petition **does not** contain a reasonably comprehensive description of the charter school's governance structure.*

- The petition does not sufficiently demonstrate the relationship of the Charter School's governing board to the leadership of the Charter School and any relevant site committees in the organizational chart provided in the petition. Specifically, the petition references a "Parent Council" and "Staff Advisory Committees" but these are not included in the organizational chart. The organizational charter also fails to include Alta Public Schools leadership positions identified in the petition, including the Chief Executive Officer, Director of Human Relations, Director of Student Services, Director of Operations, and Superintendent of Public Instruction.
- The Charter School fails to provide sufficient assurance that the Charter School will comply with the Brown Act. While the petition specifies that the Charter School will comply with the Brown Act, the Alta Public School's corporate board Bylaws allow board meetings to be held any place within California even though the Brown Act requires that all regular and special meetings be held within the boundaries of the territory over which the board has jurisdiction.

Employee Qualifications (Element 5)

*The petition **does not** contain a reasonably comprehensive description of employee qualifications.*

- The petition fails to describe the qualifications and duties of some key positions identified in the petition. For instance, while the Charter School assumes it will employ a Special Education specialist, yard personnel, and a custodian in its first year of operation, the petition does not provide a job description or describe the minimum and desirable qualifications of these positions.
- Although the petition indicates that assistance and management will come from Alta Public Schools' management positions, including, the Chief Executive Officer, Director of Human Relations, Director of Student Services, Director of Operations, and the Superintendent of Instruction, the petition only includes a job description and describes the qualifications for the Chief Executive Officer and Superintendent of Instruction positions.

Admission Procedures (Element 8)

*The petition **does not** present a reasonably comprehensive description of admission requirements.*

- The petition fails to sufficiently describe how admission preferences in the public random drawing (lottery) process will be implemented in the event that applications for enrollment exceed school capacity. While the petition identifies

the student categories that will be given preference when a lottery is utilized, and describes how preference will be given to the categories, it fails to describe how preference will be granted to students in each category based on the order listed in the petition.

Suspension and Expulsion Procedures (Element 10)

The petition does not present a reasonably comprehensive description of student suspension and expulsion procedures.

- The petition fails to provide a reasonably comprehensive description of the Charter School's student suspension and expulsion procedures. Clearly described/outlined procedures are necessary to avoid inconsistent, capricious, and unfair student disciplinary practices and necessary to afford students adequate due process. For instance, the petition does not identify offenses for which students must (where non-discretionary) and may (where discretionary) be suspended and separately, the offenses for which students must or may be recommended for expulsion.
- The petition's description of the Charter School's procedures for the discipline of students fails to conform with policy and procedures which LAUSD has determined to be necessary and appropriate. Specifically, the petition states that a Charter School student may be suspended or expelled for "willful defiance" which is inconsistent with the LAUSD's 2013 School Discipline Policy and School Climate Bill of Rights.

EXHIBIT “7”

Alta Public Schools

***Alta Public Schools Central Office
Academia Moderna Charter School
Prepa Tec Los Angeles Middle
Prepa Tec Los Angeles High
AMPT, LLC
PTMS, LLC***

Financial Package

April 30, 2020

[Unaudited]

Presented by:



Alta Public Schools

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Other Fees and Contracts	\$ 213,528	\$ 260,994	\$ (47,466)	\$ 2,207,780	\$ 2,093,383	\$ 114,397	\$ 3,063,998
School Fundraising	399	314	85	1,519	2,826	(1,307)	3,454
Contributions, Unrestricted	-	-	-	(5,000)	-	(5,000)	-
Total Other Local Revenue	213,927	261,308	(47,382)	2,204,299	2,096,209	108,090	3,067,452
Total Revenues	\$ 213,927	\$ 261,308	\$ (47,382)	\$ 2,204,299	\$ 2,096,209	\$ 108,090	\$ 3,067,452
Expenses							
Certificated Salaries							
Administrators' Salaries	\$ 34,593	\$ 38,700	\$ 4,107	\$ 343,301	\$ 386,997	\$ 43,697	\$ 464,397
Other Certificated Salaries	-	-	-	28,745	-	(28,745)	-
Total Certificated Salaries	34,593	38,700	4,107	372,046	386,997	14,951	464,397
Classified Salaries							
Support Salaries	21,385	17,468	(3,917)	191,240	161,979	(29,261)	196,914
Supervisors' and Administrators' Salaries	5,279	20,741	15,461	253,169	186,666	(66,503)	228,147
Clerical and Office Staff Salaries	(6,103)	15,825	21,928	137,219	148,354	11,135	180,004
Other Classified Salaries	7,124	7,141	17	84,627	71,408	(13,219)	85,690
Total Classified Salaries	27,685	61,174	33,489	666,256	568,407	(97,848)	690,755
Benefits							
State Teachers' Retirement System, certificated positions	5,915	6,463	548	44,575	64,629	20,053	77,554
Public Employees' Retirement System, classified positions	6,608	12,724	6,116	84,436	118,229	33,793	143,677
OASDI/Medicare/Alternative, certificated positions	1,942	3,793	1,851	37,677	35,241	(2,436)	42,827
Medicare/Alternative, certificated positions	937	1,448	511	14,172	13,853	(319)	16,750
Health and Welfare Benefits, certificated positions	4,621	9,375	4,754	63,295	93,750	30,455	112,500
State Unemployment Insurance, certificated positions	443	112	(331)	5,345	2,016	(3,329)	2,240
Workers' Compensation Insurance, certificated positions	1,059	1,198	139	11,333	11,465	132	13,862
Total Benefits	21,525	35,113	13,588	260,833	339,183	78,350	409,410
Books & Supplies							
Textbooks and Core Materials	-	-	-	-	87	87	87
School Supplies	(296)	-	296	9,621	-	(9,621)	-
Software	1,877	1,833	(44)	25,071	18,333	(6,737)	22,000
Office Expense	603	667	64	13,947	6,667	(7,280)	8,000
Business Meals	1,988	-	(1,988)	11,891	-	(11,891)	-
Noncapitalized Equipment	-	-	-	190	-	(190)	-
Total Books & Supplies	4,172	2,500	(1,672)	60,720	25,087	(35,633)	30,087
Subagreement Services							
Transportation	2,191	5,705	3,513	68,981	51,341	(17,640)	62,750
Security	-	-	-	2,032	-	(2,032)	-
Other Educational Consultants	-	197	197	-	1,579	1,579	1,974
IB Fees	-	-	-	-	10,000	10,000	10,000
Total Subagreement Services	2,191	5,902	3,711	71,014	62,920	(8,093)	74,724
Operations & Housekeeping							
Auto and Travel	(495)	11,250	11,745	12,919	45,000	32,081	45,000
Dues & Memberships	219	208	(11)	219	2,083	1,864	2,500
Insurance	1,120	1,597	476	13,694	15,967	2,273	19,160
Utilities	151	-	(151)	500	-	(500)	-
Janitorial Services	-	-	-	1,817	-	(1,817)	-
Miscellaneous Expense	-	-	-	4,560	-	(4,560)	-
Communications	1,206	2,000	794	25,316	20,000	(5,316)	24,000
Postage and Shipping	1,110	250	(860)	6,002	2,000	(4,002)	2,500
Total Operations & Housekeeping	3,311	15,305	11,994	65,027	85,050	20,023	93,160
Facilities, Repairs & Other Leases							
Rent	12,944	12,721	(223)	118,728	127,210	8,482	152,652
Additional Rent	-	4,038	4,038	-	40,378	40,378	48,453
Equipment Leases	1,051	-	(1,051)	12,250	-	(12,250)	-
Other Leases	-	167	167	-	1,667	1,667	2,000
Real/Personal Property Taxes	-	-	-	74,762	-	(74,762)	-
Repairs and Maintenance	-	208	208	2,474	2,083	(391)	2,500
Total Facilities, Repairs & Other Leases	13,996	17,134	3,138	208,214	171,338	(36,876)	205,605
Professional/Consulting Services							
IT	-	-	-	32,212	-	(32,212)	-
Audit & Taxes	-	-	-	15,340	25,000	9,660	25,000

Alta Public Schools

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Legal	(52,515)	2,083	54,598	38,431	20,833	(17,598)	25,000
Professional Development	(219)	400	619	3,123	3,200	77	4,000
General Consulting	(4,590)	4,000	8,590	5,230	32,000	26,770	40,000
Special Activities/Field Trips	(3,247)	-	3,247	(535)	-	535	-
Bank Charges	974	-	(974)	5,360	-	(5,360)	-
Printing	1,200	-	(1,200)	1,200	-	(1,200)	-
Other Taxes and Fees	406	220	(186)	(426)	1,760	2,186	2,200
Payroll Service Fee	3,617	2,917	(700)	33,204	29,167	(4,037)	35,000
Management Fee	27,552	30,296	2,744	294,966	302,955	7,989	363,546
Public Relations/Recruitment	-	131	131	945	1,045	100	1,306
Total Professional/Consulting Services	(26,823)	40,046	66,869	429,050	415,960	(13,090)	496,052
Depreciation							
Depreciation Expense	200	200	-	2,000	2,000	-	2,400
Total Depreciation	200	200	-	2,000	2,000	-	2,400
Total Expenses	\$ 80,850	\$ 216,074	\$ 135,224	\$ 2,135,160	\$ 2,056,942	\$ (78,218)	\$ 2,466,590
Change in Net Assets	133,077	45,234	87,842	69,139	39,267	29,872	600,862
Net Assets, Beginning of Period	(969,084)			(905,149)			
Net Assets, End of Period	\$ (836,008)			\$ (836,008)			

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Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 291,672	\$ 300,260	\$ (8,588)	\$ 2,234,456	\$ 2,400,624	\$ (166,168)	\$ 3,301,403
Education Protection Account	-	-	-	550,177	495,320	54,858	660,426
State Aid - Prior Year	32,337	-	32,337	28,162	-	28,162	-
In Lieu of Property Taxes	82,292	77,199	5,093	1,011,021	885,530	125,491	1,039,928
Total State Aid - Revenue Limit	406,301	377,459	28,842	3,823,816	3,781,474	42,342	5,001,757
Federal Revenue							
Special Education - Entitlement	6,454	8,489	(2,035)	79,287	72,550	6,737	89,528
Federal Child Nutrition	15,457	25,851	(10,394)	217,544	168,711	48,832	272,115
Title I, Part A - Basic Low Income	-	-	-	205,121	262,866	(57,745)	262,866
Title II, Part A - Teacher Quality	-	-	-	22,476	26,121	(3,645)	26,121
Title III - Limited English	351	-	351	10,981	-	10,981	24,444
Other Federal Revenue	-	-	-	15,068	-	15,068	14,665
Total Federal Revenue	22,262	34,340	(12,078)	550,477	530,248	20,228	689,739
Other State Revenue							
State Special Education	18,760	25,181	(6,421)	230,480	215,204	15,276	265,565
State Child Nutrition	1,242	2,018	(776)	17,263	13,171	4,093	21,243
School Facilities (SB740)	-	-	-	216,457	216,458	(1)	432,916
Mandated Cost	-	-	-	7,275	7,046	229	7,046
State Lottery	22,006	24,626	(2,620)	44,740	49,252	(4,512)	103,017
Prior Year Revenue	915	-	915	37,954	-	37,954	-
Other State Revenue	116,337	29,810	86,527	124,179	107,316	16,863	119,240
Total Other State Revenue	159,260	81,635	77,625	678,348	608,446	69,901	949,027
Other Local Revenue							
Lease and Rental Income	-	4,038	(4,038)	-	40,378	(40,378)	48,453
School Fundraising	-	1,970	(1,970)	7,923	15,936	(8,014)	17,906
Contributions, Unrestricted	-	-	-	9,746	-	9,746	-
Total Other Local Revenue	-	6,007	(6,007)	17,669	56,314	(38,645)	66,359
Total Revenues	\$ 587,823	\$ 499,441	\$ 88,382	\$ 5,070,309	\$ 4,976,482	\$ 93,827	\$ 6,706,882
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 120,438	\$ 124,880	\$ 4,443	\$ 1,111,004	\$ 1,123,924	\$ 12,920	\$ 1,373,685
Teachers' Extra Duty/Stipends	-	365	365	-	3,289	3,289	4,020
Administrators' Salaries	24,146	24,146	(0)	241,458	241,458	(0)	289,750
Other Certificated Salaries	-	7,246	7,246	-	65,214	65,214	79,706
Total Certificated Salaries	144,583	156,638	12,054	1,352,462	1,433,886	81,423	1,747,161
Classified Salaries							
Instructional Salaries	12,610	11,267	(1,344)	105,714	101,401	(4,313)	123,935
Support Salaries	8,513	2,603	(5,910)	52,188	26,026	(26,162)	31,231
Clerical and Office Staff Salaries	21,517	7,382	(14,135)	85,977	73,818	(12,160)	88,581
Other Classified Salaries	9,497	7,947	(1,550)	77,772	74,295	(3,477)	90,188
Total Classified Salaries	52,136	29,198	(22,939)	321,652	275,539	(46,113)	333,935
Benefits							
State Teachers' Retirement System, certificated positions	26,580	26,159	(422)	224,038	239,459	15,421	291,776
Public Employees' Retirement System, classified positions	8,347	6,073	(2,274)	65,915	57,312	(8,603)	69,458
OASDI/Medicare/Alternative, certificated positions	3,135	1,810	(1,325)	5,133	17,083	11,951	20,704
Medicare/Alternative, certificated positions	2,627	2,695	68	22,238	24,787	2,549	30,176
Health and Welfare Benefits, certificated positions	21,910	21,458	(452)	196,496	214,583	18,087	257,500
State Unemployment Insurance, certificated positions	923	309	(614)	8,454	5,564	(2,890)	6,182
Workers' Compensation Insurance, certificated positions	1,884	2,230	346	20,129	20,513	384	24,973
Total Benefits	65,405	60,734	(4,672)	542,402	579,302	36,899	700,769
Books & Supplies							
Textbooks and Core Materials	-	-	-	-	60,000	60,000	60,000
Books and Reference Materials	-	-	-	14,382	10,000	(4,382)	10,000
School Supplies	839	4,333	3,494	25,410	43,333	17,923	52,000
Software	13,826	1,667	(12,160)	44,438	16,667	(27,771)	20,000
Office Expense	14,180	2,310	(11,870)	51,998	23,103	(28,896)	27,723
Business Meals	-	-	-	958	-	(958)	-
School Fundraising Expense	-	528	528	3,575	5,283	1,708	6,339
Noncapitalized Equipment	-	-	-	26,275	-	(26,275)	-

Academia Moderna

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Food Services	26,667	27,749	1,082	250,756	249,741	(1,015)	305,239
Total Books & Supplies	55,513	36,588	(18,925)	417,791	408,126	(9,665)	481,301
Subagreement Services							
Special Education	26,120	19,704	(6,416)	135,676	177,333	41,657	216,740
Substitute Teacher	176	4,955	4,779	31,592	44,591	12,999	54,500
Transportation	-	318	318	114	2,864	2,750	3,500
Security	644	255	(389)	4,956	2,291	(2,665)	2,800
Other Educational Consultants	(39,200)	11,924	51,124	1,700	95,392	93,692	119,240
IB Fees	1,454	-	(1,454)	27,014	64,500	37,486	64,500
Total Subagreement Services	(10,806)	37,155	47,961	201,052	386,970	185,918	461,280
Operations & Housekeeping							
Auto and Travel	-	350	350	275	1,400	1,125	1,400
Dues & Memberships	-	663	663	-	6,625	6,625	7,950
Insurance	1,992	2,609	617	23,200	26,091	2,891	31,309
Utilities	(9,424)	3,209	12,633	25,086	32,093	7,006	38,511
Janitorial Services	2,002	3,333	1,332	22,639	33,333	10,694	40,000
Communications	3,655	4,778	1,124	24,933	47,781	22,848	57,337
Postage and Shipping	-	100	100	118	800	682	1,000
Total Operations & Housekeeping	(1,775)	15,042	16,818	96,252	148,122	51,870	177,507
Facilities, Repairs & Other Leases							
Rent	47,766	48,102	336	477,655	481,018	3,362	577,221
Additional Rent	8,195	9,117	922	80,518	91,174	10,656	109,409
Equipment Leases	4,226	2,750	(1,476)	53,840	27,500	(26,340)	33,000
Other Leases	-	267	267	742	2,667	1,925	3,200
Real/Personal Property Taxes	-	676	676	8,806	6,764	(2,042)	8,117
Repairs and Maintenance	3,355	1,667	(1,688)	22,713	16,667	(6,047)	20,000
Total Facilities, Repairs & Other Leases	63,542	62,579	(964)	644,274	625,789	(18,485)	750,947
Professional/Consulting Services							
Legal	(15,086)	625	15,711	5,536	6,250	714	7,500
Professional Development	11,800	-	(11,800)	42,541	-	(42,541)	-
General Consulting	4,238	500	(3,738)	41,840	4,000	(37,840)	5,000
Special Activities/Field Trips	(2,560)	-	2,560	257	36,000	35,743	36,000
Bank Charges	-	-	-	39	-	(39)	-
Printing	-	50	50	-	400	400	500
Other Taxes and Fees	1,589	900	(689)	9,615	7,200	(2,415)	9,000
Management Fee	99,930	84,905	(15,025)	861,953	846,002	(15,951)	1,140,170
District Oversight Fee	3,515	3,775	260	43,184	37,815	(5,369)	50,018
County Fees	-	2,703	2,703	4,414	8,109	3,695	10,812
SPED Encroachment	19,118	26,045	6,927	234,881	237,301	2,420	289,391
Public Relations/Recruitment	-	1,500	1,500	-	12,000	12,000	15,000
Total Professional/Consulting Services	122,543	121,003	(1,541)	1,244,260	1,195,076	(49,184)	1,563,391
Depreciation							
Depreciation Expense	7,263	6,175	(1,088)	63,539	61,753	(1,786)	74,104
Total Depreciation	7,263	6,175	(1,088)	63,539	61,753	(1,786)	74,104
Total Expenses	\$ 498,406	\$ 525,111	\$ 26,705	\$ 4,883,684	\$ 5,114,564	\$ 230,880	\$ 6,290,395
Change in Net Assets	89,417	(25,670)	115,087	186,625	(138,082)	324,707	416,487
Net Assets, Beginning of Period	2,216,025			2,118,820			
Net Assets, End of Period	\$ 2,305,442			\$ 2,305,442			

Prepa Tec Los Angeles

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 229,385	\$ 298,011	\$ (68,626)	\$ 1,891,257	\$ 2,080,646	\$ (189,389)	\$ 2,974,679
Education Protection Account	-	-	-	49,740	54,150	(4,410)	72,200
State Aid - Prior Year	25,228	-	25,228	18,921	-	18,921	-
In Lieu of Property Taxes	60,552	66,006	(5,454)	743,926	699,930	43,996	831,943
Total State Aid - Revenue Limit	315,165	364,017	(48,852)	2,703,844	2,834,726	(130,882)	3,878,821
Federal Revenue							
Special Education - Entitlement	4,749	7,207	(2,458)	58,341	57,208	1,133	71,622
Federal Child Nutrition	8,283	19,795	(11,512)	110,860	129,191	(18,331)	208,373
Title I, Part A - Basic Low Income	-	-	-	183,282	248,780	(65,498)	248,780
Title II, Part A - Teacher Quality	-	-	-	16,329	25,412	(9,083)	25,412
Title III - Limited English	-	-	-	-	-	-	9,758
Other Federal Revenue	3,457	-	3,457	10,189	-	10,189	853,103
Total Federal Revenue	16,489	27,003	(10,514)	379,001	460,592	(81,590)	1,417,049
Other State Revenue							
State Special Education	13,804	21,379	(7,575)	169,591	169,695	(104)	212,452
State Child Nutrition	684	1,666	(983)	9,013	10,875	(1,862)	17,541
School Facilities (SB740)	-	-	-	85,313	82,620	2,693	165,240
Mandated Cost	-	-	-	5,498	5,326	172	5,326
State Lottery	16,662	21,130	(4,468)	33,876	42,260	(8,385)	93,561
Prior Year Revenue	435	-	435	27,289	-	27,289	-
Other State Revenue	40,241	23,357	16,884	46,011	84,086	(38,075)	93,429
Total Other State Revenue	71,826	67,533	4,293	376,591	394,862	(18,271)	587,548
Other Local Revenue							
School Fundraising	-	1,413	(1,413)	8,399	11,431	(3,032)	12,844
Contributions, Restricted	-	-	-	25,105	-	25,105	-
Total Other Local Revenue	-	1,413	(1,413)	33,504	11,431	22,073	12,844
Total Revenues	\$ 403,480	\$ 459,965	\$ (56,485)	\$ 3,492,941	\$ 3,701,612	\$ (208,671)	\$ 5,896,263
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 111,757	\$ 101,427	\$ (10,330)	\$ 971,227	\$ 912,842	\$ (58,385)	\$ 1,115,696
Teachers' Extra Duty/Stipends	-	363	363	-	3,265	3,265	3,990
Administrators' Salaries	17,994	12,800	(5,194)	182,814	127,996	(54,818)	153,595
Other Certificated Salaries	-	4,831	4,831	2,177	43,476	41,299	53,138
Total Certificated Salaries	129,751	119,420	(10,331)	1,156,217	1,087,579	(68,639)	1,326,418
Classified Salaries							
Instructional Salaries	8,074	9,770	1,696	64,044	87,928	23,884	107,467
Support Salaries	5,972	3,282	(2,690)	14,213	32,816	18,603	39,379
Clerical and Office Staff Salaries	25,711	9,602	(16,108)	151,910	96,022	(55,888)	115,226
Other Classified Salaries	16,911	9,153	(7,758)	166,442	88,132	(78,310)	106,437
Total Classified Salaries	56,667	31,806	(24,861)	396,608	304,897	(91,711)	368,510
Benefits							
State Teachers' Retirement System, certificated positions	21,996	19,943	(2,052)	185,748	181,626	(4,122)	221,512
Public Employees' Retirement System, classified positions	7,914	6,616	(1,298)	70,868	63,419	(7,449)	76,650
OASDI/Medicare/Alternative, certificated positions	3,444	1,972	(1,472)	15,297	18,904	3,606	22,848
Medicare/Alternative, certificated positions	2,656	2,193	(463)	21,923	20,191	(1,732)	24,576
Health and Welfare Benefits, certificated positions	13,904	16,267	2,363	146,640	162,667	16,027	195,200
State Unemployment Insurance, certificated positions	886	294	(592)	7,344	5,283	(2,061)	5,870
Workers' Compensation Insurance, certificated positions	1,532	1,815	283	16,093	16,710	616	20,339
Total Benefits	52,330	49,098	(3,232)	463,913	468,798	4,886	566,995
Books & Supplies							
Textbooks and Core Materials	9,453	-	(9,453)	41,608	40,000	(1,608)	40,000
Books and Reference Materials	-	-	-	7,012	10,000	2,988	10,000
School Supplies	82	5,333	5,252	6,729	53,333	46,605	64,000
Software	2,449	4,195	1,746	7,822	41,953	34,132	50,344
Office Expense	(89)	1,667	1,756	22,798	16,667	(6,131)	20,000
Business Meals	-	-	-	307	-	(307)	-
School Fundraising Expense	(312)	-	312	-	-	-	-
Noncapitalized Equipment	-	-	-	8,910	-	(8,910)	-
Food Services	5,520	21,026	15,507	132,043	189,238	57,195	231,291

Prepa Tec Los Angeles

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Books & Supplies	17,102	32,222	15,120	227,227	351,191	123,964	415,635
Subagreement Services							
Special Education	43,306	10,909	(32,396)	146,330	98,182	(48,148)	120,000
Substitute Teacher	-	3,636	3,636	36,181	32,727	(3,454)	40,000
Transportation	-	318	318	1,079	2,864	1,784	3,500
Security	5,083	182	(4,901)	9,434	1,636	(7,798)	2,000
Other Educational Consultants	1,200	9,343	8,143	9,200	74,743	65,543	93,429
IB Fees	-	-	-	6,988	44,750	37,762	44,750
Total Subagreement Services	49,588	24,388	(25,200)	209,213	254,902	45,690	303,679
Operations & Housekeeping							
Auto and Travel	-	50	50	167	200	33	200
Dues & Memberships	-	433	433	-	4,333	4,333	5,200
Insurance	1,620	2,105	485	19,023	21,050	2,027	25,260
Utilities	1,065	4,583	3,519	17,301	45,833	28,532	55,000
Janitorial Services	1,202	3,958	2,756	26,125	39,583	13,458	47,500
Communications	5,966	5,086	(880)	21,748	50,856	29,108	61,027
Postage and Shipping	-	100	100	73	800	727	1,000
Total Operations & Housekeeping	9,853	16,316	6,463	84,438	162,656	78,218	195,187
Facilities, Repairs & Other Leases							
Rent	19,278	18,360	(918)	192,780	183,600	(9,180)	220,320
Additional Rent	-	1,670	1,670	-	16,695	16,695	20,034
Equipment Leases	2,818	2,750	(68)	24,885	27,500	2,615	33,000
Other Leases	83	100	17	3,155	1,000	(2,155)	1,200
Real/Personal Property Taxes	-	292	292	-	2,917	2,917	3,500
Repairs and Maintenance	2,255	3,259	1,004	3,426	32,589	29,163	39,107
Total Facilities, Repairs & Other Leases	24,434	26,430	1,996	224,245	264,301	40,056	317,161
Professional/Consulting Services							
IT	-	1,276	1,276	-	12,761	12,761	15,313
Legal	(4,157)	167	4,324	14,499	1,667	(12,832)	2,000
Professional Development	-	-	-	1,000	-	(1,000)	-
General Consulting	(9,601)	-	9,601	11,428	-	(11,428)	-
Special Activities/Field Trips	-	-	-	6,219	20,000	13,781	20,000
Bank Charges	-	423	423	87	3,387	3,300	4,234
Printing	-	300	300	-	2,400	2,400	3,000
Other Taxes and Fees	846	500	(346)	4,245	4,000	(245)	5,000
Management Fee	68,592	78,194	9,603	593,800	629,274	35,474	1,002,365
District Oversight Fee	2,458	3,640	1,182	30,194	28,347	(1,847)	38,788
County Fees	-	2,195	2,195	3,388	6,585	3,197	8,780
SPED Encroachment	14,067	20,836	6,769	172,828	189,841	17,013	231,513
Public Relations/Recruitment	-	1,500	1,500	-	12,000	12,000	15,000
Total Professional/Consulting Services	72,205	109,032	36,827	837,687	910,262	72,574	1,345,993
Depreciation							
Depreciation Expense	670	1,720	1,050	4,071	17,200	13,129	20,640
Total Depreciation	670	1,720	1,050	4,071	17,200	13,129	20,640
Interest							
Interest Expense	29	-	(29)	88,712	45,603	(43,109)	45,603
Total Interest	29	-	(29)	88,712	45,603	(43,109)	45,603
Total Expenses	\$ 412,629	\$ 410,432	\$ (2,197)	\$ 3,692,331	\$ 3,867,389	\$ 175,058	\$ 4,905,821
Change in Net Assets	(9,150)	49,533	(58,683)	(199,391)	(165,777)	(33,614)	990,442
Net Assets, Beginning of Period	182,314			372,557			
Net Assets, End of Period	\$ 173,165			\$ 173,165			

Prepa Tec Los Angeles High

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 147,415	\$ 407,072	\$ (259,657)	\$ 2,969,403	\$ 2,309,290	\$ 660,113	\$ 3,530,507
Education Protection Account	-	-	-	47,572	51,894	(4,322)	69,192
State Aid - Prior Year	20,546	-	20,546	15,012	-	15,012	-
In Lieu of Property Taxes	57,913	73,714	(15,801)	711,506	649,854	61,652	797,282
Total State Aid - Revenue Limit	225,874	480,786	(254,912)	3,743,493	3,011,038	732,455	4,396,981
Federal Revenue							
Special Education - Entitlement	-	3,836	(3,836)	-	25,526	(25,526)	33,199
Federal Child Nutrition	5,071	10,751	(5,680)	62,368	70,163	(7,795)	113,166
Title I, Part A - Basic Low Income	-	-	-	160,031	189,691	(29,660)	189,691
Title II, Part A - Teacher Quality	1,221	-	1,221	15,660	16,115	(455)	16,115
Title III - Limited English	-	-	-	-	-	-	8,658
Other Federal Revenue	-	-	-	10,000	-	10,000	10,000
Prior Year Federal Revenue	-	-	-	63,145	-	63,145	-
Total Federal Revenue	6,292	14,587	(8,295)	311,204	301,495	9,709	370,829
Other State Revenue							
State Special Education	17,551	20,868	(3,317)	128,503	138,855	(10,352)	180,591
State Child Nutrition	414	892	(478)	5,012	5,824	(812)	9,394
School Facilities (SB740)	-	-	-	150,726	198,408	(47,682)	396,816
Mandated Cost	-	-	-	12,448	12,013	435	12,013
State Lottery	13,359	13,545	(186)	27,160	27,090	70	70,576
Prior Year Revenue	255	-	255	17,045	-	17,045	-
Other State Revenue	-	354	(354)	5,519	1,275	4,244	1,417
Total Other State Revenue	31,579	35,660	(4,081)	346,413	383,466	(37,052)	670,807
Other Local Revenue							
Other Fees and Contracts	-	-	-	234	-	234	-
School Fundraising	-	597	(597)	21,345	4,829	16,516	5,426
Contributions, Unrestricted	1,000	-	1,000	1,000	-	1,000	-
Total Other Local Revenue	1,000	597	403	22,579	4,829	17,750	5,426
Total Revenues	\$ 264,745	\$ 531,630	\$ (266,885)	\$ 4,423,689	\$ 3,700,828	\$ 722,862	\$ 5,444,043
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 119,400	\$ 106,899	\$ (12,501)	\$ 1,073,386	\$ 962,089	\$ (111,297)	\$ 1,175,887
Teachers' Extra Duty/Stipends	-	908	908	-	8,174	8,174	9,990
Administrators' Salaries	14,131	15,544	1,413	162,254	155,442	(6,813)	186,530
Other Certificated Salaries	4,762	13,039	8,277	44,755	117,349	72,594	143,427
Total Certificated Salaries	138,293	136,390	(1,903)	1,280,396	1,243,054	(37,342)	1,515,833
Classified Salaries							
Instructional Salaries	3,279	1,985	(1,293)	27,038	17,869	(9,169)	21,840
Support Salaries	-	3,626	3,626	34,828	36,260	1,432	43,512
Clerical and Office Staff Salaries	11,448	5,517	(5,931)	64,879	55,167	(9,712)	66,200
Other Classified Salaries	11,494	6,092	(5,402)	87,621	57,351	(30,270)	69,534
Total Classified Salaries	26,221	17,220	(9,001)	214,365	166,647	(47,718)	201,086
Benefits							
State Teachers' Retirement System, certificated positions	23,755	22,777	(978)	212,642	207,590	(5,052)	253,144
Public Employees' Retirement System, classified positions	107	3,582	3,475	107	34,663	34,556	41,826
OASDI/Medicare/Alternative, certificated positions	1,607	1,068	(539)	3,577	10,332	6,755	12,467
Medicare/Alternative, certificated positions	2,354	2,227	(126)	21,199	20,441	(758)	24,895
Health and Welfare Benefits, certificated positions	13,394	14,854	1,460	120,354	148,542	28,188	178,250
State Unemployment Insurance, certificated positions	811	248	(562)	7,680	4,470	(3,210)	4,966
Workers' Compensation Insurance, certificated positions	1,526	1,843	318	15,746	16,916	1,170	20,603
Total Benefits	43,553	46,600	3,046	381,305	442,953	61,648	536,152
Books & Supplies							
Textbooks and Core Materials	-	-	-	(2,530)	50,000	52,530	50,000
Books and Reference Materials	-	-	-	39,608	10,000	(29,608)	10,000
School Supplies	131	2,917	2,785	30,850	29,167	(1,684)	35,000
Software	1,727	3,000	1,273	21,131	30,000	8,869	36,000
Office Expense	810	833	23	8,781	8,333	(447)	10,000
Business Meals	-	-	-	632	-	(632)	-
Noncapitalized Equipment	-	-	-	29,772	-	(29,772)	-

Prepa Tec Los Angeles High

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Food Services	3,517	19,163	15,646	146,392	172,466	26,074	210,792
Total Books & Supplies	6,185	25,913	19,728	274,636	299,966	25,330	351,792
Subagreement Services							
Special Education	21,024	9,509	(11,514)	88,825	85,585	(3,240)	104,604
Substitute Teacher	13,471	3,636	(9,835)	38,611	32,727	(5,884)	40,000
Transportation	-	318	318	1,988	2,864	876	3,500
Security	-	227	227	4,057	2,045	(2,012)	2,500
Other Educational Consultants	615	-	(615)	6,183	-	(6,183)	-
IB Fees	-	-	-	20,245	32,250	12,005	32,250
Total Subagreement Services	35,110	13,691	(21,419)	159,909	155,471	(4,437)	182,854
Operations & Housekeeping							
Auto and Travel	-	375	375	1,342	1,500	158	1,500
Dues & Memberships	-	250	250	1,070	2,500	1,430	3,000
Insurance	1,613	2,047	434	18,735	20,471	1,735	24,565
Utilities	4,142	3,750	(392)	51,019	37,500	(13,519)	45,000
Janitorial Services	446	1,458	1,012	5,011	14,583	9,573	17,500
Communications	8,762	5,583	(3,178)	42,014	55,833	13,819	67,000
Postage and Shipping	-	100	100	238	800	562	1,000
Total Operations & Housekeeping	14,963	13,564	(1,399)	119,429	133,187	13,758	159,565
Facilities, Repairs & Other Leases							
Rent	45,300	45,218	(83)	453,000	452,175	(825)	542,610
Equipment Leases	(399)	1,333	1,732	36,413	13,333	(23,080)	16,000
Other Leases	1,504	1,000	(504)	9,326	10,000	674	12,000
Real/Personal Property Taxes	-	781	781	14,403	7,815	(6,588)	9,378
Repairs and Maintenance	-	2,083	2,083	22,856	20,833	(2,023)	25,000
Total Facilities, Repairs & Other Leases	46,405	50,416	4,011	535,998	504,156	(31,842)	604,987
Professional/Consulting Services							
Legal	-	417	417	3,500	4,167	667	5,000
Professional Development	20	-	(20)	6,764	-	(6,764)	-
General Consulting	-	879	879	25,737	7,030	(18,707)	8,788
Special Activities/Field Trips	(766)	-	766	28,724	20,000	(8,724)	20,000
Bank Charges	-	150	150	65	1,200	1,135	1,500
Printing	-	700	700	-	5,600	5,600	7,000
Other Taxes and Fees	1,476	400	(1,076)	8,556	3,200	(5,356)	4,000
Management Fee	45,007	90,377	45,371	752,027	629,141	(122,886)	925,487
District Oversight Fee	-	4,808	4,808	2,290	30,110	27,820	43,970
County Fees	-	2,123	2,123	3,546	6,368	2,822	8,490
SPED Encroachment	-	1,235	1,235	-	8,219	8,219	10,689
Public Relations/Recruitment	-	1,500	1,500	-	12,000	12,000	15,000
Total Professional/Consulting Services	45,737	102,588	56,851	831,210	727,035	(104,175)	1,049,925
Depreciation							
Depreciation Expense	34,887	37,400	2,513	339,786	373,999	34,213	448,799
Total Depreciation	34,887	37,400	2,513	339,786	373,999	34,213	448,799
Interest							
Interest Expense	260	-	(260)	58,706	81,427	22,720	88,033
Total Interest	260	-	(260)	58,706	81,427	22,720	88,033
Total Expenses	\$ 391,614	\$ 443,781	\$ 52,167	\$ 4,195,740	\$ 4,127,895	\$ (67,845)	\$ 5,139,026
Change in Net Assets	(126,869)	87,849	(214,719)	227,950	(427,067)	655,017	305,016
Net Assets, Beginning of Period	(134,973)			(489,792)			
Net Assets, End of Period	\$ (261,842)			\$ (261,842)			

AMPT,LLC

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Lease and Rental Income	\$ 47,766	\$ -	\$ 47,766	\$ 477,655	\$ -	\$ 477,655	\$ -
Interest Revenue	2,101	-	2,101	25,914	-	25,914	-
Total Other Local Revenue	49,867	-	49,867	503,569	-	503,569	-
Total Revenues	\$ 49,867	\$ -	\$ 49,867	\$ 503,569	\$ -	\$ 503,569	\$ -
Expenses							
Operations & Housekeeping							
Public Donations	\$ -	\$ -	\$ -	\$ 9,746	\$ -	\$ (9,746)	\$ -
Total Operations & Housekeeping	-	-	-	9,746	-	(9,746)	-
Depreciation							
Depreciation Expense	5,850	-	(5,850)	58,499	-	(58,499)	-
Total Depreciation	5,850	-	(5,850)	58,499	-	(58,499)	-
Interest							
Interest Expense	2,038	-	(2,038)	178,494	-	(178,494)	-
Total Interest	2,038	-	(2,038)	178,494	-	(178,494)	-
Total Expenses	\$ 7,888	\$ -	\$ (7,888)	\$ 246,739	\$ -	\$ (246,739)	\$ -
Change in Net Assets	41,979	-	41,979	256,830	-	256,830	-
Net Assets, Beginning of Period	153,974			(60,878)			
Net Assets, End of Period	\$ 195,953			\$ 195,953			

PTMS, LLC

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Interest Revenue	\$ 764	\$ -	\$ 764	\$ 1,896	\$ -	\$ 1,896	\$ -
Total Other Local Revenue	764	-	764	1,896	-	1,896	-
Total Revenues	\$ 764	\$ -	\$ 764	\$ 1,896	\$ -	\$ 1,896	\$ -
Expenses							
Interest							
Interest Expense	3,501	-	(3,501)	10,504	-	(10,504)	-
Total Interest	3,501	-	(3,501)	10,504	-	(10,504)	-
Total Expenses	\$ 3,501	\$ -	\$ (3,501)	\$ 10,504	\$ -	\$ (10,504)	\$ -
Change in Net Assets	(2,737)	-	(2,737)	(8,608)	-	(8,608)	-
Net Assets, Beginning of Period	(5,871)			-			
Net Assets, End of Period	\$ (8,608)			\$ (8,608)			

Alta Public Schools

Statement of Financial Position

April 30, 2020

	Alta Public Schools	Academia Moderna	Prepa Tec Los Angeles	Prepa Tec Los Angeles High	AMPT, LLC	PTMS, LLC	Eliminations	Combined
###								
Current Assets								
Cash & Cash Equivalents	\$ 1,658,827	\$ 1,100,929	\$ 238,126	\$ 28,251	\$ 1,014,927	\$ 15,397,836	\$ -	\$ 19,438,896
Accounts Receivable	12,201	-	98,035	42,735	-	-	-	152,971
Public Funding Receivables	-	16,699	94,280	168,488	-	-	-	279,467
Factored Receivables	-	-	-	(418,798)	-	-	-	(418,798)
Due To/From Related Parties	(288,295)	893,402	(119,866)	(398,363)	-	(86,878)	-	-
Prepaid Expenses	43,624	43,602	52,985	85,618	-	-	-	225,829
Other Current Assets	-	-	-	-	152,675	-	(152,675)	-
Total Current Assets	1,426,357	2,054,633	363,560	(492,069)	1,167,602	15,310,958	(152,675)	19,678,365
Long-Term Assets								
Property & Equipment, Net	4,600	849,303	88,474	643,796	5,681,334	2,481,440	-	9,748,947
Deposits	23,100	7,500	58,301	-	-	-	-	88,901
Total Long Term Assets	27,700	856,803	146,775	643,796	5,681,334	2,481,440	-	9,837,848
Total Assets	\$ 1,454,057	\$ 2,911,436	\$ 510,335	\$ 151,727	\$ 6,848,936	\$ 17,792,398	\$ (152,675)	\$ 29,516,213
Liabilities								
Current Liabilities								
Accounts Payable	\$ 102,081	\$ 151,053	\$ 133,496	\$ 123,536	\$ -	\$ -	\$ -	\$ 510,165
Accrued Liabilities	656,970	259,516	153,674	138,033	-	-	-	1,208,193
Interest Payable	-	-	-	-	-	6,725	-	6,725
Deferred Revenue	-	42,749	-	2,000	-	-	-	44,749
Deferred Rent, Current Portion	-	5,089	-	-	-	-	(5,089)	-
Notes Payable, Current Portion	-	-	-	-	-	-	-	4
Total Current Liabilities	759,051	458,407	287,170	263,569	-	6,725	(5,089)	1,769,836
Long-Term Liabilities								
Deferred Rent, Net of Current Portion	47,513	147,586	-	-	-	-	(147,586)	47,513
Notes Payable, Net of Current Portion	1,483,500	-	50,000	150,000	-	-	-	1,683,500
Bonds Payable, Net of Current Portion	-	-	-	-	6,683,244	18,353,718	-	25,036,962
Discount on Bonds	-	-	-	-	(30,261)	(559,436)	-	(589,697)
Total Long-Term Liabilities	1,531,013	147,586	50,000	150,000	6,652,984	17,794,281	(147,586)	26,178,278
Total Liabilities	2,290,064	605,994	337,170	413,569	6,652,984	17,801,006	(152,675)	27,948,114
Total Net Assets	(836,008)	2,305,442	173,165	(261,842)	195,953	(8,608)	(0)	1,568,098
Total Liabilities and Net Assets	\$ 1,454,057	\$ 2,911,436	\$ 510,335	\$ 151,727	\$ 6,848,936	\$ 17,792,398	\$ (152,675)	\$ 29,516,213

Alta Public Schools

Statement of Cash Flows

For the period ended April 30, 2020

###

Cash Flows from Operating Activities

	Alta Public Schools	Academia Moderna	Prepa Tec Los Angeles	Prepa Tec Los Angeles High	AMPT, LLC	PTMS, LLC	YTD Ended 04/30/20
Change in Net Assets	\$ 133,077	\$ 89,417	\$ (9,150)	\$ (126,869)	\$ 41,979	\$ (2,737)	\$ 125,712
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	200	7,263	670	34,887	5,850	-	48,871
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	-	298,676	68,286	48,690	-	-	415,651
Grants, Contributions & Pledges Receivable	-	-	-	-	286	-	286
Due from Related Parties	154,807	446,519	(128,609)	(275,848)	-	(196,869)	-
Prepaid Expenses	13,523	(3,550)	(12,970)	2,743	-	-	(254)
Accounts Payable	(108,244)	(37,089)	(71,405)	(27,821)	-	-	(244,559)
Accrued Expenses	(29,313)	(11,525)	9,162	1,049	-	-	(30,627)
Other Liabilities	1,047	(286)	-	-	-	-	762
Total Cash Flows from Operating Activities	165,097	789,425	(144,017)	(343,168)	48,114	(199,606)	315,841

Cash Flows from Investing Activities

Purchases of Property & Equipment	-	(6,750)	-	(12,300)	-	(359,482)	(378,532)
Total Cash Flows from Investing Activities	-	(6,750)	-	(12,300)	-	(359,482)	(378,532)

Cash Flows from Financing Activities

Proceeds from Factoring	-	-	-	(206,047)	-	-	(206,047)
Proceeds from (payments on) Long-Term Debt	1,483,500	-	(8,335)	(8,335)	2,038	5,743	1,474,615
Total Cash Flows from Financing Activities	1,483,500	-	(8,335)	(214,382)	2,038	5,743	1,268,568

Change in Cash & Cash Equivalents	1,648,597	782,675	(152,352)	(569,850)	50,152	(553,345)	1,205,878
Cash & Cash Equivalents, Beginning of Period	10,230	318,254	390,477	598,101	964,775	15,951,181	18,233,018
Cash and Cash Equivalents, End of Period	\$ 1,658,827	\$ 1,100,929	\$ 238,126	\$ 28,251	\$ 1,014,927	\$ 15,397,836	\$ 19,438,896

EXHIBIT “8A”



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* 2019-2020 SCHOOL YEAR FOR

ACADEMIA MODERNA - 5263

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

accs-apr21item04
Attachment 5
Page 692 of 844



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/27/2020

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

Charter School Name: Academia Moderna		Location Code: 2156	
Current Address: 2410 Broadway		City: Walnut Park	ZIP Code: 90255
Current Term of Charter: July 1, 2019 to June 30, 2024		LAUSD Board District: 5	LAUSD District: East
Number of Students Currently Enrolled: 469	Enrollment Capacity Per Charter: 486	Grades Currently Served: K-5	Grades To Be Served Per Charter: K-5
Total Number of Staff Members: 62	Certificated: 31	Classified: 31	
Charter School's Leadership Team Members:	Adam Warren, Principal; Dr. Jamie Valenzuela, Superintendent		
Charter School's Contact for Special Education:	Rachel Villalobos, SPED Coordinator		
CSD Assigned Administrator: Gina T. Hughes, Ed.D.	CSD Fiscal Services Manager:	Emmaliza Baquir	
Other School/CSD Team Members:	Dr. Blanca Alves-Monaster; Hannah Serate, Program Specialist, Charter Operated Programs		
Oversight Visit Date(s):	February 27, 2020	Fiscal Review Date (if different):	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):	N/A
		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	N/A

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	2	1	2



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PREPA TEC – Los Angeles**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/27/2020**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

Los Angeles Unified School District (LAUSD)
 Board of Education Meeting Minutes, LAUSD
 Findings for Denial, Notice of Alleged Violation,
 and Petitioner's Responses

accs-apr21item04
 Attachment 5
 Page 694 of 844



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PREPA TEC – Los Angeles**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/27/2020**

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>G2 – Brown Act. The Governing board complies with most material provision of Brown Act. CSD reviewed materials to evidence of Brown Act training provided by Garcia Rainey Blank & Bower Bank on March 5, 2019 for three board members and one staff person. Materials included their agenda posting procedures. Board member use of <i>Board-on-Track</i> to record board activity has improved transparency to its stakeholders. However; in spite of its use of Board on Track, neither of the board meeting agendas included regarding teleconference requirements or those that require reasonable accommodation.</p> <p>G5 – Data-Based Decision Making- The Governing Board monitors school performance and other internal data to inform decision making. School leaders report that data is shared with governing board members via Superintendent, and School Leader reports that are agendized at every board meeting.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <p>G1 – Governance Structure and Evaluation of School Leader(s)- The governing board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils. It was reported by school leaders that they recently separated their School Site Council (SSC) and English Learner Advisory Committee (ELAC) as they found that ELAC topics were not adequately addressed during the SSC meetings. This shift in meeting structure increased parent involvement, but there was limited evidence that federally mandated topics meeting objectives were met because the ELAC meeting appear to have repeated topics. ELAC nomination materials were for the 2018-2019 school year, not the current year; Evaluation of School Leadership the CEO and the APS Superintendent Evaluation appears to be copied from a book, form was blank and was without a clear description of the evaluation process, criteria for meeting evaluation goals, etc. The binder of materials included the School Leadership Framework but there was no clear relationship or connection to the overall evaluation process for the CEO and the Superintendent.</p> <p>G3 - Due Process- The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Limited evidence of a description of the school's due process procedures afforded to students, families, and employees that includes an impartial arbitrator. Best Practice includes a cover sheet that outlines the procedure, includes timelines, complaint contact person, and their contact information. Due process for staff appears very generic and without specificity, in terms of timelines, line staff personnel. School leaders reported that it is with the expectation that staff know their supervisor.</p> <p>G4 – Staffing: The Board has established some policies and procedures to ensure staffing compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements. At the time of the oversight visit, the school had three employees in their Expanded Learning Program, (1) M.L., Assistant Site Coordinator, (2) O.M. and (3) J. O. Youth Leaders, that received</p> 	

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Mandated Child Abuse Reporting Training after six week of their date of hire. Additionally, the school had only one staff member confirmed as the Custodian of Records. Best practices includes a minimum of two Custodians of Records.

Corrective Action Required

- None noted that require immediate action to remedy concerns indicated in this report.

Notes:

- N/A

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***

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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school's executive level leadership 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 	
Rubric	Sources of Evidence

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Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input checked="" type="checkbox"/> Other: (Specify) Staff Roster, Custodian of Records



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G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>		
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>		
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) The 2018-2019 Independent Audit Report reflected an audit finding. Please see further details under the Fiscal Operations section of this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<p align="center">Summary of School Performance</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> N/A <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <u>A1 – SBAC Subgroup ELA:</u> One subgroup, English Learners demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. The one subgroup increased by 0.42 percentage point. <u>A2 – SBAC Subgroup Math:</u> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019. English Learners decreased by 0.64 percentage points; Latinos decreased by 11.04 percentage points; Socioeconomically Disadvantaged decreased by 6.23 percentage points, and Students with Disabilities decreased by 16.66 percentage points. <u>A3 – SBAC School wide ELA:</u> The school wide percentage of students who Met and Exceeded Standards in the grades served by the school on the SBAC in EKA is 20.26%, a rate lower than then the Resident Schools Median of 35.00%. <u>A4 – SBAC School wide Math:</u> The school wide percentage of students who Met and Exceeded Standards in the grades served by the school on the SBAC in Math is 18.96%, a rate lower than the Resident Schools Median of 34.93%. <u>A5 – English Learner Reclassification:</u> The school reclassified English Learners at a rate of 10.2%, lower than the Resident Schools Median of 20.6%. <u>A6 – "At Risk" English Learners:</u> The school's percentage of "At Risk" English Learners is 16.2%, a rate higher than the Resident Schools Median of 13.1%. <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> None noted that require immediate action to remedy concerns indicated in this report. 	



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Notes:

- A7 – Long Term English Learners (Secondary schools)- No assessment of performance for this indicator.
- A8 – Four-Year Cohort Graduation Rate - No assessment of performance for this indicator.
- A9 – Internal Assessments (Grades K, 1, 2)- No assessment of performance for this indicator.

- Reclassification Criteria for all applicable grade levels **(within “Notes” section above) (B2.4) ELs are reclassified to fluent-**
 1. English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations: 1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development;
 2. Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery;
 3. Parent/guardian opinion and consultation;
 4. Comparison of student performance in basic skills. To clarify, specifically for English Learners at Academia Moderna, when an English Learner reaches the following criteria on annual state assessments, s/he meets the criteria for reclassification to RFEP status:
 - On the annual ELPAC, an English Learner must score at an overall rating of 3 or 4, with no subtest scores at level 2.
 - Teacher recommendation, based on whether the English Learner regularly performs at grade level performance in ELA and Math.
 5. Parent/Guardian consultation. On the annual grade Smarter Balanced Assessment of English Language Arts (SBAC-ELA, Overall Score), an English Learner must score in the “NearlyMet” scoring band or above. To complete the documentation of this reclassification process to RFEP Status, Academia Moderna will utilize the documentation forms for Reclassification to RFEP from Los Angeles Unified School District.)

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



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A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> Some/One subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2018-2019 (CDE)

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Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric	Sources of Evidence

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Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
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A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Adjusted Cohort Graduation Rate (CDE) **(high schools only)**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above (B2.5)) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

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NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator.	<input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school's ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Declined

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Declined

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Choose an item. No Performance Color

Change Level: Choose an item. No Performance Color

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Choose an item.

Change Level: Choose an item.

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Red

Change Level: Maintained

A15: GRADUATION RATE

Performance Level Color: Choose an item.N/A

Change Level: Choose an item.N/A

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Orange

Change Level: Declined Significantly



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NOTES:

- N/A

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

BENCHMARK 1: BENCHMARK NOT MET Annually, on December 1, Academia Moderna will provide evidence that it has **(a)** demonstrated at least one performance level growth per academic year, as reported on the California School Dashboard, in English Language Arts (ELA) for the *English Learner* student subgroup as measured by CAASPP (SBAC) assessment **(b)** at a level equal to or greater than the Resident and Similar Schools Median, with the goal of **(c)** achieving and maintaining the “Green” performance level or higher by the end of the charter term.

ELA	2017-2018 5x5 placement	2018-2019 5x5 placement
English Learners	Yellow	Orange

English Learners ELA %Met/Exceeded	Resident Schools Median
3.41%	7.55%

BENCHMARK 2: BENCHMARK NOT MET Annually, on December 1, Academia Moderna will provide evidence that it has **(a)** demonstrated at least one performance level growth per academic year, as reported on the California School Dashboard, in English Language Arts (ELA) for the *Socioeconomically Disadvantaged* student subgroup as measured by CAASPP (SBAC) assessment **(b)** at a level equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and **(c)** maintaining the “Green” performance level or higher by the end of the charter term.

ELA	2017-2018 5x5 placement	2018-2019 5x5 placement
Socioeconomically Disadvantaged	Yellow	Orange

Socioeconomically Disadvantaged ELA %Met/Exceeded	Resident Schools Median
20.20%	35.04%



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	1
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> <p><u>O1 – School Safety and Operations:</u> School Safety Plan and Procedures – The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Evidence of this indicator include the school’s visitor policy and a photo of its posting. School safety plan include specific roles and responsibilities for assigned personnel. Safety log reports one drill August 30, 2019 (earthquake), September 20, 2019 (lockdown); October 17, 2019 (earthquake and evacuation); 11/20/2019 (lockdown); 1/20/2020 (fire drill); 2/25/2020 (earthquake; 3 minutes). Limited evidence of the school leadership assessment of drills or summaries to improve the execution of future emergency drills.</p> <p><u>O5 – Implementation of Key Features of Educational Program:</u> The school has substantially implemented the key features of the educational program described in the charter. Evidence of implementation include the school’s overview of the IP Early Years Program bulletin board by grade level and community focused inquiry. During classroom visits not all students were able to describe the purpose for the IB Inquiry Boards or how the IB Inquiry boards are used to support their learning. A new IB Coordinator was hired this year to provide PYP teachers with effective classroom models of implementation. The coordinator states that she assisted in the planning and developing of rubrics used to define classroom expectations. The coordinator facilitated one-on-one teacher level support as needed. The coordinator stated ‘<i>being new to the IB world.</i>’ CSD notes that the school identified one area of focus for the 2019-2020 year was strengthening teachers’ ability to connect the IB program tenants with the daily lesson goals.</p> <p><u>O7 – School Climate and Student Discipline:</u> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The school has a 2019-2020 suspension rate of 2.2%, an increase from the 2017-2018 rate of 0.0%, but is below the CSD threshold to enter CSD’s Tiered Intervention Program.</p> <p><u>O11 – Evaluation of School Staff</u> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school’s educational program yields high student achievement and complies with all applicable legal requirements. School leaders report meeting with teachers on a regular basis to provide them with performance feedback. The Assistant Principal explains that an informal and formal evaluation process is aligned to the California Standards for the Teaching Profession. School administrators conducts informal walkthroughs, lasting for 10-15 minutes and provide teachers with immediate feedback, with a brief one sheet to record observations which is then emailed within the 24-hour period to the teacher observed. The goal is to provide every teacher with three informal walk-through(s) per quarter. The formal evaluation cycle involves school leader to meet with teachers at the beginning of the year in August and February Pre-</p> 	

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meeting where they select three growth goals, review their lesson plans to identify ways of increasing rigor of the assessment, differentiation, strategies in questioning.

Areas Noted for Further Growth and/or Improvement

- **O2 – Health & Safety** : The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for COO. At the time of the oversight visit the school had two epi pens that expire April 2020, *2 months after the oversight visit*. The school had insufficient water supplies, only 3 - 55-gallon storage for student population of 469 and 63 staff members. Industry standard recommends a minimum of ½ gallon of water for each student and staff per day. CSD reviewed communication to parents regarding hearing and vision screening for students in grades K, 1,3, 5, and 7; EpiPen training for 14 staff members was completed on 2/26/2020. Review of the school's website did not include AB1104, AB2022, nor AB2291 compliance.
- **O3 – Standards-Based Instruction** – The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic contents standards, including the CA CCSS & CA NGSS. The school provided copies of scope and sequence for each grade level which included general standards for reading, writing, language, speaking/listening; Math. During classroom walk through, CSD noted that classrooms posted common core standard for the day, with varying levels of clarity and specificity. CSD asked students why it was important to learn the standard posted, students communicated misconceptions about why the identified learning goals were selected and the relevance to the IB inquiry goals and objectives. Most classwork completed by students appeared to be more test preparation exercises; School provided copy of their current Local Control Accountably Plan (LCAP); evidence that the school has 13 students enrolled in the TK for the 2019-2020 school year.
- **O4 – Meeting the Needs of all students; Subgroup Data Analysis:** The school has partially implemented the components of the charters instructional program designed to meet the learning needs of all students, including its subgroups and partially modified instruction based on data analysis. Evidence of implementation of interventions and supports to meet the learning needs of all students, including all subgroups. The school's leadership team referenced the strength of the classroom walkthroughs, they provided limited evidence of the use of digital tools to support the instructional program. The intervention and support, data analysis, and response to student outcomes, all classrooms observations included teacher directed instruction using the *Standards Plus* booklet. School provided the Youth Policy Institute Expanded Learning Program Plan for the 2018-2019 school year.
- **O6 – Special Education** : The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. At the time of the oversight visit the school had four non-compliant IEPs (red). Welligent report SER300 and IEP 200 require the school to provide a rationale that explains three unscheduled triennials; and the multiple cases of students' services in Tiers 3 – 6, which indicates that 70% or less minutes were provided as described in students IEP.
- **O10 – Stakeholder Communication and Transparency** The school has a partially-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website. Although materials in school's drop box for Q1



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submission included the school's 2019-2020 Parent Student Handbook, the website had an obsolete 2017-2018 handbook. Review of the school's website should be updated to reflect current employee resources, 2019-2020 Suicide Prevention Policy, and an overview of the general complaint procedures to include (1) school contact person, timelines, and (3) progressive elevation of complaint if the stakeholder is not satisfied; and (3) evidence of impartial arbitration.

- **O12 – Clearances and Credentialing Compliance:** At the time of the oversight visit the school had one Spanish teacher with an expired credential on 1/1/20; three employees for the school's expanded learning program received Mandated Child Abuse Reporting training after the six week time line and failing to conduct child abuse mandated reporter training in accordance with AB 1432. The school's Human Resources (HR) Director reports that the three employees with late Child Abuse Mandated Reporting were former employees of Youth Policy Institute that provides before and after school programs services to their sister school, Academia Moderna, that hired the staff to "avoid any interruption to the after school program causing undue stress to students and families. The HR Director states that "Human Resources department set up training sessions for new hires, employees were given instructions to complete training and were given a deadline. This was an oversight HR's part to follow up with the three employees." The Director affirms that for the start of the 2020-2021 school year, all employees will be required to complete the mandatory training prior to the first day of school, if not, employees will not be allowed to return to work until training is completed.

Corrective Action Required

- Provide evidence that the three employees have completed mandated their 2019-2020 Mandated Child Abuse Reporting training.

Notes:

- N/A

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan

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(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> ("ESSA Grid") (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and

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- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<i>The school has:</i>	
<ul style="list-style-type: none"> • Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served • Obtained WASC accreditation (high schools only) • Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) • Received UC/CSU approval of courses (UC Doorways) (high schools only) 	
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Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<p>The school:</p> <ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 	
Rubric	Sources of Evidence

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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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DATE OF VISIT: 2/27/2020

Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020 	
Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input checked="" type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

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<ul style="list-style-type: none"> Per AB 2020, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year <p>**required on website</p>	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2020 (B3.4e) <input type="checkbox"/> Other: (Specify)

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 	
Rubric	Sources of Evidence

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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DATE OF VISIT: 2/27/2020

Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current • The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence

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Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input checked="" type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
<ul style="list-style-type: none"> N/A

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2156	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Academia Moderna															
Cash and Cash Equivalents		197,671	253,830	509,656	618,536		348,723	384,120	350,267	350,267		0	798,408	418,406	418,405
Current Assets		837,599	1,288,512	894,164	1,428,364		1,580,395	1,605,344	1,222,557	1,830,171		0	1,977,488	1,876,596	1,839,447
Fixed and Other Assets		514,645	554,626	645,639	647,669		605,288	605,288	592,180	606,651		0	782,592	792,527	809,094
Total Assets		1,352,244	1,843,138	1,539,803	2,076,033		2,185,684	2,210,632	1,814,737	2,436,822		0	2,760,080	2,669,123	2,648,541
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		134,131	513,692	145,301	709,414		506,384	448,484	300,215	665,472		0	361,196	375,231	377,617
Other Long Term Liabilities		145,579	161,400	161,402	154,259		154,354	154,355	0	136,806		0	148,729	155,987	152,104
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		279,710	675,092	306,703	863,673		660,738	602,839	300,215	802,278		0	509,925	531,218	529,721
Net Assets		1,072,534	1,168,046	1,233,100	1,212,360		1,524,946	1,607,793	1,514,522	1,634,544		1,687,728	2,250,155	2,137,905	2,118,820
Total Revenues		5,716,518	5,665,384	5,746,548	5,961,233		5,829,912	5,890,942	5,819,857	5,978,438		6,237,399	6,578,032	6,587,498	6,644,087
Total Expenditures		5,502,380	5,565,363	5,551,015	5,700,646		5,591,056	5,578,353	5,424,424	5,676,273		5,872,031	5,962,421	6,084,134	6,159,811
Net Income / (Loss)		214,138	100,021	195,533	239,847		238,856	312,589	395,433	302,165		365,368	615,611	503,364	484,276
Operating Transfers In (Out) and Sources / Uses		0	0	0	0		0	0	0	0		0	0	0	0
Extraordinary Item - Transfer of Net Assets		0	0	0	0		0	0	0	0		0	0	0	0
Inc / (Dec) in Net Assets		214,138	100,021	195,533	239,847		238,856	312,589	395,433	302,165		365,368	615,611	503,364	484,276
Net Assets, Beginning		1,357,053	1,257,537	1,257,537	972,513		1,168,046	1,233,100	1,212,357	1,212,360		1,607,793	1,634,544	1,514,522	1,634,544
Adj. for restatement / Prior Yr Adj		0	(285,024)	(285,024)	(285,024)		0	(20,743)	(20,740)	0		0	120,019	0	120,019
Net Assets, Beginning, Adjusted		1,357,053	972,513	972,513	972,513		1,168,046	1,212,357	1,212,360	1,212,360		1,607,793	1,634,541	1,634,541	1,634,544
Net Assets, End		1,571,191	1,072,534	1,168,046	1,233,100		1,406,902	1,524,946	1,607,793	1,514,522		1,973,161	1,687,728	2,250,155	2,137,905

2156	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Academia Moderna										
Cash and Cash Equivalents	459,304	618,536	350,267	418,405	0		426,233	442,089	0	0
Current Assets	1,103,580	1,428,364	1,830,171	1,839,447	0		2,791,628	2,333,354	0	0
Fixed and Other Assets	496,291	647,669	606,651	809,094	0		736,186	737,557	0	0
Total Assets	1,599,871	2,076,033	2,436,822	2,648,541	0		3,527,813	3,070,911	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	481,779	709,414	665,472	377,617	0		974,510	328,850	0	0
Other Long Term Liabilities	145,579	154,259	136,806	152,104	0		0	149,156	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	627,358	863,673	802,278	529,721	0		974,510	478,005	0	0
Net Assets	972,513	1,212,360	1,634,544	2,118,820	0		2,553,303	2,592,906	0	0
Total Revenues	5,790,016	5,968,225	6,142,520	6,644,087	0		6,706,881	6,699,376	6,709,468	0
Total Expenditures	5,571,596	5,728,378	5,720,336	6,159,811	0		6,290,395	6,283,978	6,235,382	0
Net Income / (Loss)	218,420	239,847	422,184	484,276	0		416,486	415,399	474,086	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0		0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0		0	0	0	0
Inc / (Dec) in Net Assets	218,420	239,847	422,184	484,276	0		416,486	415,399	474,086	0
Net Assets, Beginning	754,093	972,513	1,212,360	1,634,544	0		2,250,155	2,137,905	2,137,905	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0		0	0	(19,085)	0
Net Assets, Beginning, Adjusted	754,093	972,513	1,212,360	1,634,544	0		2,250,155	2,137,905	2,118,820	0
Net Assets, End	972,513	1,212,360	1,634,544	2,118,820	0		2,666,641	2,553,303	2,592,906	0

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LAUSD CHARTER SCHOOLS DIVISION

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FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Academia Moderna’s fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$2,118,820 and net income of \$484,276. The 2019-2020 Second Interim projects positive net assets of \$2,592,906 and net income of \$474,086.</p> <p>According Alta Public Schools’ independent audit report dated June 30, 2019, Academia Moderna is one of three schools operated by Alta Public Schools (APS). Alta Public Schools’ fiscal condition is stable. Alta Public Schools’ and its charter schools reported positive net assets of \$1,035,599 and net income of \$1,003,872. Alta Public Schools, without its charter schools, reported negative net assets of (\$905,149) and net income of \$8,853.</p> <p>Alta Public Schools currently has two schools that are authorized by the Los Angeles Unified School District (LAUSD). According to Alta Public Schools, Academia Moderna pays annual management fees of 17% to Alta Public Schools for administrative services, such as: payroll, benefits administration, facilities, contract negotiations, fiscal and compliance reporting, accounting, professional development training, fundraising and marketing, and charter petition preparation and submission These management fees are calculated based on the total revenues of the schools it operates.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>	2																														
<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">2015-2016 (Audited Actuals)</th> <th style="width: 15%;">2016-2017 (Audited Actuals)</th> <th style="width: 15%;">2017-2018 (Audited Actuals)</th> <th style="width: 15%;">2018-2019 (Audited Actuals)</th> <th style="width: 15%;">2019-2020 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Net Assets</td> <td style="text-align: right;">\$972,513</td> <td style="text-align: right;">\$1,212,360</td> <td style="text-align: right;">\$1,634,544</td> <td style="text-align: right;">\$2,118,820</td> <td style="text-align: right;">\$2,592,906</td> </tr> <tr> <td style="text-align: center;">Net Income/Loss</td> <td style="text-align: right;">\$218,420</td> <td style="text-align: right;">\$239,847</td> <td style="text-align: right;">\$422,184</td> <td style="text-align: right;">\$484,276</td> <td style="text-align: right;">\$474,086</td> </tr> <tr> <td style="text-align: center;">Transfers In/Out</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td style="text-align: center;">Prior Year Adjustment(s)</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> </tbody> </table>		2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)	Net Assets	\$972,513	\$1,212,360	\$1,634,544	\$2,118,820	\$2,592,906	Net Income/Loss	\$218,420	\$239,847	\$422,184	\$484,276	\$474,086	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)																										
Net Assets	\$972,513	\$1,212,360	\$1,634,544	\$2,118,820	\$2,592,906																										
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Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



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Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from Alta Public Schools (including bank statements, bank reconciliations, credit card statements, and check registers) for the two Alta Public Schools charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these Alta Public Schools charter schools, to assess overall compliance with Alta Public Schools' Financial Policies Guide. Any areas noted for further growth and/or improvement relating to Alta Public Schools' and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific Alta Public Schools' school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each Alta Public Schools charter school.

1. **2018-2019 Audited Financial Statement Findings:**

Per Alta Public Schools' 2018-2019 independent audit report, the following four audit findings were noted: 1) Inaccurate Reporting in relation to Major Federal Programs; 2) Inaccurate Unduplicated Local Control Funding Formula Pupil Counts; 3) Non-compliance relative to the required number of annual instruction minutes, and 4) Inaccurate ADA Reporting.

A. Section III—Findings and Questioned Costs—Major Federal Programs

1. 2019-001 Child Nutrition Cluster

Academia Moderna #1101
Prepa Tec #1542
Prepa Tec High #1789

Federal Agency: U.S. Department of Agriculture
Federal Program Title: Child Nutrition Cluster
CFDA Number: 10.555
Pass-Through Agency: California Department of Education
Pass-Through Number(s): N/A
Award Period: July 1, 2018 – June 30, 2019
Type of Finding:

- Significant Deficiency in Internal Control over Compliance, Other Matters

Criteria or Specific Requirement:

7 CFR section 245.3 requires that students are classified as Free, Reduced or Paid based on the household income eligibility requirements set by the California Department of Education.

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Condition:

During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals as follows: Academia Moderna reported free price meals for 1 out of 9 students sampled; Prepa Tec reported reduced price meals for 1 out of the 11 students sampled who did not qualify; Prepa Tec High reported reduced price meals for 2 out of 6 students sampled who did not qualify.

Questioned Costs:

Utilizing an error rate in line with the discrepancies noted above, the following questioned costs were calculated: Academia Moderna \$29,605, Prepa Tec \$16,436 and Prepa Tec High \$29,363 totaling \$75,404.

Cause:

Students were misidentified in the Student Information System and this was not captured during the review process.

Effect:

The School is not compliance with 7 CFR section 6 income eligibility requirements.

Identification of Repeat Finding: No

Recommendation:

We recommend that the School perform a full file review over eligibility and counts claimed for reimbursements to determine the actual discrepancies and work with its oversight agency to determine next steps.

Views of Responsible Officials and Corrective Action Plan:

Due to downsize in executive workforce, institutional knowledge, was lost in the interim. Alta Public Schools will work closer with the Student Information System provider and current Alta Public Schools' "meals" staff to accurately identify and report free and reduced students.

2. Section IV – Findings and Questioned Costs – State Compliance

2019-002 Unduplicated Local Control Funding Formula Pupil Counts

Prepa Tec Middle School #1542

Prepa Tec High School #1789



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Criteria:

Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as “English Learners”.

Condition:

During testing we compared students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals. For Prepa Tec 1 out of the 11 sampled students contained and error and for Prepa tech High 2 out of the 6 sampled students contained errors. An error rate was applied to calculate the questioned costs below.

Effect:

The School is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - Alta Public Schools for June 30, 2019

School Name	CDS Code	Original		Updated		Net Change		LCFF Entitlement		
		Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
Prepa Tec Middle School	0127936	347	345	347	335	---	-10	2,494,048	2,489,806	4,242
Prepa Tec High School	0133900	288	256	288	238	---	-18	2,542,796	2,528,518	14,278

Cause:

Employees entering eligibility data in the student information system and CALPADS did not fully understand the eligibility requirements.

Questioned Costs & Units:

After an error rate was applied a total of 28 students were included in the CALPADS report as eligible for free or reduced meals which were not eligible. The total impact on LCFF Entitlement is a decrease of \$18,520.

Repeat Finding: No

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Recommendation:

We recommend that the School employ additional monitoring processes to review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

Corrective Action Plan:

Management has implemented procedures to ensure CALPADS compliance requirements will be met.

3. 2019-003 Instructional Minutes

Prepa Tec High #1789

Criteria:

Pursuant to the provisions of subdivision (a)(1) of Education Code Section 47612.5, the minimum instructional minutes offered for grades 9 through 12 should be 64,800.

Condition:

During our testing we calculated that the School offered 63,640 of instructional minutes for the year for grades 9 through 11 which are short by 1,160 minutes per grade level.

Effect:

Non-compliance with the instructional minute requirements for grades 9-11.

Cause:

The School made last minute changes to the bell schedule due to transportation issues and did not recalculate the instructional minimum was met.

Questioned Costs and Units: The questioned costs generated from not meeting the annual minutes per grade is as follows, this was determined using the penalty calculation worksheet from the California Department of Education for a total of \$58,224.

Recommendation:

We recommend that the School review instructional minute calculations to be sure the minimum requirement is met before the bell schedule/calendar is changed.

Corrective Action Plan:

Management has implemented procedures to ensure instructional minute requirements will be met.



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4. 2019-004 ADA Reporting

Prepa Tec High School #1789

Criteria: Pursuant to the provisions of Education Code Section 19850, the Second Principal (P2) and Annual reports of attendance submitted to the California Department of Education should be supported by written contemporaneous records that document all pupil attendance included in the charter school's Average Daily Attendance (ADA) calculations.

Condition: During our testing on ADA we calculated that the Prepa Tec High School's P2 Reports over-reported ADA.

Effect: The School over-reported ADA for the P2 ADA Report by 1.53 ADA.

Cause: It appears that the School's ADA was including Saturday in their calculation. This was fixed later in the year but did the School did not adjust their P2 until we discovered this difference during testing.

Questioned Costs and Units: None. Average Daily Attendance (ADA) was adjusted as follows:

	Second Period Report		Corrections		Second Period Report (Audited)	
	Classroom Based	Total	Classroom Based	Total	Classroom Based	Total
Prepa Tec High						
Grades 9-11	265.59	265.59	(1.53)	(1.53)	264.06	264.06
ADA Totals	<u>265.59</u>	<u>265.59</u>	<u>(1.53)</u>	<u>(1.53)</u>	<u>264.06</u>	<u>264.06</u>

Repeat Finding: No

Recommendation: We recommend that the School implement procedures to accurately report ADA in its P2 ADA Reports.

Corrective Action Plan: Management has implemented procedures to ensure that accurate P-2 Reports are prepared.

2. Failure to Adhere to Approved Fiscal Policies and Procedures:

Based on the CSD's review of a sample of 19 of the school's checks and supporting documentation, the CSD noted nine vendor payments that were not supported by written agreements or contracts, and/or lacked complete documentation. The items in question are summarized below.

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Item #	Check #	Transaction Date	Payee	Transaction Amount(s)	Transaction Description	CSD's Comments (APS' Comments)	APS' Response
1	25098	10/21/2019	Jessica Marisol Sanchez	\$1,312.00	Cleaning Services	No 1099 MISC form; No contract and No Certificate of Insurance provided.	This vendor provided temporary service and is no longer associated with the school.
2	25102	10/30/2019	Jay Neuman	\$2,500.00	Consulting Services	No contract, and No Certificate of Insurance provided.	N/A
3	25027	8/16/2019	Benjamin de Santos	\$2,250.00	Gardening Services	No contract, and No Certificate of Insurance provided.	This vendor was hired to do emergency work and is no longer associated with the school.
4	25405	09/19/2019	Norma Torres	\$345.00 \$405.00	Cleaning Services	No contract and No Certificate of Insurance provided.	This vendor is no longer associated with the school. No further information regarding this vendor is available.
5	45164	01/28/2020	Alfredo Matamoros	\$4,300.00	Independent Contractor	No contract, and No Certificate of Insurance provided.	This vendor is no longer associated with the school. No further information regarding this vendor is available.
6	45044	08/16/2019	Norma Torres	\$90.00	Cleaning Services	No contract, and No Certificate of Insurance provided.	This vendor is no longer associated with the school. No further information regarding this vendor is available.
7	25112	01/11/2019	Republic Services, LLC. # 902	\$2,018.21	Janitorial Services - 09/19	No contract, and No Certificate of Insurance provided.	N/A
8	45162	01/28/2020	CR&R, Inc.	\$1,182.45	Waste Management	No contract and No Certificate of Insurance provided.	N/A
9	25036	09/06/2019	Eden Technologies, Inc.	\$7,320.00	Cleaning Services	No Certificate of Insurance provided.	N/A



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Page 6 of the 06/01/2019 Alta Public School's Fiscal Policies and Procedures states: "**Written contracts** clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate **liability insurance and worker's compensation insurance** currently in effect. The CEO, Superintendent or Principal may also require that contract service providers list the school as an additional insured. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Office Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact."

According to the school, the requested supporting documents could not be located. The school attributed this challenge to the organization's transition to a new back office services provider firm, the release of the organization's former Director of Finance, and the organization's loss of accounting personnel.

The CSD recommends that the governing board ensure that all school leaders and staff strictly adhere to APS' governing board-approved fiscal policies and procedures.

3. Intraorganizational Borrowing Transactions:

The APS governing board approved fiscal policies and procedures permit the schools that it operates to obtain temporary working capital from one another, which may involve transfers of funds between these schools (and/or the home office, provided surpluses exist that can be transferred to organizational units in need). A summary of this intraorganizational borrowing and lending for the period from Fiscal Year 2013-2014 through April 30, 2020 of the current year (Fiscal Year 2019-2020) is provided below.

Intercompany Transactions					
Intercompany Receivables/ (Intercompany Payables)* per Audit Reports					
Fiscal Year	Academia Moderna	Prepa Tec L.A.	Prepa Tec High School	Central Office	Prepa Tec L.A. LLC
2013-2014	\$238,204	(\$238,204)	\$0	\$0	\$0
2014-2015	(\$100,431)	(\$79,705)	\$0	\$180,136	\$0
2015-2016	(\$47,623)	(\$201,235)	\$0	\$248,858	\$0
2016-2017	\$279,043	\$1,387,407	(\$1,064,776)	(\$601,674)	\$0
2017-2018	\$766,882	\$909,861	(\$1,310,246)	(\$366,497)	\$0
2018-2019	\$760,318	\$139,519	(\$847,797)	(\$52,040)	\$0
*Information obtained from the annual independent audit reports					
Intercompany Receivables/(Intercompany Payables) as of 04/30/20 Interim Financials					

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2019-2020	\$893,402	(\$119,866)	(\$398,363)	(\$288,295.00)	(\$86,878)
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Page 6 of the 06/01/2019 Alta Public School's Fiscal Policies and Procedures states that interschool loans, receivables and liabilities will be subject to Board approval if, at any point, these balances exceed \$500,000 (including balances between schools and related management organization under ALTA, Inc.). These policies and procedures also require monthly updates regarding each school's financial position, the borrowed amounts that have been repaid, the amounts outstanding, and anticipated repayment dates.

According to APS, its goal is to minimize intraorganizational borrowing, and it has consistently worked to lower the amounts owed between its schools with the aim of keeping these balances below \$500K, to align with its fiscal policies and procedures. The CSD was advised that, going forward, APS' intraorganizational loan balances would be settled at the end of each quarter.

The CSD recommends that the governing board of the school closely monitor this issue and ensure strict adherence to the approved fiscal policies and procedures.

4. Delinquent Credit Card Payment:

Based on the CSD's review of a sample of the organization's credit card statements, the CSD noted that the April 30, 2020 statement reflects a \$30,061.04 balance, of which \$26,213.86 is unpaid and carried forward from the March 31, 2020 statement is described as "past due." The April 30, 2020 credit card statement also references a \$35 late fee. These items pertain to the Umpqua Bank credit card ending in X1155.

Page 8 of the 06/01/2019 Alta Public School's Fiscal Policies and Procedures states that, once the original invoice is reviewed and approved by the CEO, the Superintendent, or the School Principal, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (CEO, Superintendent or Principal should be aware of invoice due dates to **avoid late payments**). Charter Impact will then process the invoices with sufficient supporting documentation.

The CSD recommends that the school strictly adhere to the school's fiscal policies and procedures to avoid incurring additional late fees and/or finance charges in the future

5. Familial Relationships:

At the March 11, 2020 segregation of duties interview, school leaders confirmed that the following two familial relationships exist at the school site:

- a. A School Librarian married to the organization's Chief Executive Officer. This Librarian reports to the School Principal.
- b. A Fourth Grade Teacher is married to the organization's Superintendent. This Teacher reports to the Assistant School Principal.

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The organization advised the CSD that no supervisory and/or reporting relationships exist among the family members noted above. The CSD was informed that the APS governing board is aware of each of these familial relationships.

No Nepotism Policy existed at the time of the 2019-2020 fiscal review. However, the CSD was advised that the addition of a Nepotism policy to the approved fiscal policies and procedures would be discussed at APS' March 13, 2020 governing board meeting. The CSD was subsequently provided with a copy of March 13, 2020 APS governing board meeting minutes, which reflected the discussion and approval of a Nepotism policy.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next governing board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Accounts Payable Aging Report:

The school provided copies of APS' Accounts Payable Aging report for the month ended May 31, 2020. A summary of APS' outstanding total balances by organization is provided below.

Accounts Payable Aging Report (as of May 31, 2020)					
School Name	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Totals
Academia Moderna	\$12,838	\$33,619	\$11,750	\$17,457	\$75,664
Prepa Tec L.A.	\$533	\$11,389	\$0	\$44,633	\$56,555
Prepa Tec High School	\$4,361	\$24,304	\$0	\$133	\$28,798
Central Office	\$20,577	\$3,707	\$936	\$18,231	\$43,451
TOTALS	\$38,309	\$73,019	\$12,686	\$80,454	\$204,468

According to the school, payments on the past due invoices referenced above are made as research regarding the validity of the related invoices is completed.

While the CSD notes that the total amount of APS' past due invoices have declined (based on the Aging Reports provided by APS at earlier dates), the CSD recommends that APS continue this efforts until the APS' accounts are current with all of its vendors.

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The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

On January 28, 2020, a Notice to Cure was issued to Alta Public Schools regarding the audit findings noted in the 2018-2019 independent audit report, as referenced in the Areas Noted for Further Growth and/or Improvement section above.

The CSD requested that the organization provide its response regarding this matter by February 11, 2020 (accompanied by the following supporting documentation):

- Evidence that the independent audit report and resolution of the findings have been discussed, reviewed, and approved by the school's governing board (e.g., board meeting agendas, board meeting minutes, etc.);
- A written description of the specific steps taken by the Alta Public Schools governing board to address these issues going forward;
- Documents to demonstrate the implementation of the corrective actions into the school's practices, as stated in the audit report.

Alta Public Schools provided its response to the CSD on February 11, 2020. While APS' response included narrative for each of the four audit findings, its response lacked sufficient detail and supporting documents to fully address the three bulleted items noted above. On June 5, 2020, APS forwarded a copy of an email from the Audit Resolution office of the California Department of Education (CDE) regarding the status of the audit findings noted above. CDE's email to APS dated May 15, 2020 indicated that audit finding #2019-001 (regarding the Child Nutrition Cluster finding) has been cleared by the Nutrition Services Division, and no further action is required on APS' part. However, CDE's May 15, 2020 email followed up on the required responses from APS for the remaining three audit findings (#2019-002; #2019-003, and #2019-004).

On June 10, 2020, APS emailed CDE and attached a signed Certification of Corrective Action to this email, which included a schedule of instructional minutes for upcoming school years 2020-2021 and 2021-2022 (for all concerned APS schools). CDE acknowledged receipt of APS' correspondence and advised APS that it would be contacted by CDE if further actions were required by APS. The CSD noted also that APS' submitted interim financial reports incorporated the related penalties into APS' financial projections for Fiscal Year 2019-2020.

The CSD issued a Notice to Cure (NTC) Follow-Up Letter to APS on June 8, 2020, with a requested response date of June 22, 2020. As of the writing of this report, the CSD has yet to receive the responses that were due from APS by June 22, 2020 to the CSD's June 8, 2020 NTC Follow Up Letter.

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Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Yes. Four Findings were noted specifically, three findings on inaccurate reporting in relation to the following: 1) Child Nutrition Clusters Program, 2) Unduplicated Local Control Funding Formula Pupil Counts, and 3) ADA Reporting. One finding pertaining to Non-compliance to the required number of annual instruction minutes. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
2. Reviewed bank statements and bank reconciliations from July 2019 through December 2019. Selected the months of July 2019 and December 2019 for sample testing. No discrepancies were noted.
 - a. Umpqua Bank Checking Account Ending in X6157 (Operating Account, Prepa Tec Los Angeles)
 - b. Umpqua Bank Checking Account Ending in X5647 (Operating Account, Academia Moderna)
3. Reviewed credit card statements from November 2019 through April 2020. Selected the months of April 2020 for sample testing. Discrepancies were noted under Areas for Further Growth and/or Improvement above.
 - a. Umpqua Credit Card Ending in X1155 (Chief Executive Officer, Alta Public Schools)
4. Reviewed the following 18 checks and one Electronic Debit. Discrepancies were noted under Areas for Further Growth and/or Improvement above.
 - a. Check numbers: 25145; 25087; 25098; 25102; 25112; 25119; 25139; 22775; 25027; EFT081919; 25045; 25036; 45162; 45164; 45126; 45044; 45059
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$418,405, and total expenditures equal \$6,159,811. Therefore, the school's cash reserve level is 6.79%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at Academia Moderna. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. Pursuant to AB 1871, a signed written statement that indicates that Academia Moderna is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
10. Academia Moderna shared information regarding one legal proceeding. Specifically, the information provided to the CSD indicated that, on or about November 20, 2018, a civil lawsuit was filed against the organization by a former employee. According to the organization, this matter remains pending. The CSD was advised that this matter is covered under APS' insurance.
11. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
12. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
13. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
14. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
15. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.

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16. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
17. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
18. Evidence of Academia Moderna offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
19. Equipment inventory was provided.
20. The 2019-2020 LCAP was submitted to LAUSD.
21. The most current LCAP is posted on the charter school's website.
22. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
23. The most current Audited Financial Statements are posted on the charter school's website.
24. The 2018-2019 audited and unaudited actuals do not mirror each other. The audited actuals reflect a Fund Balance that is \$19,088 lower than the amount reflected in school's unaudited actuals. The school attributed this variance primarily to the revenue recognition of After School Education & Safety (ASES) funds from deferred revenue and accrual of expenses for health insurance and vendor Youth Policy Institute's ASES invoices.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS:

As part of the school's renewal petition approved by the LAUSD Board of Education on January 8, 2019, Academia Moderna must meet the following fiscal benchmarks during the 2019-2024 charter term and take the following actions in relation to its fiscal operations:

1. By April 1, 2019, the school's governing board must provide a comprehensive update to its austerity plan that includes 1) Specific goals and metrics; 2) Status of its stated commitment to cease factoring receivables; 3) Status of its stated commitment to limit borrowing from and among its charter schools; and 4) Specific timeframes and additional details (i.e., payment schedules) that confirm the governing board's commitment to positively alter the current fiscal trajectory of the entire organization.
2. By May 1, 2019, the school will provide documents verifying that the proposed bond financing that Alta Public Schools shared was pending has been funded, including the bond agreement plus all related attachments and schedules.
3. By June 30, 2019, the school's governing board must provide a revised five-year balanced budget that incorporates the fiscal benchmarks mentioned above and maintains unrestricted cash reserve levels at a rate of no less than the 5% minimum recommended threshold throughout the charter term. The school's governing board will provide a written report on a quarterly basis thereafter regarding its progress in successfully executing the revised five-year budget.
4. Quarterly, beginning October 1, 2019, the Alta Public School's Board will provide evidence that it is operating Academia Moderna and its additional charter schools with a balanced budget and whereby all expenditures are fully paid in a timely manner based on the school's funding from its own Average Daily Attendance (ADA) and other State and Federal revenues.

According to the information shared with the CSD by the APS governing board during Academia Moderna's petition renewal period, the primary reason for Academia Moderna's fiscal challenges was the delay in closing and funding the construction bonds for its sister school's (Prepa Tec Los Angeles). APS explained that Academia's cash reserves were one of the sources utilized to support the operations of other segments of APS while the bond transaction was pending.

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While APS did not submit the comprehensive update to its austerity plan (as required by fiscal benchmark #1), the 2018-2019 Independent Audit report reflected significant improvements in APS' fiscal position. In Fiscal Year 2018-2019, the audit reported consolidated positive net assets of \$1,003,872 for all segments of APS (Academia Moderna, Prepa Tec LA, the Central Office, Prepa Tech High School, and AMPT, LLC), up from consolidated positive net assets reported in Fiscal Year 2017-2018 of \$31,687 (a positive consolidated increase of \$1,035,559). In addition, Academia Moderna ceased factoring its receivables and is working to reduce the intraorganizational borrowing balances to less than \$500,000 by the June 30, 2020. Moreover, APS informed the CSD that, based on the closing and funding of the construction bond transaction noted above (in February 2020), the balance due on the Line of Credit that Academia Moderna owed to Umpqua Bank (in the amount of \$1,137,285.40), was fully paid in February 2020.

Based on the CSD's review of APS' five-year budget/cash flows provided to the CSD in June 2019 (as required by fiscal benchmark #3 above), APS' consolidated multi-year change in net assets projections reflects positive changes in the amounts of \$2,310,638, \$1,245,376, \$1,727,448, and \$1,427,596 for Fiscal Years 2019-2020, 2020-2021, 2021-2022 and 2022-2023, respectively. Based on the APS' net income projections for these four years, the projected net asset balances for Fiscal Years 2019-2020 through 2022-2023 are \$3,346,237, \$4,591,613, \$6,319,061, and \$7,746,657, respectively. Further, APS' consolidated projected year end cash flows for this four-year period are \$1,851,784, \$3,693,751, \$5,790,104, and \$7,669,463, respectively, which result in cash reserve levels ranging from 12% to 42%, which exceed the recommended 5% threshold throughout APS' charter term (as required by fiscal benchmark #3 above).

The CSD will continue to monitor APS's financial condition and its compliance with the fiscal benchmarks above through oversight.

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LAUSD CHARTER SCHOOLS DIVISION

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Fiscal Operations Rubrics

***Existing School** – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*

***New School** – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;
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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PREPA TEC – Los Angeles**

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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>
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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP are posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>

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<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.

EXHIBIT “8B”



LOS ANGELES UNIFIED SCHOOL DISTRICT **CHARTER SCHOOLS DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR** **FOR**

PREPA TEC – LOS ANGELES - 5207

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

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SCHOOL NAME: PREPA TEC – Los Angeles

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DATE OF VISIT: 3/11/2020

Charter School Name:		PREPA TEC – Los Angeles		Location Code:		5207					
Current Address:			City:		ZIP Code:		Phone:		Fax:		
2665 Clarendon Avenue 6005 Stafford Avenue			Huntington Park		90255		(323)800-2739		(323)923-2740		
Current Term of Charter:				LAUSD Board District:			LAUSD District:				
July 1, 2018 to June 30, 2023				5			East				
Number of Students Currently Enrolled:			Enrollment Capacity Per Charter:			Grades Currently Served:			Grades To Be Served Per Charter:		
352			504			6-8			6-8		
Total Number of Staff Members:		57		Certificated:		29		Classified:		28	
Charter School's Leadership Team Members:				Cecila Marquez, Principal; Dr. Jaime Valenzuela, APS Superintendent							
Charter School's Contact for Special Education:				Rachel Villalobos, Coordinator of Special Education							
CSD Assigned Administrator:		Dr. Gina T. Hughes				CSD Fiscal Services Manager:		Emmaliza Baquir			
Other School/CSD Team Members:			Christian Mendez, Senior Coordinator; Hanah Quon, Program Specialist								
Oversight Visit Date(s):			March 11, 2020			Fiscal Review Date (if different):					
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):			No			LAUSD Co-Location Campus(es) (if applicable):			N/A		
						DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:			N/A		

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	1	2	2



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PREPA TEC – Los Angeles**

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CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

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GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>G1 – Governance Structure and Evaluation of School Leader(s): The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees and councils, and an adequately developed system for the evaluation of the school leaders. Organization management binder included agendas for their SSC meetings dated 9/24/19. SSC Orientation and informational meeting; CDE’s overview of school site councils; 10/15/19; 1/30/2020; Orientation Meeting for ELAC dated 9/24/19, ELAC election meetings on 10/15/19; 11/19/19; 2/11/2020. While the SSC and ELAC agendas were provided, the school did not provide sign-ins to evidence participation. CSD reviewed the school’s organization chart, by laws, board members, board meeting agendas and minutes; calendar; evaluation of school leadership comprised of forms for the CEOs and Superintendent self-evaluation. The self-reflective evaluation lacked specificity to the governing board expectations for its leaders. The School Leadership Framework was also included with materials but was without any context as to how it is used to evaluate school leadership.</p> <p>G2 – Brown Act: The Governing Board complies with most material provisions of the Brown Act. The governing boards’ decision to utilize the online platform to manage and store board communications helps to ensure the organization remains Brown Act compliant. Binder included evidence of the most recent Brown Act training on 3/11/19 for four of six board members, and one staff member. Board members use of <i>Board-on-Track</i> to record board activity has improved transparency to stakeholders. In spite of its use of Board on Track, neither of the board meeting agendas included regarding teleconference requirements or those that require reasonable accommodation.</p> <p>G5 – Data-Based Decision Making: The Governing Board monitors some school performance data to inform decision making. Materials reviewed included a copy of a staff incident report in case of medical emergencies; students’ performance data selected by school leaders but limited or no evidence of how data is reported to the governing board and how performance data is used to inform their decision making.</p> <p><u>Areas Noted for Further Growth and/or Improvement s</u></p> <ul style="list-style-type: none"> <p>G3 - Due Process: The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. General Complaint form provided was without directions or overview of the process. The form was without timelines, contact information, etc. Best practices include greater detail of the process, timelines and expected outcomes. Binder of materials did include UCP form; internal complaint form; Title IX compliance statement; UCP, but the online version is without directions to support stakeholders: APS’ CEO is identified as the UCP Coordinator, which questions the CEO as a non-partial arbitrator; Employee Handbook affirms that APS offers a “Open Door Policy” to conflict resolutions, rules of conduct, and termination of employee, but not a clear process for impartial resolution.</p> <p>G4 – Staffing- The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements. Review of ESSA grid included 6 terminated employees which suggests hiring practices and vetting prior to offers of employment should be revisited, SPED coordinator is a new position not</p> 	

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included in the approved petition, nor is the position reflected in the organizational chart. This position is without job description or credentialing requirements.

Corrective Action Required

- None noted that require immediate action to remedy concerns indicated in this report.

Notes:

- Alta Public Schools governs and manages three independent operating charter schools. Two of the three schools, Academia Moderna, an elementary school; and PREPA TEC – Los Angeles, a middle school are authorized by LAUSD. The State Board of Education authorizes the third school, Prepa Tec High School. This is to memorialize that 8th grade students from PREPA TEC – Los Angeles, share a campus with the 9th grade students from Prepa Tec High School.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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DATE OF VISIT: 3/11/2020

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school's executive level leadership 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 	
Rubric	Sources of Evidence

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PREPA TEC – Los Angeles**

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Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint form procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>		
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>		
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input checked="" type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) The 2018-2019 Independent Audit Report reflected an audit finding. Please see further details under the Fiscal Operations section of this report

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
If yes, what is the school's identification? (See additional information within "Notes" section below)	
<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> • A6 – "At Risk" English Learners- The school's percentage of "At Risk" English Learners is at a rate of 0.4%, is similar than the Resident Schools Median of 1.5%. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<ul style="list-style-type: none"> • A1 – SBAC Subgroup ELA: None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. English Learners decreased by 1.43 percentage points; Latino students decreased by 4.59 percentage points; Socioeconomically Disadvantaged decreased by 4.48 percentage points; and Students with Disabilities declined by 7.97 percentage points. 	
<ul style="list-style-type: none"> • A2 – SBAC Subgroup Math: None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019. English Learners decreased by 3.48 percentage points; Latino students declined by 4.82 percentage points; Socioeconomically Disadvantaged decreased by 4.81 percentage points and Students with Disabilities declined by 4.12 percentage points. 	
<ul style="list-style-type: none"> • A3 - SBAC School wide ELA: The school wide percentage of students who Met and Exceeded Standards in the grades served by the school on the SBAC in ELA is 24.57%, which is lower than the Resident Schools Median of 25.62% 	
<ul style="list-style-type: none"> • A4 – SBAC School wide Math: The school wide percentage of students who Met or Exceeded Standards in the grades served by the school on the SBAC in Math is 9.35%, a rate lower than the Resident Schools Median of 16.63%. 	
<ul style="list-style-type: none"> • A5 – English Learner Reclassification: The school did not reclassify English Learners. 	
<ul style="list-style-type: none"> • A7 – Long Term English Learners (Secondary schools): The school's percentage of LTELs is 38.0%, is at a rate that is substantially higher than the Resident Schools Median of 20.3%. 	
<u>Corrective Action Required</u>	
<ul style="list-style-type: none"> • None noted that require immediate action to remedy concerns indicated in this report. 	

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Notes:

- **A8 – Four-Year Cohort Graduation Rate** – CDE Dataquest states “No report found for the specified parameters.”
- **A9 – Internal Assessments** (Grades K, 1, 2, 9, 10 and new charter schools)- No assessment of performance for this indicator.
- **Reclassification Criteria for all applicable grade levels (B2.4)** ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations: 1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development 2. Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery 3. Parent/guardian opinion and consultation 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



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A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2018-2019 (CDE)



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Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> "At-Risk" by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric	Sources of Evidence

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Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
	<input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median	
	<input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Adjusted Cohort Graduation Rate (CDE) **(high schools only)**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above (B2.5)) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median	
	<input checked="" type="checkbox"/> No assessment of performance for this indicator	

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

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NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS	
Summary of School Performance	
Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.	
I. Academic Performance	
A10: <u>CAASPP ENGLISH LANGUAGE ARTS</u>	- <input type="checkbox"/> Grades 3-5 <input checked="" type="checkbox"/> Grades 6-8 <input type="checkbox"/> Grade 11
Performance Level Color: Orange Change Level: Maintained	
A11: <u>CAASPP MATHEMATICS</u>	- <input type="checkbox"/> Grades 3-5 <input checked="" type="checkbox"/> Grades 6-8 <input type="checkbox"/> Grade 11
Performance Level Color: Red Change Level: Declined	
A12: <u>ENGLISH LEARNER PROGRESS</u>	
Performance Level Color: Choose an item. No Performance Color Change Level: Choose an item. No Performance Color	
A13: <u>COLLEGE/CAREER</u> (high schools only)	
Performance Level Color: Not Applicable Change Level: Not Applicable	
II. Academic Engagement	
A14: <u>CHRONIC ABSENTEEISM</u>	
Performance Level Color: Red Change Level: Declined	
A15: <u>GRADUATION RATE</u>	
Performance Level Color: Choose an item. No Performance Color Change Level: Choose an item. No Performance Color	
III. Conditions and Climate	
A16: <u>SUSPENSION RATE</u>	
Performance Level Color: Orange Change Level: Declined	



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NOTES:
None.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

BENCHMARK 1: BENCHMARK NOT MET

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for **“English Learner” in ELA and Math** as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the *“Green”* performance level or higher.

ELA	2017-2018 5x5 placement	2018-2019 5x5 placement
English Learners	Red	Red

English Learners ELA %Met/Exceeded	Resident Schools Median
3.06%	1.55%

Mathematics	2017-2018 5x5 placement	2018-2019 5x5 placement
English Learners	Red	Red

English Learners Math %Met/Exceeded	Resident Schools Median
1.01%	1.95%

BENCHMARK 2: UNABLE TO ASSESS – NO PERFORMANCE COLOR ASSIGNED

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for **“Students with Disabilities” in ELA and Math** as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the *“Green”* performance level or higher.
 - One performance level in ELA
 2017-2018 –No Performance Color assigned
 2018-2019 - No Performance Color assigned
 - One performance level in Math
 2017-2018 –No Performance Color assigned
 2018-2019 - No Performance Color assigned
 - Performance compared to RSM

BENCHMARK 3: BENCHMARK NOT MET

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the *“Green”* performance level or higher.

Mathematics	2017-2018 5x5 placement	2018-2019 5x5 placement
Schoolwide	Orange	Red

Schoolwide Mathematics %Met/Exceeded	Resident Schools Median
9.35%	16.63%

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p><u>O1 – School Safety and Operations: School Safety Plan and Procedures:</u> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. The school provided evidence of its visitor's policy; school safety plan dated 9/25/18; evidence of an emergency evaluation. Other materials provided for review include the school's earthquake, drop-hold, and fire emergency evacuation plans; as well as procedures to ensure a safe and orderly environment; best practice includes an overall evaluation of drill execution and effectiveness and next steps.</p> <p><u>O2 – Health & Safety:</u> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screening and emergency Epi Pens. Review of materials included completed certificates for child abuse reporting training; blood borne pathogens, and suicide prevention policy; notification of 8th grade screening for vision, hearing, scoliosis scheduled for March 2020; records of completed screening results for students; picture of the box of Epi Pens set to expire 4/2021. School provided evidence of AB 1871 compliance as well as evidence of the school's AED located in the main office. At the time of the oversight visit CSD was presented an expired COO (business permit No. 20-00023022) expired on 2/28/20. Prior to the close of oversight business day the school sent via email a renewed COO (business license) which expires 2/28/2021.</p> <p><u>O5 – Implementation of Key Features of Educational Program:</u> The school has substantially implemented the key features of the educational program described in the charter. CSD reviewed evidence of the school's implementation of the International Baccalaureate Middle School Years Program, as well as a professional development calendar template; Application for Authorization dated 2/16/2020 (24 days prior to the oversight visit). Teacher training material that describes how to contextualize learning in the MYP units and writing SOI and inquiry questions. Discussion with school leaders describes the staff as a whole are new, and in their infancy to developing a Middle Schools Years program. This reality is evidenced by the varied application and implementation of the IB tenets in their thinking, in student work products, and expectations.</p> <p><u>O9 – Stakeholder Communication and Involvement:</u> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. The school provided evidence such as student led conference procedures; School Site Council administration training; ELAC administrative training; parliamentary procedures for meetings; recommendations for participating in meetings that include how to introduce a motion; debate or discussing the motion; voting on a motion; Robert's Rules 101 – steps to keeping meetings on track.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p>	

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- **O3 – Standards-Based Instruction:** The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CDCSS & NGSS. Overview the school principal identified “differentiation, inquiry-based learning objective; and use of the Middle Years Programme (MYP) board” to evidences the school’s standards based instructional program. Based upon these criteria, CSD and the school leadership team noted inconsistent teacher capacity to offer the program as described. Areas to strengthen the program includes (a) clearly defined daily learning objectives in relation to long term learning goals; (b) students’ required use of complete sentences in oral and written communications; (c) visual aids, (d) SDAIE strategies; and (e) identification of the cognitive domain students are expected to engage (i.e., DOK). Review of binder materials included IB Program Standards and Practices; IB learner profile; Scope and sequence of 6th, 7th and 8th grade language and literature for the MYP1; Spanish 6th – 8th MYP Y1 Individuals & Societies; an online template for teachers to submit weekly lesson plans (IB MYP Unit Planner), formative assessments; dates of study; standards; lines of inquiry; learning experiences; teaching strategies.
- **O4 – Meeting the Needs of all students;** Subgroup Data Analysis; The school has partially implemented the components of the charter’s instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Evidence of CAASPP (SBAC) Technology Readiness. School provided EL Master Plan; list of students RIT Scores, APS Master Assessment Short Term Independent Study Contract; referral for counseling services to Pacific Clinics; IB Profile: Principles dated 11/3-8/2019; IB training in the areas of *Effective Teaching Strategies You can Use Everyday*; *Building an Effective Classroom*; *SPED – Strategy of the Week*; *What are Thinking Maps*; APS Homeless Education Policy; APS Homeless Education Policy; identifies the CEO as the current liaison.
- **O6 – Special Education**-The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including at the Modified Consent Decree. At the time of the oversight visit CSD reviewed Welligent Reports IEP 200, SER 300, and Active Staff Charter School Access and found (a) six students in either Tier 4-6; (b) six providers that need to be removed from Welligent access. To remediate and ensure all students will be serviced according to the minutes indicated in their IEPs, the school reports they will “support school site administrators, communicate with the NPA and support case managers.”
- **O7 – School Climate and Student Discipline:** The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Documents provided of the school included a list of Top Ten Alternatives to Suspension on APS letterhead that includes LAUSD and CDE logs, as if developed in collaboration; progressive discipline plan; Academic Board Sub-Committees; Office of Data and Accountability reports PREPA TEC’s 2018-2019 suspension rate of 4.6%, and increase 2.9% increase from 2017-2018 suspension rate of 1.7%; and 4.4% increase from their 2016-2017 suspension rate of 0.2%. School was unable to provide evidence of its compliance with AB2291, and at the time of the oversight visit the school had yet to complete the investigation of a parent complaint regarding the physical and emotional safety of a student with disabilities.
- **O10 – Stakeholder Communication and Transparency:** The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website. (1) The schools website does not make it easy to find materials related to Board Governance. While the CSD was able to locate the school’s articles of incorporation, by-laws, annual calendar of board meetings, board meetings and agendas, board training and the charter petition. The site does not include a list of the school’s board members. The school may wish to create a tab on the menu exclusively for Board Governance. (2) The school’s website has the 2017-2018 Parent Student Handbook.

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The webpage does not include information related to Title XI contact information. No evidence of informing parents of human trafficking/prevention resources AB1104 ; no evidence of AB2022 notification requirements to pupils and parents on how to initiate access to pupil mental health services on campus, in the community or both. No evidence of procedures for preventing bullying, including cyberbullying (AB2291). The schools General Complaint Policy is a one-page documents that asks a few questions. Best practice includes an overview, which provides an overview of the process, the time period by which the issue might be addressed, and by whom. This overview should include the contact information for the governing board should the school fail to remedy the matter to the stakeholders' satisfaction.

- **O12 – Clearances and Credentialing Compliance:** CSD notes that best practices includes more than one custodian of records, at the time of the oversight visit the school has only one custodian which is the Director of HR. CSD also notes the following: (1) one multiple subject teacher was assigned to teach Math, (2) another teacher has an SPED TCC which expired on 4/3/20. (3) SPED Coordinator is a position that is not included in the current petition, neither is the position reflected in the organizational chart. This position is without job description or credentialing requirements. Review of the CTC website does not provide evidence of the SPED Coordinator having a valid teaching credential, or a SPED credential. (4) missing vendor certification for 21st Century Staffing and the Aptus Group at the time of the oversight visit, prior to oversight completion, one was provided.

Corrective Action Required

- None noted that require immediate action to remedy concerns indicated in this report.

Notes:

- N/A

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)

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- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)

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- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

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Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric

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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2020

Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

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Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

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<ul style="list-style-type: none"> Per AB 2020, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year <p>**required on website</p>	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input type="checkbox"/> Evidence of implementation of AB 2020 (B3.4e) <input type="checkbox"/> Other: (Specify)

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 	
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Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current • The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
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Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input checked="" type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

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5207	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
PREPA TEC - Los Angeles															
Cash and Cash Equivalents		106,780	430,635	130,623	130,623		462,081	396,314	226,259	226,259		0	388,838	158,634	158,634
Current Assets		1,011,261	1,076,432	1,627,409	2,145,391		2,388,293	1,990,059	780,020	1,775,638		0	1,699,058	1,999,945	1,032,072
Fixed and Other Assets		279,794	6,838	694,820	709,160		23,120	906,619	1,386,209	1,444,508		0	545,118	1,840,225	1,823,503
Total Assets		1,291,056	1,083,269	2,322,229	2,854,551		2,411,414	2,896,678	2,166,229	3,220,146		0	2,244,176	3,840,170	2,855,575
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		1,122,549	565,151	1,956,932	2,549,050		491,899	1,090,862	1,950,503	2,964,809		0	891,981	1,762,217	2,433,018
Other Long Term Liabilities		150,002	150,000	150,002	150,002		100,004	1,550,004	100,004	100,004		0	50,006	1,410,006	50,000
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		1,272,551	715,151	2,106,934	2,699,052		591,903	2,640,866	2,050,507	3,064,813		0	941,987	3,172,223	2,483,018
Net Assets		18,505	368,118	215,295	155,499		1,819,511	255,811	115,722	155,333		179,037	1,302,189	667,946	372,557
Total Revenues	5,500,612	4,829,748	5,179,384	5,328,823	5,348,287	5,796,442	6,771,223	5,188,743	5,343,238	5,421,018	4,719,286	1,462,154	5,443,726	5,121,511	4,743,655
Total Expenditures	5,126,503	4,759,964	4,759,906	5,062,169	5,141,429	5,600,631	5,125,640	5,106,861	5,382,935	5,421,184	4,513,715	1,438,474	4,296,870	4,608,898	4,526,431
Net Income / (Loss)	374,109	69,784	419,477	266,654	206,858	195,811	1,645,583	81,883	(39,697)	(166)	205,571	23,680	1,146,856	512,613	217,224
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	(0)	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	374,109	69,784	419,477	266,654	206,858	195,811	1,645,583	81,883	(39,697)	(166)	205,571	23,680	1,146,856	512,613	217,224
Net Assets, Beginning	110,387	(17,344)	(17,344)	(17,344)	(51,359)	368,118	215,295	215,295	155,419	155,499	255,811	115,722	155,333	115,722	155,333
Adj. for restatement / Prior Yr Adj	0	(33,935)	(34,015)	(34,015)	0	0	(41,367)	(41,367)	0	0	0	39,635	0	39,611	0
Net Assets, Beginning, Adjusted	110,387	(51,279)	(51,359)	(51,359)	(51,359)	368,118	173,928	173,928	155,419	155,499	255,811	155,357	155,333	155,333	155,333
Net Assets, End	484,496	18,505	368,118	215,295	155,499	563,930	1,819,511	255,811	115,722	155,333	461,382	179,037	1,302,189	667,946	372,557

5207	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
PREPA TEC - Los Angeles										
Cash and Cash Equivalents	22,478	130,623	226,259	158,634	0		196,345	487,497	0	0
Current Assets	787,334	2,145,391	1,775,638	1,032,072	0		1,101,090	1,488,990	0	0
Fixed and Other Assets	485,453	709,160	1,444,508	1,823,503	0		58,952	380,813	0	0
Total Assets	1,272,787	2,854,551	3,220,146	2,855,575	0		1,160,042	1,869,802	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	1,124,146	2,549,050	2,964,809	2,433,018	0		134,149	1,231,801	0	0
Other Long Term Liabilities	200,000	150,002	100,004	50,000	0		36,666	40,000	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	1,324,146	2,699,052	3,064,813	2,483,018	0		170,815	1,271,801	0	0
Net Assets	(51,359)	155,499	155,333	372,557	0		989,227	598,001	0	0
Total Revenues	4,693,628	5,348,287	5,421,018	4,743,655	0	5,896,263	4,673,422	4,639,248	0	0
Total Expenditures	4,578,534	5,141,429	5,421,184	4,526,431	0	4,905,822	4,352,141	4,413,804	0	0
Net Income / (Loss)	115,094	206,858	(166)	217,224	0	990,441	321,281	225,444	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	115,094	206,858	(166)	217,224	0	990,441	321,281	225,444	0	0
Net Assets, Beginning	(166,453)	(51,359)	155,499	155,333	0	1,302,189	667,946	667,946	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(295,389)	0	0
Net Assets, Beginning, Adjusted	(166,453)	(51,359)	155,499	155,333	0	1,302,189	667,946	372,557	0	0
Net Assets, End	(51,359)	155,499	155,333	372,557	0	2,292,630	989,227	598,001	0	0

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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	<p>2</p>
<p>Prepa Tec Los Angeles’s fiscal condition has been positive since the 2016-2017 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$372,557 and net income of \$217,224. The 2019-2020 Second Interim projects positive net assets of \$598,001 and net income of \$225,444</p> <p>According Alta Public Schools’ independent audit report dated June 30, 2019, Prepa Tec Los Angeles is one of three schools operated by Alta Public Schools (APS). Alta Public Schools’ fiscal condition is stable. Alta Public Schools’ and its charter schools reported positive net assets of \$1,035,599 and net income of \$1,003,872. Alta Public Schools, without its charter schools, reported negative net assets of (\$905,149) and net income of \$8,853.</p> <p>Alta Public Schools currently has two schools that are authorized by the Los Angeles Unified School District (LAUSD). According to Alta Public Schools, Prepa Tec Los Angeles pays annual management fees of 17% to Alta Public Schools for administrative services, such as: payroll, benefits administration, facilities, contract negotiations, fiscal and compliance reporting, accounting, professional development training, fundraising and marketing, and charter petition preparation and submission These management fees are calculated based on the total revenues of the schools it operates.</p>	

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Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is positive.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	(\$51,359)	\$206,858	\$155,333	\$372,557	\$598,001
Net Income/ Loss	\$115,094	\$155,499	(\$166)	\$217,224	\$225,444
Transfers In/ Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from Alta Public Schools (including bank statements, bank reconciliations, credit card statements, and check registers) for the two Alta Public Schools charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these Alta Public Schools charter schools, to assess overall compliance with Alta Public Schools' Financial Policies Guide. Any areas noted for further growth and/or improvement relating to Alta Public Schools' and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific Alta Public Schools' school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each Alta Public Schools charter school.

- 2018-2019 Audited Financial Statement Findings:**

Per Alta Public Schools' 2018-2019 independent audit report, the following four audit findings were noted: 1) Inaccurate Reporting in relation to Major Federal Programs; 2) Inaccurate Unduplicated Local Control Funding Formula Pupil Counts; 3) Non-compliance relative to the required number of annual instruction minutes, and 4) Inaccurate ADA Reporting.

A. Section III—Findings and Questioned Costs—Major Federal Programs

- 2019-001 Child Nutrition Cluster**

Academia Moderna #1101

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Prepa Tec #1542
Prepa Tec High #1789

Federal Agency: U.S. Department of Agriculture
Federal Program Title: Child Nutrition Cluster
CFDA Number: 10.555
Pass-Through Agency: California Department of Education
Pass-Through Number(s): N/A
Award Period: July 1, 2018 – June 30, 2019
Type of Finding:

- Significant Deficiency in Internal Control over Compliance, Other Matters

Criteria or Specific Requirement:

7 CFR section 245.3 requires that students are classified as Free, Reduced or Paid based on the household income eligibility requirements set by the California Department of Education.

Condition:

During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals as follows: Academia Moderna reported free price meals for 1 out of 9 students sampled; Prepa Tec reported reduced price meals for 1 out of the 11 students sampled who did not qualify; Prepa Tec High reported reduced price meals for 2 out of 6 students sampled who did not qualify.

Questioned Costs:

Utilizing an error rate in line with the discrepancies noted above, the following questioned costs were calculated: Academia Moderna \$29,605, Prepa Tec \$16,436 and Prepa Tec High \$29,363 totaling \$75,404.

Cause:

Students were misidentified in the Student Information System and this was not captured during the review process.

Effect:

The School is not compliance with 7 CFR section 6 income eligibility requirements.

Identification of Repeat Finding: No

Recommendation:

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We recommend that the School perform a full file review over eligibility and counts claimed for reimbursements to determine the actual discrepancies and work with its oversight agency to determine next steps.

Views of Responsible Officials and Corrective Action Plan:

Due to downsize in executive workforce, institutional knowledge, was lost in the interim. Alta Public Schools will work closer with the Student Information System provider and current Alta Public Schools' "meals" staff to accurately identify and report free and reduced students.

2. Section IV – Findings and Questioned Costs – State Compliance

2019-002 Unduplicated Local Control Funding Formula Pupil Counts

Prepa Tec Middle School #1542

Prepa Tec High School #1789

Criteria:

Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as "English Learners".

Condition:

During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2018-19, and found that the School inaccurately reported students as eligible for free or reduced price meals. For Prepa Tec 1 out of the 11 sampled students contained an error and for Prepa tech High 2 out of the 6 sampled students contained errors. An error rate was applied to calculate the questioned costs below.

Effect:

The School is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 reports contained errors as follows:

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Charter School Audit Adjustments to CALPADS Data - Alta Public Schools for June 30, 2019

School Name	CDS Code	Original		Updated		Net Change		LCFF Entitlement		
		Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
Prepa Tec Middle School	0127936	347	345	347	335	---	-10	2,494,048	2,489,808	4,242
Prepa Tec High School	0133900	288	256	288	238	---	-18	2,542,796	2,528,518	14,278

Cause:

Employees entering eligibility data in the student information system and CALPADS did not fully understand the eligibility requirements.

Questioned Costs & Units:

After an error rate was applied a total of 28 students were included in the CALPADS report as eligible for free or reduced meals which were not eligible. The total impact on LCFF Entitlement is a decrease of \$18,520.

Repeat Finding: No

Recommendation:

We recommend that the School employ additional monitoring processes to review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

Corrective Action Plan:

Management has implemented procedures to ensure CALPADS compliance requirements will be met.

3. 2019-003 Instructional Minutes

Prepa Tec High #1789

Criteria:

Pursuant to the provisions of subdivision (a)(1) of Education Code Section 47612.5, the minimum instructional minutes offered for grades 9 through 12 should be 64,800.

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Condition:

During our testing we calculated that the School offered 63,640 of instructional minutes for the year for grades 9 through 11 which are short by 1,160 minutes per grade level.

Effect:

Non-compliance with the instructional minute requirements for grades 9-11.

Cause:

The School made last minute changes to the bell schedule due to transportation issues and did not recalculate the instructional minimum was met.

Questioned Costs and Units: The questioned costs generated from not meeting the annual minutes per grade is as follows, this was determined using the penalty calculation worksheet from the California Department of Education for a total of \$58,224.

Recommendation:

We recommend that the School review instructional minute calculations to be sure the minimum requirement is met before the bell schedule/calendar is changed.

Corrective Action Plan:

Management has implemented procedures to ensure instructional minute requirements will be met.

4. 2019-004 ADA Reporting

Prepa Tec High School #1789

Criteria: Pursuant to the provisions of Education Code Section 19850, the Second Principal (P2) and Annual reports of attendance submitted to the California Department of Education should be supported by written contemporaneous records that document all pupil attendance included in the charter school's Average Daily Attendance (ADA) calculations.

Condition: During our testing on ADA we calculated that the Prepa Tec High School's P2 Reports over-reported ADA.

Effect: The School over-reported ADA for the P2 ADA Report by 1.53 ADA.

Cause: It appears that the School's ADA was including Saturday in their calculation. This was fixed later in the year but did the School did not adjust their P2 until we discovered this difference during testing.

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Questioned Costs and Units: None. Average Daily Attendance (ADA) was adjusted as follows:

	Second Period Report		Corrections		Second Period Report (Audited)	
	Classroom Based	Total	Classroom Based	Total	Classroom Based	Total
Prepa Tec High Grades 9-11 ADA Totals	265.59	265.59	(1.53)	(1.53)	264.06	264.06
	<u>265.59</u>	<u>265.59</u>	<u>(1.53)</u>	<u>(1.53)</u>	<u>264.06</u>	<u>264.06</u>

Repeat Finding: No

Recommendation: We recommend that the School implement procedures to accurately report ADA in its P2 ADA Reports.

Corrective Action Plan: Management has implemented procedures to ensure that accurate P-2 Reports are prepared.

2. Failure to Adhere to Approved Fiscal Policies and Procedures:

Based on the CSD's review of a sample of 19 of the school's checks and supporting documentation, the CSD noted nine vendor payments that were not supported by written agreements or contracts, and/or lacked complete documentation. The items in question are summarized below.

Item #	Check #	Transaction Date	Payee	Transaction Amount(s)	Transaction Description	CSD's Comments (APS' Comments)	APS' Response
1	25098	10/21/2019	Jessica Marisol Sanchez	\$1,312.00	Cleaning Services	No 1099 MISC form; No contract and No Certificate of Insurance provided.	This vendor provided temporary service and is no longer associated with the school.
2	25102	10/30/2019	Jay Neuman	\$2,500.00	Consulting Services	No contract, and No Certificate of Insurance provided.	N/A
3	25027	8/16/2019	Benjamin de Santos	\$2,250.00	Gardening Services	No contract, and No Certificate of Insurance provided.	This vendor was hired to do emergency work and is no longer associated with the school.

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4	25405	09/19/2019	Norma Torres	\$345.00 \$405.00	Cleaning Services	No contract and No Certificate of Insurance provided.	This vendor is no longer associated with the school. No further information regarding this vendor is available.
5	45164	01/28/2020	Alfredo Matamoros	\$4,300.00	Independent Contractor	No contract, and No Certificate of Insurance provided.	This vendor is no longer associated with the school. No further information regarding this vendor is available.
6	45044	08/16/2019	Norma Torres	\$90.00	Cleaning Services	No contract, and No Certificate of Insurance provided.	This vendor is no longer associated with the school. No further information regarding this vendor is available.
7	25112	01/11/2019	Republic Services, LLC. # 902	\$2,018.21	Janitorial Services - 09/19	No contract, and No Certificate of Insurance provided.	N/A
8	45162	01/28/2020	CR&R, Inc.	\$1,182.45	Waste Management	No contract and No Certificate of Insurance provided.	N/A
9	25036	09/06/2019	Eden Technologies, Inc.	\$7,320.00	Cleaning Services	No Certificate of Insurance provided.	N/A

Page 6 of the 06/01/2019 Alta Public School's Fiscal Policies and Procedures states: "**Written contracts** clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate **liability insurance and worker's compensation insurance** currently in effect. The CEO, Superintendent or Principal may also require that contract service providers list the school as an additional insured. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Office Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact."

According to the school, the requested supporting documents could not be located. The school attributed this challenge to the organization's transition to a new back office services provider firm, the release of the organization's former Director of Finance, and the organization's loss of accounting personnel.

The CSD recommends that the governing board ensure that all school leaders and staff strictly adhere to APS' governing board-approved fiscal policies and procedures.



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3. Intraorganizational Borrowing Transactions:

The APS governing board approved fiscal policies and procedures permit the schools that it operates to obtain temporary working capital from one another, which may involve transfers of funds between these schools (and/or the home office, provided surpluses exist that can be transferred to organizational units in need). A summary of this intraorganizational borrowing and lending for the period from Fiscal Year 2013-2014 through April 30, 2020 of the current year (Fiscal Year 2019-2020) is provided below.

Intercompany Transactions					
Intercompany Receivables/ (Intercompany Payables)* per Audit Reports					
Fiscal Year	Academia Moderna	Prepa Tec L.A.	Prepa Tec High School	Central Office	Prepa Tec L.A. LLC
2013-2014	\$238,204	(\$238,204)	\$0	\$0	\$0
2014-2015	(\$100,431)	(\$79,705)	\$0	\$180,136	\$0
2015-2016	(\$47,623)	(\$201,235)	\$0	\$248,858	\$0
2016-2017	\$279,043	\$1,387,407	(\$1,064,776)	(\$601,674)	\$0
2017-2018	\$766,882	\$909,861	(\$1,310,246)	(\$366,497)	\$0
2018-2019	\$760,318	\$139,519	(\$847,797)	(\$52,040)	\$0
*Information obtained from the annual independent audit reports					
Intercompany Receivables/(Intercompany Payables) as of 04/30/20 Interim Financials					
2019-2020	\$893,402	(\$119,866)	(\$398,363)	(\$288,295.00)	(\$86,878)

Page 6 of the 06/01/2019 Alta Public School's Fiscal Policies and Procedures states that interschool loans, receivables and liabilities will be subject to Board approval if, at any point, these balances exceed \$500,000 (including balances between schools and related management organization under ALTA, Inc.). These policies and procedures also require monthly updates regarding each school's financial position, the borrowed amounts that have been repaid, the amounts outstanding, and anticipated repayment dates.

According to APS, its goal is to minimize intraorganizational borrowing, and it has consistently worked to lower the amounts owed between its schools with the aim of keeping these balances below \$500K, to align with its fiscal policies and procedures. The CSD was advised that, going forward, APS' intraorganizational loan balances would be settled at the end of each quarter.

The CSD recommends that the governing board of the school closely monitor this issue and ensure strict adherence to the approved fiscal policies and procedures.

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4. Delinquent Credit Card Payment:

Based on the CSD's review of a sample of the organization's credit card statements, the CSD noted that the April 30, 2020 statement reflects a \$30,061.04 balance, of which \$26,213.86 is unpaid and carried forward from the March 31, 2020 statement is described as "past due." The April 30, 2020 credit card statement also references a \$35 late fee. These items pertain to the Umpqua Bank credit card ending in X1155.

Page 8 of the 06/01/2019 Alta Public School's Fiscal Policies and Procedures states that, once the original invoice is reviewed and approved by the CEO, the Superintendent, or the School Principal, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (CEO, Superintendent or Principal should be aware of invoice due dates to **avoid late payments**). Charter Impact will then process the invoices with sufficient supporting documentation.

The CSD recommends that the school strictly adhere to the school's fiscal policies and procedures to avoid incurring additional late fees and/or finance charges in the future

5. Familial Relationships:

At the March 11, 2020 segregation of duties interview, school leaders confirmed that the following two familial relationships exist at the school site:

- a. A School Librarian married to the organization's Chief Executive Officer. This Librarian reports to the School Principal.
- b. A Fourth Grade Teacher is married to the organization's Superintendent. This Teacher reports to the Assistant School Principal.

The organization advised the CSD that no supervisory and/or reporting relationships exist among the family members noted above. The CSD was informed that the APS governing board is aware of each of these familial relationships.

No Nepotism Policy existed at the time of the 2019-2020 fiscal review. However, the CSD was advised that the addition of a Nepotism policy to the approved fiscal policies and procedures would be discussed at APS' March 13, 2020 governing board meeting. The CSD was subsequently provided with a copy of March 13, 2020 APS governing board meeting minutes, which reflected the discussion and approval of a Nepotism policy.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next governing board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.



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Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Accounts Payable Aging Report:

The school provided copies of APSs Aging report for the month ended in May 31, 2020. A summary of APS' outstanding total balances by organization is provided below.

Accounts Payable Aging Report- as of May 31, 2020					
School Name	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Totals
Academia Moderna	\$12,838	\$33,619	\$11,750	\$17,457	\$75,664
Prepa Tec L.A.	\$533	\$11,389	\$0	\$44,633	\$56,555
Prepa Tec High School	\$4,361	\$24,304	\$0	\$133	\$28,798
Central Office	\$20,577	\$3,707	\$936	\$18,231	\$43,451
TOTALS	\$38,309	\$73,019	\$12,686	\$80,454	\$204,468

According to the school, payments to the above past due invoices are being made as research regarding the validity of the invoices are completed.

While the CSD notes that the total amount of APS's past due invoices have declined (based on the Aging Reports provided by APS at earlier dates) the CSD recommends that APS continue this efforts until the APS' accounts are current with all of its vendors. The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

On January 28, 2020, a Notice to Cure was issued to Alta Public Schools regarding the audit findings noted in the 2018-2019 independent audit report, as referenced in the Areas Noted for Further Growth and/or Improvement section above.

The CSD requested that the organization provide its response regarding this matter by February 11, 2020 (accompanied by the following supporting documentation):

- Evidence that the independent audit report and resolution of the findings have been discussed, reviewed, and approved by the school's governing board (e.g., board meeting agendas, board meeting minutes, etc.);
- A written description of the specific steps taken by the Alta Public Schools governing board to address these issues going forward;

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- Documents to demonstrate the implementation of the corrective actions into the school's practices, as stated in the audit report.

Alta Public Schools provided its response to the CSD on February 11, 2020. While APS' response included narrative for each of the four audit findings, its response lacked sufficient detail and supporting documents to fully address the three bulleted items noted above. On June 5, 2020, APS forwarded a copy of an email from the Audit Resolution office of the California Department of Education (CDE) regarding the status of the audit findings noted above. CDE's email to APS dated May 15, 2020 indicated that audit finding #2019-001 (regarding the Child Nutrition Cluster finding) has been cleared by the Nutrition Services Division, and no further action is required on APS' part. However, CDE's May 15, 2020 email followed up on the required responses from APS for the remaining three audit findings (#2019-002; #2019-003, and #2019-004).

On June 10, 2020, APS emailed CDE and attached a signed Certification of Corrective Action to this email, which included a schedule of instructional minutes for upcoming school years 2020-2021 and 2021-2022 (for all concerned APS schools). CDE acknowledged receipt of APS' correspondence and advised APS that it would be contacted by CDE if further actions were required by APS. The CSD noted also that APS' submitted interim financial reports incorporated the related penalties into APS' financial projections for Fiscal Year 2019-2020.

The CSD issued a Notice to Cure Follow-Up Letter to APS on June 8, 2020, with a requested response date of June 22, 2020. As of the writing of this report, the CSD has yet to receive the responses that were due from APS by June 22, 2020 to the CSD's June 8, 2020 NTC Follow Up Letter.

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Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Yes. Four Findings were noted specifically, three findings on inaccurate reporting in relation to the following: 1) Child Nutrition Clusters Program, 2) Unduplicated Local Control Funding Formula Pupil Counts, and 3) ADA Reporting. One finding pertaining to Non-compliance to the required number of annual instruction minutes. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
2. Reviewed bank statements and bank reconciliations from July 2019 through December 2019. Selected the months of July 2019 and December 2019 for sample testing. No discrepancies were noted.
 - a. Umpqua Bank Checking Account Ending in X6157 (Operating Account, Prepa Tec Los Angeles)
 - b. Umpqua Bank Checking Account Ending in X5647 (Operating Account, Academia Moderna)
3. Reviewed credit card statements from November 2019 through April 2020. Selected the months of April 2020 for sample testing. Discrepancies were noted under Areas for Further Growth and/or Improvement above.
 - a. Umpqua Credit Card Ending in X1155 (Chief Executive Officer, Alta Public Schools)
4. Reviewed the following 18 checks and one Electronic Debit. Discrepancies were noted under Areas for Further Growth and/or Improvement above.
 - a. Check numbers: 25145; 25087; 25098; 25102; 25112; 25119; 25139; 22775; 25027; EFT081919; 25045; 25036; 45162; 45164; 45126; 45044; 45059
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$158,634, and total expenditures equal \$4,526,431. Therefore, the school's cash reserve level is 3.50%, which is below the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at Academia Moderna. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. Pursuant to AB 1871, a signed written statement that indicates that Prepa Tec Los Angeles is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
10. Prepa Tec Los Angeles shared information regarding one legal proceeding. Specifically, the information provided to the CSD indicated that, on or about November 20, 2018, a civil lawsuit was filed against the organization by a former employee. According to the organization, this matter remains pending. The CSD was advised that this matter is covered under APS' insurance.
11. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
12. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
13. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
14. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
15. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.

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16. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
17. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
18. Evidence of Prepa Tec Los Angeles offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
19. Equipment inventory was provided.
20. The 2019-2020 LCAP was submitted to LAUSD.
21. The most current LCAP is posted on the charter school's website.
22. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
23. The most current Audited Financial Statements are posted on the charter school's website.
The 2018-2019 audited and unaudited actuals do not mirror each other. The audited actuals reflect a Fund Balance that is \$295,389 lower than the amount reflected in school's unaudited actuals. The school attributed this variance primarily to the reversal of projected revenues from Senate Bill 740 funds from deferred revenues and a decrease in the school's expenditures for health insurance and general consulting services.

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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

As part of the renewal petition approved on January 8, 2019 by the LAUSD Board of Education for one of Prepa Tec Los Angeles' sister schools, Academia Moderna, Academia Moderna must meet the following fiscal benchmarks during its 2019-2024 charter term and take the following actions in relation to its fiscal operations:

1. By April 1, 2019, the school's governing board must provide a comprehensive update to its austerity plan that includes 1) Specific goals and metrics; 2) Status of its stated commitment to cease factoring receivables; 3) Status of its stated commitment to limit borrowing from and among its charter schools; and 4) Specific timeframes and additional details (i.e., payment schedules) that confirm the governing board's commitment to positively alter the current fiscal trajectory of the entire organization.
2. By May 1, 2019, the school will provide documents verifying that the proposed bond financing that Alta Public Schools shared was pending has been funded, including the bond agreement plus all related attachments and schedules.
3. By June 30, 2019, the school's governing board must provide a revised five-year balanced budget that incorporates the fiscal benchmarks mentioned above and maintains unrestricted cash reserve levels at a rate of no less than the 5% minimum recommended threshold throughout the charter term. The school's governing board will provide a written report on a quarterly basis thereafter regarding its progress in successfully executing the revised five-year budget.
4. Quarterly, beginning October 1, 2019, the Alta Public School's Board will provide evidence that it is operating Academia Moderna and its additional charter schools with a balanced budget and whereby all expenditures are fully paid in a timely manner based on the school's funding from its own Average Daily Attendance (ADA) and other State and Federal revenues.

According to the information shared with the CSD by the APS governing board during Academia Moderna's petition renewal period, the primary reason for Academia Moderna's fiscal challenges was the delay in closing and funding the construction bonds for its sister school's (Prepa Tec Los Angeles). APS explained that Academia's cash reserves were one of the sources utilized to support the operations of other segments of APS while the bond transaction was pending.

While APS did not submit the comprehensive update to its austerity plan (as required by fiscal benchmark #1), the 2018-2019 Independent Audit report reflected significant improvements in APS' fiscal position. In Fiscal Year 2018-2019, the audit reported consolidated positive net assets of \$1,003,872 for all segments of APS (Academia Moderna, Prepa Tec LA, the Central Office, Prepa Tech High School, and AMPT, LLC), up from consolidated positive net assets reported in Fiscal Year 2017-2018 of \$31,687 (a positive consolidated increase of \$1,035,559). In addition, Academia Moderna ceased factoring its receivables and is working to reduce the intraorganizational borrowing balances to less than \$500,000 by the June 30, 2020. Moreover, APS informed the CSD that, based on the closing and funding of the construction bond transaction noted above (in February 2020), the balance due on the Line of Credit that Academia Moderna owed to Umpqua Bank (in the amount of \$1,137,285.40), was fully paid in February 2020.

Based on the CSD's review of APS' five-year budget/cash flows provided to the CSD in June 2019 (as required by fiscal benchmark #3 above), APS' consolidated multi-year change in net assets projections reflects positive changes in the amounts of \$2,310,638, \$1,245,376, \$1,727,448, and \$1,427,596 for Fiscal Years 2019-2020, 2020-2021, 2021-2022 and 2022-2023, respectively. Based on the APS' net income projections for these four years, the projected net asset balances for Fiscal Years 2019-2020 through 2022-2023 are \$3,346,237, \$4,591,613, \$6,319,061, and \$7,746,657, respectively. Further, APS' consolidated projected year end

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cash flows for this four-year period are \$1,851,784, \$3,693,751, \$5,790,104, and \$7,669,463, respectively, which result in cash reserve levels ranging from 12% to 42%, which exceed the recommended 5% threshold throughout APS' charter term (as required by fiscal benchmark #3 above).

The CSD will continue to monitor APS's financial condition and its compliance with the fiscal benchmarks above through oversight.

Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a 	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a
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Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2020

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <p>charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</p> <ol style="list-style-type: none"> 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process 	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <p>charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</p> <ol style="list-style-type: none"> 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process
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Los Angeles Unified School District (LAUSD)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PREPA TEC – Los Angeles**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2020**

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ul style="list-style-type: none"> ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ul style="list-style-type: none"> ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2020

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided pursuant to AB 1871);</p> <p>7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;</p> <p>8. The LCAP is submitted to the appropriate agencies;</p> <p>9. Have an audit conducted annually by an independent auditing firm; and</p> <p>10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <p>1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</p> <p>2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</p> <p>3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</p> <p>4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</p> <p>5. Current audit shows no material weaknesses, deficiencies and/or findings;</p> <p>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</p> <p>7. There is no apparent conflict of interest; and</p> <p>8. Governing board approves any amendment(s) to the charter school's budget.</p>	

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2020

<i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>An existing school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.

<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP are posted on the charter school's website; and 	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PREPA TEC – Los Angeles

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DATE OF VISIT: 3/11/2020

<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<p>9. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

EXHIBIT “9”

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 9/14/20



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Assumptions	[unaudited]			
LCFF COLA	n/a	0.00%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment	334.00	356.00	450.00	460.00
Average Daily Attendance	317.30	338.20	427.50	437.00
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 3,971,941	\$ 4,237,643	\$ 5,356,736	\$ 5,471,531
8012 Education Protection Account	63,460	67,640	85,500	87,400
8019 State Aid - Prior Year	(397)	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-
	<u>4,035,004</u>	<u>4,305,283</u>	<u>5,442,236</u>	<u>5,558,931</u>
Federal Revenue				
8181 Special Education - Entitlement	38,329	44,642	56,430	57,684
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	62,368	185,068	233,934	239,133
8290 Title I, Part A - Basic Low Income	95,914	160,031	202,286	206,782
8291 Title II, Part A - Teacher Quality	13,443	18,120	22,904	23,413
8293 Title III - Limited English	-	8,658	10,944	11,187
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	88,515	588,857	10,000	10,000
8299 Prior Year Federal Revenue	155,331	-	-	-
	<u>453,899</u>	<u>1,005,377</u>	<u>536,499</u>	<u>548,199</u>
Other State Revenue				
8311 State Special Education	163,389	202,967	256,560	262,261
8520 Child Nutrition	5,012	17,517	22,143	22,635
8545 School Facilities (SB740)	284,753	360,386	430,635	449,009
8550 Mandated Cost	12,448	14,872	15,851	20,037
8560 State Lottery	62,568	70,007	88,493	90,459
8598 Prior Year Revenue	17,910	-	-	-
8599 Other State Revenue	5,519	299,015	299,015	299,015
	<u>551,599</u>	<u>964,765</u>	<u>1,112,697</u>	<u>1,143,416</u>
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	-	-	-	-
8689 Other Fees and Contracts	234	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	22,764	5,749	7,268	7,429
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	1,000	-	-	-
	<u>23,999</u>	<u>5,749</u>	<u>7,268</u>	<u>7,429</u>
Total Revenue	\$ 5,064,501	\$ 6,281,174	\$ 7,098,700	\$ 7,257,975
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,318,762	1,479,866	1,839,866	1,839,866

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 9/14/20



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
1170 Teachers' Substitute Hours	-	-	-	-
1175 Teachers' Extra Duty/Stipends	18,708	12,000	12,000	12,000
1200 Pupil Support Salaries	-	-	-	-
1300 Administrators' Salaries	203,927	293,286	293,286	293,286
1900 Other Certificated Salaries	51,898	182,613	182,613	182,613
	<u>1,593,294</u>	<u>1,967,764</u>	<u>2,327,764</u>	<u>2,327,764</u>

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 9/14/20



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Classified Salaries				
2100 Instructional Salaries	33,139	148,378	148,378	148,378
2200 Support Salaries	38,063	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-
2400 Clerical and Office Staff Salaries	81,990	75,254	75,254	75,254
2900 Other Classified Salaries	108,355	82,739	82,739	82,739
	<u>261,547</u>	<u>306,372</u>	<u>306,372</u>	<u>306,372</u>
Benefits				
3101 STRS	250,451	317,794	372,908	416,670
3202 PERS	374	69,546	75,367	77,818
3301 OASDI	6,480	18,995	18,995	18,995
3311 Medicare	25,796	32,975	38,195	38,195
3401 Health and Welfare	148,947	148,350	169,850	174,150
3501 State Unemployment	9,000	21,560	24,500	24,500
3601 Workers' Compensation	18,797	31,838	36,878	36,878
3901 Other Benefits	-	-	-	-
	<u>459,845</u>	<u>641,058</u>	<u>736,693</u>	<u>787,206</u>
Books and Supplies				
4100 Textbooks and Core Curricula	(2,530)	48,000	51,888	54,102
4200 Books and Other Materials	39,608	8,000	10,315	10,755
4302 School Supplies	37,927	217,015	239,803	250,035
4305 Software	25,450	23,804	30,691	32,001
4310 Office Expense	15,336	7,538	9,718	10,133
4311 Business Meals	712	366	471	491
4312 School Fundraising	-	-	-	-
4400 Noncapitalized Equipment	29,814	548,857	30,411	31,708
4700 Food Services	163,458	202,585	261,199	272,343
	<u>309,775</u>	<u>1,056,165</u>	<u>634,495</u>	<u>661,567</u>
Subagreement Services				
5101 Nursing	-	-	-	-
5102 Special Education	99,003	115,101	148,403	154,735
5103 Substitute Teacher	38,611	33,667	43,408	45,260
5104 Transportation	1,988	16,000	20,629	21,509
5105 Security	4,845	3,976	5,126	5,345
5106 Other Educational Consultants	11,350	4,042	4,122	4,205
5107 IB Fees	47,769	43,802	44,678	45,572
	<u>203,566</u>	<u>216,588</u>	<u>266,367</u>	<u>276,626</u>

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 9/14/20



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Operations and Housekeeping				
5201 Auto and Travel	1,589	1,718	2,215	2,309
5300 Dues & Memberships	(1,118)	1,756	2,264	2,361
5400 Insurance	23,196	32,603	42,036	43,830
5501 Utilities	55,875	47,890	51,746	53,954
5502 Janitorial Services	5,692	4,800	6,189	6,453
5516 Miscellaneous Expense	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-
5900 Communications	45,422	30,000	31,680	33,031
5901 Postage and Shipping	238	599	772	805
	<u>130,895</u>	<u>119,366</u>	<u>136,902</u>	<u>142,743</u>
Facilities, Repairs and Other Leases				
5601 Rent	543,600	543,600	597,408	622,897
5602 Additional Rent	-	39,775	40,570	42,301
5603 Equipment Leases	48,035	31,099	31,721	33,075
5604 Other Leases	11,246	4,800	4,896	5,105
5605 Real/Personal Property Taxes	-	14,870	15,168	15,815
5610 Repairs and Maintenance	37,381	26,459	26,988	28,140
	<u>640,262</u>	<u>660,604</u>	<u>716,752</u>	<u>747,333</u>
Professional/Consulting Services				
5801 IT	-	5,000	6,447	6,722
5802 Audit & Taxes	-	18,000	18,360	18,727
5803 Legal	(2,708)	4,216	4,300	4,386
5804 Professional Development	36,930	5,722	7,377	7,692
5805 General Consulting	25,737	21,100	27,205	28,366
5806 Special Activities/Field Trips	17,122	24,064	31,026	32,350
5807 Bank Charges	65	705	909	948
5808 Printing	-	2,375	3,062	3,193
5809 Other taxes and fees	8,778	4,099	5,285	5,511
5810 Payroll Service Fee	-	-	-	-
5811 Management Fee	856,626	861,041	972,522	994,343
5812 District Oversight Fee	42,644	43,053	54,422	55,589
5813 County Fees	6,934	8,262	10,652	11,107
5814 SPED Encroachment	-	9,904	12,520	12,798
5815 Public Relations/Recruitment	-	8,000	28,160	28,723
	<u>992,128</u>	<u>1,015,541</u>	<u>1,182,248</u>	<u>1,210,454</u>
Depreciation				
6900 Depreciation Expense	409,560	147,539	147,539	147,539
	<u>409,560</u>	<u>147,539</u>	<u>147,539</u>	<u>147,539</u>
Interest				
7438 Interest Expense	59,555	49,939	114,002	3,333
	<u>59,555</u>	<u>49,939</u>	<u>114,002</u>	<u>3,333</u>
Total Expenses	<u>\$ 5,060,428</u>	<u>\$ 6,180,936</u>	<u>\$ 6,569,135</u>	<u>\$ 6,610,938</u>
Surplus (Deficit)	<u>\$ 4,074</u>	<u>\$ 100,238</u>	<u>\$ 529,565</u>	<u>\$ 647,037</u>
Fund Balance, Beginning of Year	<u>\$ (489,792)</u>	<u>\$ (485,718)</u>	<u>\$ (385,480)</u>	<u>\$ 144,084</u>
Fund Balance, End of Year	<u>\$ (485,718)</u>	<u>\$ (385,480)</u>	<u>\$ 144,084</u>	<u>\$ 791,121</u>
	<u>-9.6%</u>	<u>-6.2%</u>	<u>2.2%</u>	<u>12.0%</u>

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 9/14/20



	2019-20	2020-21	2021-22	2022-23
	Prior Year	Budget	Forecast	Forecast
Cash Flow Adjustments				
Surplus (Deficit)	4,074	100,238	529,565	647,037
Cash Flows From Operating Activities				
Depreciation/Amortization	409,560	147,539	147,539	147,539
Public Funding Receivables	(333,337)	(1,780,033)	1,376,497	87,283
Grants and Contributions Rec.	(41,213)	-	-	-
Due To/From Related Parties	(603,659)	500,000	(100,000)	(300,000)
Prepaid Expenses	(73,972)	-	-	-
Other Assets	68,200	-	-	-
Accounts Payable	(115,894)	23,703	(13,722)	(859)
Accrued Expenses	896,293	(830,000)	-	-
Other Liabilities	21,006	-	-	-
Cash Flows From Investing Activities	-	-	-	-
Purchases of Prop. And Equip.	(91,465)	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities	-	-	-	-
Proceeds from Factoring	1,187,545	-	-	-
Payments on Factoring	(1,187,545)	-	-	-
Proceeds(Payments) on Debt	(156,216)	1,795,876	(1,895,872)	(449,998)
Total Change in Cash	(16,623)	(42,677)	44,008	131,003
Cash, Beginning of Year	95,620	78,997	36,320	80,328
Cash, End of Year	\$ 78,997	\$ 36,320	\$ 80,328	\$ 211,330

Los Angeles Unified School District (LAUSD)
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Prepa Tec Los Angeles High

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Revised 9/14/20

ADA = 338.20

													405,075			
	Jul 20	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun-21	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
LCFF State Aid	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	0.0%	0.0%	0.0%	0.0%	100.000%			
New School/New Grade Apportionment	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
														ADA = 338.20		
Revenues																
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF - Continuing Charters	-	198,788	198,788	357,819	357,819	357,819	357,819	357,819	-	-	-	-	2,050,971	4,237,643	4,237,643	-
8011 LCFF State Aid	-	198,788	198,788	357,819	357,819	357,819	357,819	357,819	-	-	-	-	2,050,971	4,237,643	4,237,643	-
8012 Education Protection Account	-	-	-	16,910	-	-	16,910	-	-	16,910	-	-	16,910	67,640	67,640	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	198,788	198,788	374,729	357,819	357,819	374,729	357,819	-	16,910	-	-	2,067,881	4,305,283	4,305,283	-
Federal Revenue																
8181 Special Education - Entitlement	-	2,094	2,094	3,770	3,770	3,770	3,770	3,770	4,321	4,321	4,321	4,321	4,321	44,642	44,642	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	9,253	17,581	17,581	17,581	17,581	17,581	17,581	17,581	17,581	35,163	185,068	185,068	-
8290 Title I, Part A - Basic Low Income	-	-	40,008	-	-	120,023	-	-	-	-	-	-	-	160,031	160,031	-
8291 Title II, Part A - Teacher Quality	-	-	4,530	-	-	13,590	-	-	-	-	-	-	-	18,120	18,120	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	8,658	-	8,658	8,658	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	578,857	-	-	-	-	-	10,000	-	588,857	588,857	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,094	46,632	13,023	21,351	733,821	21,351	21,351	21,903	21,903	21,903	40,561	39,484	1,005,377	1,005,377	-
Other State Revenue																
8311 State Special Education	-	9,521	9,521	17,138	17,138	17,138	17,138	17,138	19,647	19,647	19,647	19,647	19,647	202,967	202,967	-
8520 Child Nutrition	-	-	-	876	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	3,328	17,517	17,517	-
8545 School Facilities (SB740)	-	-	-	-	-	-	180,193	-	-	-	90,096	-	90,096	360,386	360,386	-
8550 Mandated Cost	-	-	-	-	-	14,872	-	-	-	-	-	-	-	14,872	14,872	-
8560 State Lottery	-	-	-	-	-	-	16,420	-	-	16,420	-	-	37,167	70,007	70,007	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	194,360	-	-	-	-	74,754	-	-	29,902	299,015	299,015	-
	-	9,521	9,521	18,014	213,162	33,674	215,416	18,802	21,311	112,485	111,407	21,311	180,140	964,765	964,765	-
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	287	287	747	632	632	632	632	632	632	632	-	-	5,749	5,749	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	287	287	747	632	632	632	632	632	632	632	-	-	5,749	5,749	-
Total Revenue	-	210,691	255,229	406,513	592,965	1,125,947	612,128	398,605	43,846	151,930	133,943	61,872	2,287,505	6,281,174	6,281,174	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	134,533	134,533	134,533	134,533	134,533	134,533	134,533	134,533	134,533	134,533	134,533	-	1,479,866	1,479,866	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000	12,000	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	-	293,286	293,286	-
1900 Other Certificated Salaries	-	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	-	182,613	182,613	-
	24,441	176,666	176,666	176,666	176,666	176,666	176,666	176,666	176,666	176,666	176,666	176,666	-	1,967,764	1,967,764	-

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405,075

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Classified Salaries																
2100 Instructional Salaries	10,465	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	-	148,378	148,378	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	-	75,254	75,254	-
2900 Other Classified Salaries	4,053	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	82,739	82,739	-
	20,789	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	-	306,372	306,372	-
Benefits																
3101 STRS	3,947	28,532	28,532	28,532	28,532	28,532	28,532	28,532	28,532	28,532	28,532	28,532	-	317,794	317,794	-
3202 PERS	4,719	5,893	5,893	5,893	5,893	5,893	5,893	5,893	5,893	5,893	5,893	5,893	-	69,546	69,546	-
3301 OASDI	1,289	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	-	18,995	18,995	-
3311 Medicare	656	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	-	32,975	32,975	-
3401 Health and Welfare	12,363	12,363	12,363	12,363	12,363	12,363	12,363	12,363	12,363	12,363	12,363	12,363	-	148,350	148,350	-
3501 State Unemployment	1,078	1,078	1,078	1,078	1,078	1,078	5,390	4,312	2,156	1,078	1,078	1,078	-	21,560	21,560	-
3601 Workers' Compensation	633	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	-	31,838	31,838	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	24,685	55,250	55,250	55,250	55,250	55,250	59,562	58,484	56,328	55,250	55,250	55,250	-	641,058	641,058	-
Books and Supplies																
4100 Textbooks and Core Materials	-	12,000	12,000	12,000	12,000	-	-	-	-	-	-	-	-	48,000	48,000	-
4200 Books and Reference Materials	1,600	1,600	1,600	1,600	1,600	-	-	-	-	-	-	-	-	8,000	8,000	-
4302 School Supplies	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	-	217,015	217,015	-
4305 Software	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	-	23,804	23,804	-
4310 Office Expense	628	628	628	628	628	628	628	628	628	628	628	628	-	7,538	7,538	-
4311 Business Meals	30	30	30	30	30	30	30	30	30	30	30	30	-	366	366	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	-	-	-	-	548,857	-	-	-	-	-	-	-	548,857	548,857	-
4700 Food Services	-	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	-	202,585	202,585	-
	22,327	52,744	52,744	52,744	52,744	588,001	39,144	39,144	39,144	39,144	39,144	39,144	-	1,056,165	1,056,165	-

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Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	-	115,101	115,101	-
5103 Substitute Teacher	-	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	-	33,667	33,667	-
5104 Transportation	-	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	-	16,000	16,000	-
5105 Security	-	361	361	361	361	361	361	361	361	361	361	361	-	3,976	3,976	-
5106 Other Educational Consultants	-	-	404	404	404	404	404	404	404	404	404	404	-	4,042	4,042	-
5107 IB Fees	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	-	43,802	43,802	-
	3,650	18,991	19,395	19,395	19,395	19,395	19,395	19,395	19,395	19,395	19,395	19,395	-	216,588	216,588	-
Operations and Housekeeping																
5201 Auto and Travel	-	156	156	156	156	156	156	156	156	156	156	156	-	1,718	1,718	-
5300 Dues & Memberships	146	146	146	146	146	146	146	146	146	146	146	146	-	1,756	1,756	-
5400 Insurance	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	-	32,603	32,603	-
5501 Utilities	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	-	47,890	47,890	-
5502 Janitorial Services	400	400	400	400	400	400	400	400	400	400	400	400	-	4,800	4,800	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000	30,000	-
5901 Postage and Shipping	-	-	60	60	60	60	60	60	60	60	60	60	-	599	599	-
	9,754	9,910	9,970	9,970	9,970	9,970	9,970	9,970	9,970	9,970	9,970	9,970	-	119,366	119,366	-
Facilities, Repairs and Other Leases																
5601 Rent	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	-	543,600	543,600	-
5602 Additional Rent	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	-	39,775	39,775	-
5603 Equipment Leases	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	-	31,099	31,099	-
5604 Other Leases	400	400	400	400	400	400	400	400	400	400	400	400	-	4,800	4,800	-
5605 Real/Personal Property Taxes	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	-	14,870	14,870	-
5610 Repairs and Maintenance	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	-	26,459	26,459	-
	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	-	660,604	660,604	-
Professional/Consulting Services																
5801 IT	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000	-
5802 Audit & Taxes	-	-	-	6,000	6,000	6,000	-	-	-	-	-	-	-	18,000	18,000	-
5803 Legal	351	351	351	351	351	351	351	351	351	351	351	351	-	4,216	4,216	-
5804 Professional Development	-	-	572	572	572	572	572	572	572	572	572	572	-	5,722	5,722	-
5805 General Consulting	-	-	2,110	2,110	2,110	2,110	2,110	2,110	2,110	2,110	2,110	2,110	-	21,100	21,100	-
5806 Special Activities/Field Trips	-	-	-	-	-	8,021	8,021	8,021	-	-	-	-	-	24,064	24,064	-
5807 Bank Charges	-	-	71	71	71	71	71	71	71	71	71	71	-	705	705	-
5808 Printing	-	-	238	238	238	238	238	238	238	238	238	238	-	2,375	2,375	-
5809 Other taxes and fees	-	-	410	410	410	410	410	410	410	410	410	410	-	4,099	4,099	-
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	71,753	71,753	71,753	71,753	71,753	71,753	71,753	71,753	71,753	71,753	71,753	71,753	-	861,041	861,041	-
5812 District Oversight Fee	-	1,988	1,988	3,747	3,578	3,578	3,747	3,578	-	169	-	-	20,679	43,053	43,053	-
5813 County Fees	-	-	-	2,066	-	-	2,066	-	-	2,066	-	-	2,066	8,262	8,262	-
5814 SPED Encroachment	-	465	465	836	836	836	836	836	959	959	959	959	959	9,904	9,904	-
5815 Public Relations/Recruitment	-	-	800	800	800	800	800	800	800	800	800	800	-	8,000	8,000	-
	72,521	74,974	79,174	89,371	87,136	95,157	91,392	89,157	77,680	79,915	77,680	77,680	23,703	1,015,541	1,015,541	-
Depreciation																
6900 Depreciation Expense	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539	147,539	-
	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539	147,539	-
Interest																
7438 Interest Expense	333	333	333	333	333	333	333	9,521	9,521	9,521	9,521	9,521	-	49,939	49,939	-
	333	333	333	333	333	333	333	9,521	9,521	9,521	9,521	9,521	-	49,939	49,939	-
Total Expenses	245,845	482,175	486,839	497,036	494,801	1,038,079	489,769	495,644	482,011	483,168	480,933	480,933	23,703	6,180,936	6,180,936	-
Monthly Surplus (Deficit)	(245,845)	(271,484)	(231,610)	(90,522)	98,163	87,867	122,359	(97,039)	(438,165)	(331,237)	(346,990)	(419,061)	2,263,802	100,238	100,238	-



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												405,075				
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(245,845)	(271,484)	(231,610)	(90,522)	98,163	87,867	122,359	(97,039)	(438,165)	(331,237)	(346,990)	(419,061)	2,263,802	100,238		
Cash flows from operating activities																
Depreciation/Amortization	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539		
Public Funding Receivables	430,090	77,382	-	-	-	-	-	-	-	-	-	-	(2,287,505)	(1,780,033)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	200,000	150,000	150,000	-	-	-	-	-	-	-	-	-	500,000		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	23,703	23,703		
Accrued Expenses	-	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	-	-	(830,000)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	1,837,541	-	(8,333)	-	-	-	1,795,876		
Total Change in Cash	196,540	(64,807)	(152,315)	(19,560)	19,125	8,829	43,321	1,669,797	(508,870)	(410,276)	(417,695)	(406,766)				
Cash, Beginning of Month	78,997	275,537	210,730	58,415	38,855	57,980	66,810	110,131	1,779,927	1,271,057	860,782	443,086				
Cash, End of Month	275,537	210,730	58,415	38,855	57,980	66,810	110,131	1,779,927	1,271,057	860,782	443,086	36,320				

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ADA = 427.50



	Jul 21	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 338.20																
Revenues																
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF - Continuing Charters	-	215,271	215,271	387,487	387,487	387,487	387,487	387,487	597,752	597,752	597,752	597,752	597,752	5,356,736	4,237,643	1,119,093
8011 LCFF State Aid	-	215,271	215,271	387,487	387,487	387,487	387,487	387,487	597,752	597,752	597,752	597,752	597,752	5,356,736	4,237,643	1,119,093
8012 Education Protection Account	-	-	-	16,910	-	-	16,910	-	-	30,305	-	-	21,375	85,500	67,640	17,860
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	215,271	215,271	404,397	387,487	387,487	404,397	387,487	597,752	628,057	597,752	597,752	619,127	5,442,236	4,305,283	1,136,953
Federal Revenue																
8181 Special Education - Entitlement	-	2,822	2,822	5,079	5,079	5,079	5,079	5,079	5,079	5,079	5,079	5,079	5,079	56,430	44,642	11,788
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	11,697	11,697	23,393	23,393	23,393	23,393	23,393	23,393	23,393	23,393	23,393	233,934	185,068	48,866
8290 Title I, Part A - Basic Low Income	-	-	50,572	-	-	50,572	-	-	50,572	-	-	-	50,572	202,286	160,031	42,255
8291 Title II, Part A - Teacher Quality	-	-	5,726	-	-	5,726	-	-	5,726	-	-	-	5,726	22,904	18,120	4,784
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,944	-	10,944	8,658	2,286
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	588,857	(578,857)
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,822	70,816	16,775	28,472	84,770	28,472	28,472	84,770	28,472	28,472	49,416	84,770	536,499	1,005,377	(468,877)
Other State Revenue																
8311 State Special Education	-	12,828	12,828	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	23,090	256,560	202,967	53,593
8520 Child Nutrition	-	-	1,107	1,107	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214	2,214	22,143	17,517	4,625
8545 School Facilities (SB740)	-	-	-	-	-	-	215,318	-	-	-	107,659	-	107,659	430,635	360,386	-
8550 Mandated Cost	-	-	-	-	-	15,851	-	-	-	-	-	-	-	15,851	14,872	980
8560 State Lottery	-	-	-	-	-	-	22,123	-	-	22,123	-	-	44,246	88,493	70,007	18,485
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	194,360	-	-	-	-	74,754	-	-	29,902	299,015	299,015	-
	-	12,828	13,935	24,198	219,664	41,156	262,745	25,305	25,305	122,182	132,963	25,305	207,111	1,112,697	964,765	77,683
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	363	363	945	799	799	799	799	799	799	799	-	-	7,268	5,749	1,518
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	363	363	945	799	799	799	799	799	799	799	-	-	7,268	5,749	1,518
Total Revenue	-	231,284	300,385	446,315	636,423	514,213	696,414	442,063	708,626	779,510	759,987	672,473	911,008	7,098,700	6,281,174	817,526
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	-	1,839,866	1,479,866	(360,000)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000	12,000	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	-	293,286	293,286	-
1900 Other Certificated Salaries	-	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	-	182,613	182,613	-
	24,441	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	-	2,327,764	1,967,764	(360,000)
Classified Salaries																
2100 Instructional Salaries	10,465	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	-	148,378	148,378	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	-	75,254	75,254	-
2900 Other Classified Salaries	4,053	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	82,739	82,739	-

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	20,789	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	-	306,372	306,372	-
Benefits																
3101 STRS	4,632	33,480	33,480	33,480	33,480	33,480	33,480	33,480	33,480	33,480	33,480	33,480	-	372,908	317,794	(55,114)
3202 PERS	5,114	6,387	6,387	6,387	6,387	6,387	6,387	6,387	6,387	6,387	6,387	6,387	-	75,367	69,546	(5,821)
3301 OASDI	1,289	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	-	18,995	18,995	-
3311 Medicare	760	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	-	38,195	32,975	(5,220)
3401 Health and Welfare	14,154	14,154	14,154	14,154	14,154	14,154	14,154	14,154	14,154	14,154	14,154	14,154	-	169,850	148,350	(21,500)
3501 State Unemployment	1,225	1,225	1,225	1,225	1,225	1,225	6,125	4,900	2,450	1,225	1,225	1,225	-	24,500	21,560	(2,940)
3601 Workers' Compensation	733	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	-	36,878	31,838	(5,040)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	27,907	63,544	63,544	63,544	63,544	63,544	68,444	67,219	64,769	63,544	63,544	63,544	-	736,693	641,058	(95,635)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	12,972	12,972	12,972	12,972	-	-	-	-	-	-	-	-	51,888	48,000	(3,888)
4200 Books and Other Reference Mater	2,063	2,063	2,063	2,063	2,063	-	-	-	-	-	-	-	-	10,315	8,000	(2,315)
4302 School Supplies	19,984	19,984	19,984	19,984	19,984	19,984	19,984	19,984	19,984	19,984	19,984	19,984	-	239,803	217,015	(22,788)
4305 Software	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	-	30,691	23,804	(6,887)
4310 Office Expense	810	810	810	810	810	810	810	810	810	810	810	810	-	9,718	7,538	(2,181)
4311 Business Meals	39	39	39	39	39	39	39	39	39	39	39	39	-	471	366	(106)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	-	-	-	-	30,411	-	-	-	-	-	-	-	30,411	548,857	518,446
4700 Food Services	-	23,745	23,745	23,745	23,745	23,745	23,745	23,745	23,745	23,745	23,745	23,745	-	261,199	202,585	(58,613)
	25,453	62,170	62,170	62,170	62,170	77,546	47,136	47,136	47,136	47,136	47,136	47,136	-	634,495	1,056,165	421,669

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Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	13,491	13,491	13,491	13,491	13,491	13,491	13,491	13,491	13,491	13,491	13,491	-	148,403	115,101	(33,302)
5103 Substitute Teacher	-	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946	-	43,408	33,667	(9,741)
5104 Transportation	-	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	20,629	16,000	(4,629)
5105 Security	-	466	466	466	466	466	466	466	466	466	466	466	-	5,126	3,976	(1,150)
5106 Other Educational Consultants	-	-	412	412	412	412	412	412	412	412	412	412	-	4,122	4,042	(81)
5107 IB Fees	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	-	44,678	43,802	(876)
	3,723	23,502	23,914	23,914	23,914	23,914	23,914	23,914	23,914	23,914	23,914	23,914	-	266,367	216,588	(49,779)
Operations and Housekeeping																
5201 Auto and Travel	-	201	201	201	201	201	201	201	201	201	201	201	-	2,215	1,718	(497)
5300 Dues & Memberships	189	189	189	189	189	189	189	189	189	189	189	189	-	2,264	1,756	(508)
5400 Insurance	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	-	42,036	32,603	(9,433)
5501 Utilities	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	-	51,746	47,890	(3,856)
5502 Janitorial Services	516	516	516	516	516	516	516	516	516	516	516	516	-	6,189	4,800	(1,389)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	-	31,680	30,000	(1,680)
5901 Postage and Shipping	-	-	77	77	77	77	77	77	77	77	77	77	-	772	599	(173)
	11,160	11,361	11,438	11,438	11,438	11,438	11,438	11,438	11,438	11,438	11,438	11,438	-	136,902	119,366	(17,536)
Facilities, Repairs and Other Leases																
5601 Rent	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	-	597,408	543,600	(53,808)
5602 Additional Rent	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	-	40,570	39,775	(795)
5603 Equipment Leases	2,643	2,643	2,643	2,643	2,643	2,643	2,643	2,643	2,643	2,643	2,643	2,643	-	31,721	31,099	(622)
5604 Other Leases	408	408	408	408	408	408	408	408	408	408	408	408	-	4,896	4,800	(96)
5605 Real/Personal Property Taxes	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	-	15,168	14,870	(297)
5610 Repairs and Maintenance	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	-	26,988	26,459	(529)
	59,729	59,729	59,729	59,729	59,729	59,729	59,729	59,729	59,729	59,729	59,729	59,729	-	716,752	660,604	(56,148)
Professional/Consulting Services																
5801 IT	537	537	537	537	537	537	537	537	537	537	537	537	-	6,447	5,000	(1,447)
5802 Audit & Taxes	-	-	-	6,120	6,120	6,120	-	-	-	-	-	-	-	18,360	18,000	(360)
5803 Legal	358	358	358	358	358	358	358	358	358	358	358	358	-	4,300	4,216	(84)
5804 Professional Development	-	-	738	738	738	738	738	738	738	738	738	738	-	7,377	5,722	(1,655)
5805 General Consulting	-	-	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	-	27,205	21,100	(6,105)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	10,342	10,342	10,342	-	-	-	31,026	24,064	(6,962)
5807 Bank Charges	-	-	91	91	91	91	91	91	91	91	91	91	-	909	705	(204)
5808 Printing	-	-	306	306	306	306	306	306	306	306	306	306	-	3,062	2,375	(687)
5809 Other taxes and fees	-	-	529	529	529	529	529	529	529	529	529	529	-	5,285	4,099	(1,186)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	81,043	81,043	81,043	81,043	81,043	81,043	81,043	81,043	81,043	81,043	81,043	81,043	-	972,522	861,041	(111,481)
5812 District Oversight Fee	-	2,153	2,153	4,044	3,875	3,875	4,044	3,875	5,978	6,281	5,978	5,978	6,191	54,422	43,053	(11,370)
5813 County Fees	-	-	-	2,663	-	-	2,663	-	-	2,663	-	-	2,663	10,652	8,262	(2,390)
5814 SPED Encroachment	-	626	626	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	12,520	9,904	(2,615)
5815 Public Relations/Recruitment	-	-	2,816	2,816	2,816	2,816	2,816	2,816	2,816	2,816	2,816	2,816	-	28,160	8,000	(20,160)
	81,939	84,718	91,918	103,093	100,261	100,261	96,973	104,483	106,585	109,551	96,243	96,243	9,981	1,182,248	1,015,541	(166,707)
Depreciation																
6900 Depreciation Expense	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539	147,539	-
	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539	147,539	-
Interest																
7438 Interest Expense	9,521	9,521	9,521	9,521	9,521	9,521	9,479	9,479	9,479	9,479	9,479	9,479	-	114,002	49,939	(64,064)
	9,521	9,521	9,521	9,521	9,521	9,521	9,479	9,479	9,479	9,479	9,479	9,479	-	114,002	49,939	(64,064)
Total Expenses	276,956	562,196	569,885	581,060	578,228	593,604	564,764	571,049	570,701	572,442	559,134	559,134	9,981	6,569,135	6,180,936	(388,199)
Monthly Surplus (Deficit)	(276,956)	(330,912)	(269,500)	(134,745)	58,195	(79,391)	131,650	(128,985)	137,924	207,067	200,853	113,338	901,027	529,565	100,238	429,327

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Cash Flow Adjustments																
Monthly Surplus (Deficit)	(276,956)	(330,912)	(269,500)	(134,745)	58,195	(79,391)	131,650	(128,985)	137,924	207,067	200,853	113,338	901,027	529,565		
Cash flows from operating activities																
Depreciation/Amortization	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539		
Public Funding Receivables	410,194	410,194	410,194	410,194	184,587	37,167	424,974	-	-	-	-	-	(911,008)	1,376,497		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	(100,000)	-	-	-	-	-	-	-	-	-	-	-	(100,000)		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(23,703)	-	-	-	-	-	-	-	-	-	-	-	9,981	(13,722)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(461,468)	(469,801)	(461,468)	(461,468)	-	(1,895,872)		
Total Change in Cash	121,830	(8,423)	152,989	279,411	246,744	(38,262)	560,587	(125,023)	(311,249)	(250,439)	(248,321)	(335,835)				
Cash, Beginning of Month	36,320	158,150	149,727	302,716	582,127	828,871	790,609	1,351,195	1,226,172	914,923	664,484	416,163				
Cash, End of Month	158,150	149,727	302,716	582,127	828,871	790,609	1,351,195	1,226,172	914,923	664,484	416,163	80,328				



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY22-23

Revised 9/14/20

ADA = 437.00

	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																ADA = 427.50
LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF - Continuing Charters	-	271,904	271,904	489,428	489,428	489,428	489,428	489,428	496,117	496,117	496,117	496,117	496,117	5,471,531	5,356,736	114,795
8011 LCFF State Aid	-	271,904	271,904	489,428	489,428	489,428	489,428	489,428	496,117	496,117	496,117	496,117	496,117	5,471,531	5,356,736	114,795
8012 Education Protection Account	-	-	-	16,910	-	-	16,910	-	-	30,305	-	-	-	23,275	85,500	1,900
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	271,904	271,904	506,338	489,428	489,428	506,338	489,428	496,117	526,422	496,117	496,117	519,392	5,558,931	5,442,236	116,695
Federal Revenue																
8181 Special Education - Entitlement	-	2,884	2,884	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	57,684	56,430	1,254
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	11,957	11,957	23,913	23,913	23,913	23,913	23,913	23,913	23,913	23,913	23,913	239,133	233,934	5,199
8290 Title I, Part A - Basic Low Income	-	-	51,695	-	-	51,695	-	-	51,695	-	-	-	51,695	206,782	202,286	4,495
8291 Title II, Part A - Teacher Quality	-	-	5,853	-	-	5,853	-	-	5,853	-	-	-	5,853	23,413	22,904	509
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,944	243	11,187	10,944	243
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	10,000	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,884	72,390	17,148	29,105	86,654	29,105	29,105	86,654	29,105	29,105	50,049	86,897	548,199	536,499	11,700
Other State Revenue																
8311 State Special Education	-	13,113	13,113	23,604	23,604	23,604	23,604	23,604	23,604	23,604	23,604	23,604	23,604	262,261	256,560	5,701
8520 Child Nutrition	-	-	1,132	1,132	2,263	2,263	2,263	2,263	2,263	2,263	2,263	2,263	2,263	22,635	22,143	492
8545 School Facilities (SB740)	-	-	-	-	-	-	224,505	-	-	-	112,252	-	112,252	449,009	430,635	
8550 Mandated Cost	-	-	-	-	-	15,851	-	-	-	-	-	-	4,185	20,037	15,851	4,185
8560 State Lottery	-	-	-	-	-	-	22,615	-	-	22,615	-	-	45,230	90,459	88,493	1,967
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	194,360	-	-	-	-	74,754	-	-	29,902	299,015	299,015	-
	-	13,113	14,245	24,735	220,227	41,718	272,986	25,867	25,867	123,235	138,119	25,867	217,436	1,143,416	1,112,697	12,345
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	371	371	966	817	817	817	817	817	817	817	-	-	7,429	7,268	162
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	371	371	966	817	817	817	817	817	817	817	-	-	7,429	7,268	162
Total Revenue	-	288,273	358,910	549,187	739,576	618,617	809,246	545,217	609,455	679,579	664,158	572,033	823,724	7,257,975	7,098,700	159,275
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	167,261	-	1,839,866	1,839,866	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000	12,000	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	24,441	-	293,286	293,286	-
1900 Other Certificated Salaries	-	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	16,601	-	182,613	182,613	-
	24,441	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	209,393	-	2,327,764	2,327,764	-
Classified Salaries																
2100 Instructional Salaries	10,465	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	12,538	-	148,378	148,378	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	-	75,254	75,254	-
2900 Other Classified Salaries	4,053	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	82,739	82,739	-

Prepa Tec Los Angeles High

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	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
	20,789	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	25,962	-	306,372	306,372	-
Benefits																
3101 STRS	5,175	37,409	37,409	37,409	37,409	37,409	37,409	37,409	37,409	37,409	37,409	37,409	-	416,670	372,908	(43,762)
3202 PERS	5,280	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	-	77,818	75,367	(2,451)
3301 OASDI	1,289	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	-	18,995	18,995	-
3311 Medicare	760	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	-	38,195	38,195	-
3401 Health and Welfare	14,513	14,513	14,513	14,513	14,513	14,513	14,513	14,513	14,513	14,513	14,513	14,513	-	174,150	169,850	(4,300)
3501 State Unemployment	1,225	1,225	1,225	1,225	1,225	1,225	6,125	4,900	2,450	1,225	1,225	1,225	-	24,500	24,500	-
3601 Workers' Compensation	733	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	-	36,878	36,878	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	28,975	68,039	68,039	68,039	68,039	68,039	72,939	71,714	69,264	68,039	68,039	68,039	-	787,206	736,693	(50,513)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	-	13,525	13,525	13,525	13,525	-	-	-	-	-	-	-	-	54,102	51,888	(2,214)
4200 Books and Other Reference Mater	2,151	2,151	2,151	2,151	2,151	-	-	-	-	-	-	-	-	10,755	10,315	(440)
4302 School Supplies	20,836	20,836	20,836	20,836	20,836	20,836	20,836	20,836	20,836	20,836	20,836	20,836	-	250,035	239,803	(10,232)
4305 Software	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-	32,001	30,691	(1,309)
4310 Office Expense	844	844	844	844	844	844	844	844	844	844	844	844	-	10,133	9,718	(415)
4311 Business Meals	41	41	41	41	41	41	41	41	41	41	41	41	-	491	471	(20)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	-	-	-	-	31,708	-	-	-	-	-	-	-	31,708	30,411	(1,298)
4700 Food Services	-	24,758	24,758	24,758	24,758	24,758	24,758	24,758	24,758	24,758	24,758	24,758	-	272,343	261,199	(11,144)
	26,539	64,823	64,823	64,823	64,823	80,855	49,147	49,147	49,147	49,147	49,147	49,147	-	661,567	634,495	(27,072)

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

Prepa Tec Los Angeles High
Monthly Cash Flow/Forecast FY22-23

Revised 9/14/20

ADA = 437.00



	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	14,067	14,067	14,067	14,067	14,067	14,067	14,067	14,067	14,067	14,067	14,067	-	154,735	148,403	(6,332)
5103 Substitute Teacher	-	4,115	4,115	4,115	4,115	4,115	4,115	4,115	4,115	4,115	4,115	4,115	-	45,260	43,408	(1,852)
5104 Transportation	-	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	-	21,509	20,629	(880)
5105 Security	-	486	486	486	486	486	486	486	486	486	486	486	-	5,345	5,126	(219)
5106 Other Educational Consultants	-	-	420	420	420	420	420	420	420	420	420	420	-	4,205	4,122	(82)
5107 IB Fees	3,798	3,798	3,798	3,798	3,798	3,798	3,798	3,798	3,798	3,798	3,798	3,798	-	45,572	44,678	(894)
	3,798	24,420	24,841	24,841	24,841	24,841	24,841	24,841	24,841	24,841	24,841	24,841	-	276,626	266,367	(10,259)
Operations and Housekeeping																
5201 Auto and Travel	-	210	210	210	210	210	210	210	210	210	210	210	-	2,309	2,215	(94)
5300 Dues & Memberships	197	197	197	197	197	197	197	197	197	197	197	197	-	2,361	2,264	(97)
5400 Insurance	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	-	43,830	42,036	(1,794)
5501 Utilities	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	-	53,954	51,746	(2,208)
5502 Janitorial Services	538	538	538	538	538	538	538	538	538	538	538	538	-	6,453	6,189	(264)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,753	2,753	2,753	2,753	2,753	2,753	2,753	2,753	2,753	2,753	2,753	2,753	-	33,031	31,680	(1,352)
5901 Postage and Shipping	-	-	81	81	81	81	81	81	81	81	81	81	-	805	772	(33)
	11,636	11,846	11,926	11,926	11,926	11,926	11,926	11,926	11,926	11,926	11,926	11,926	-	142,743	136,902	(5,841)
Facilities, Repairs and Other Leases																
5601 Rent	51,908	51,908	51,908	51,908	51,908	51,908	51,908	51,908	51,908	51,908	51,908	51,908	-	622,897	597,408	(25,489)
5602 Additional Rent	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	-	42,301	40,570	(1,731)
5603 Equipment Leases	2,756	2,756	2,756	2,756	2,756	2,756	2,756	2,756	2,756	2,756	2,756	2,756	-	33,075	31,721	(1,353)
5604 Other Leases	425	425	425	425	425	425	425	425	425	425	425	425	-	5,105	4,896	(209)
5605 Real/Personal Property Taxes	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	-	15,815	15,168	(647)
5610 Repairs and Maintenance	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	-	28,140	26,988	(1,152)
	62,278	62,278	62,278	62,278	62,278	62,278	62,278	62,278	62,278	62,278	62,278	62,278	-	747,333	716,752	(30,581)
Professional/Consulting Services																
5801 IT	560	560	560	560	560	560	560	560	560	560	560	560	-	6,722	6,447	(275)
5802 Audit & Taxes	-	-	-	6,242	6,242	6,242	-	-	-	-	-	-	-	18,727	18,360	(367)
5803 Legal	366	366	366	366	366	366	366	366	366	366	366	366	-	4,386	4,300	(86)
5804 Professional Development	-	-	769	769	769	769	769	769	769	769	769	769	-	7,692	7,377	(315)
5805 General Consulting	-	-	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	-	28,366	27,205	(1,161)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	10,783	10,783	10,783	-	-	-	32,350	31,026	(1,324)
5807 Bank Charges	-	-	95	95	95	95	95	95	95	95	95	95	-	948	909	(39)
5808 Printing	-	-	319	319	319	319	319	319	319	319	319	319	-	3,193	3,062	(131)
5809 Other taxes and fees	-	-	551	551	551	551	551	551	551	551	551	551	-	5,511	5,285	(226)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	82,862	82,862	82,862	82,862	82,862	82,862	82,862	82,862	82,862	82,862	82,862	82,862	-	994,343	972,522	(21,821)
5812 District Oversight Fee	-	2,719	2,719	5,063	4,894	4,894	5,063	4,894	4,961	5,264	4,961	4,961	5,194	55,589	54,422	(1,167)
5813 County Fees	-	-	-	2,777	-	-	2,777	-	-	2,777	-	-	2,777	11,107	10,652	(455)
5814 SPED Encroachment	-	640	640	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	12,798	12,520	(278)
5815 Public Relations/Recruitment	-	-	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	-	28,723	28,160	(563)
	83,788	87,146	94,590	106,465	103,519	103,519	100,223	108,060	108,127	111,207	97,344	97,344	9,122	1,210,454	1,182,248	(28,206)
Depreciation																
6900 Depreciation Expense	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539	147,539	-
	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539	147,539	-
Interest																
7438 Interest Expense	333	333	333	333	333	333	333	333	333	333	-	-	-	3,333	114,002	110,669
	333	333	333	333	333	333	333	333	333	333	-	-	-	3,333	114,002	110,669
Total Expenses	274,870	566,536	574,480	586,356	583,410	599,441	569,337	575,949	573,566	575,421	561,225	561,225	9,122	6,610,938	6,569,135	(41,803)
Monthly Surplus (Deficit)	(274,870)	(278,263)	(215,570)	(37,169)	156,167	19,175	239,909	(30,733)	35,888	104,158	102,934	10,808	814,602	647,037	529,565	117,472

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Cash Flow Adjustments																
Monthly Surplus (Deficit)	(274,870)	(278,263)	(215,570)	(37,169)	156,167	19,175	239,909	(30,733)	35,888	104,158	102,934	10,808	814,602	647,037		
Cash flows from operating activities																
Depreciation/Amortization	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	147,539		
Public Funding Receivables	644,734	107,659	44,246	-	-	-	114,368	-	-	-	-	-	(823,724)	87,283		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	(300,000)	-	-	(300,000)		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(9,981)	-	-	-	-	-	-	-	-	-	-	-	9,122	(859)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	(408,333)	-	-	-	(449,998)		
Total Change in Cash	372,178	(158,309)	(159,029)	(33,207)	160,129	23,137	358,239	(26,771)	48,183	(291,880)	(184,771)	23,103				
Cash, Beginning of Month	80,328	452,505	294,196	135,167	101,961	262,089	285,227	643,466	616,695	664,878	372,999	188,227				
Cash, End of Month	452,505	294,196	135,167	101,961	262,089	285,227	643,466	616,695	664,878	372,999	188,227	211,330				



November 13, 2020

LAUSD Charter Schools Division
 333 South Beaudry Avenue, 20th Floor
 Los Angeles, CA 90017
 Email: Allan.Villamor@lausd.net

Via Email Only

SUBJECT: NOTICE OF ALLEGED VIOLATION AND OPPORTUNITY TO CURE Pursuant to Education Code section 47607, subdivision (e) Prepa Tec Los Angeles High School Renewal Petition

Dear Mr. Villamor:

In reference to the letter received regarding the Notice of Alleged Violation and Opportunity to Cure in the subject above, dated October 10, 2020, our response to each concern raised and course of action are as listed below to address the fiscal condition of Prepa Tec Los Angeles High School's (PTLAH).

Negative Net Asset Balance

1 – PTLAH has had a negative net asset balance since its inception as summarized in the table below. At the onset, PTLAHS ran into a series of challenges with the facility at Huntington Park High School's Prop 39 site. The facility lacked functioning amenities including air conditioning and more importantly student safety causing an accelerated facility plans 3 years ahead of schedule. The accelerated plan was put in place to maintain student enrollment and address growing parents concern regarding their student's safety. This acceleration put a strain on the finances with deficit spending resulting in negative net asset balance since inception. With the new facility at 4210 E. Gage Ave, Bell CA, PTLAHS was able to focus on improving their fiscal health showing a surplus (Note: the table below incorrectly shows \$389,923 as a loss when in fact it should be a net income) in 2018-19 thus reducing the negative net asset by approximately 44% from 2017-18 to 2018-19 with an additional 40% from 2018-19 to 2019-20. Starting in FY20-21, PTLAHS is projected to have a positive net assets balance and will continue to build reserves to strengthen their net asset position moving forward.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	N/A	(\$331,283)	(\$879,715)	(\$489,792)	(\$290,224)
Net Income/ Loss	N/A	(\$331,283)	(\$548,432)	(\$389,923)	\$199,568
Transfers In/Out	N/A	\$0	\$0	\$0	
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	

Cash Reserve Levels

Concern: PTLAHS reported a zero percent cash reserve for Fiscal Year 2020–2021; PTLAHS’ expected reserve level is five percent.

Response:

While PTLAHS still maintains the goal of a 5% cash reserve, the school has been negatively impacted by the State deferrals like every other public school in California. Likewise, the school is evaluating a variety of cash sources, yet it is still projecting a surplus despite the increase in borrowing costs. As shown in the multi-year projections enclosed, the schools continued surplus will add to the year end cash reserves each year moving forward.

Liabilities

Concern: As of May 31, 2020, PTLAHS’ had a negative net asset balance of -\$185,981. PTLAHS’ debt ratio at that time was 2.34, meaning that PTLAHS’ total liabilities more than doubled the value of its assets.

Response:

Included in PTLAHS liability is the PPP loan balance outstanding. Upon loan forgiveness, the liability will be recognized as revenue in FY20-21.

Intercompany Liability

Concern: Information provided by Alta Public Schools indicates that, as of April 30, 2020, Alta Public Schools owed (\$893,402) to one of the other schools that it operates, Academia Moderna. As a result of this borrowing, Academia Moderna is owed significant sums. (See Exhibit 7 – Alta Public Schools Financial Package dated April 30, 2020.) A summary of this data, as part of the April 30, 2020 Financial Package is provided below.

Charter School	Amount Owed to Charter School	Authorizer
Academia Moderna	\$893,402	LAUSD
Charter School/Entity	Amount Owed by Charter School or Entity	Authorizer
Prepa Tec Los Angeles Middle School	(\$119,866)	LAUSD
Prepa Tec Los Angeles High School	(\$398,363)	SBE
Alta Public Schools (Charter Operator)	(\$288,295)	N/A
Prepa Tec Los Angeles, LLC	(\$86,878)	N/A

Response:

PTLAHS continues to pay down the interschool borrowings through annual surpluses. As of fiscal year- end 2019-20, the interschool borrowings complied with school’s fiscal policy not to exceed \$500K as shown below.

Charter School	Amount Owed to affiliate as of 6/30/20	Authorizer
Academia Moderna	307,618	LAUSD
Prepa Tec Los Angeles Middle School	41,593	LAUSD
Prepa Tec Los Angeles High School	(248,477)	SBE
Alta Public Schools (Charter Operator)	(52,354)	N/A
PTMS LLC	(48,380)	N/A

Accounts Payable Aging

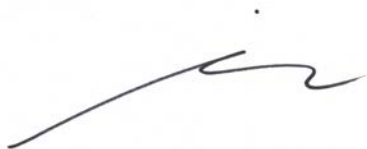
Concern: The CDE also noted that, as of January 15, 2019, PTLAHS owed \$207,423 in outstanding vendor bills, of which \$145,429 were 90 days or more past due.

Response:

PTLAH reduced the AP aging to under \$3k for payables greater than 90 days as of fiscal year end 19-20. As of October 31, 2020, the AP aging balance has been paid in full.

We hope the above responses satisfy LAUSD's concerns. PTLAHS will continue monitoring expenses to maintain a healthy financial condition while dedicating more time on the needs of local families that are looking for a school with the best college entrance percentages and a great college-going culture. The current plan is to focus on increasing student enrollment which will aid in improving PTLAHS financial health moving forward.

If you have any questions, please contact me by email at x.reyes@altaps.org



Xavier Reyes,

CEO Alta Public Schools

Enclosures:

Prepa Tec Los Angeles High multiyear budget and cashflow projections (on excel as requested).

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 11/06/20



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Prior Year	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions						
	[Unaudited]					
LCFF COLA	n/a	0.00%	0.00%	0.00%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	334.00	334.00	370.00	380.00	380.00	380.00
Average Daily Attendance	317.30	317.30	351.50	361.00	361.00	361.00
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	\$ 3,971,941	\$ 3,975,039	\$ 4,404,428	\$ 4,519,993	\$ 4,522,642	\$ 4,522,292
8012 Education Protection Account	63,460	63,460	70,300	72,200	72,200	72,200
8019 State Aid - Prior Year	(397)	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-
	<u>4,035,004</u>	<u>4,038,499</u>	<u>4,474,728</u>	<u>4,592,193</u>	<u>4,594,842</u>	<u>4,594,492</u>
Federal Revenue						
8181 Special Education - Entitlement	38,329	41,884	46,398	47,652	46,398	46,398
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	62,368	164,950	182,729	187,667	187,667	187,667
8290 Title I, Part A - Basic Low Income	95,914	160,031	177,280	182,071	182,071	182,071
8291 Title II, Part A - Teacher Quality	13,443	18,120	20,073	20,616	20,616	20,616
8293 Title III - Limited English	-	8,658	9,591	9,850	9,850	9,850
8294 Title V, Part B - PCSG	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-
8296 Other Federal Revenue	88,515	633,906	-	-	-	-
8299 Prior Year Federal Revenue	155,331	82,911	91,847	94,330	94,330	94,330
	<u>453,899</u>	<u>1,110,459</u>	<u>527,918</u>	<u>542,186</u>	<u>540,932</u>	<u>540,932</u>
Other State Revenue						
8311 State Special Education	163,389	190,424	210,949	216,651	216,651	216,651
8520 Child Nutrition	5,012	15,613	17,296	17,763	17,763	17,763
8545 School Facilities (SB740)	284,753	338,115	425,667	437,171	437,171	437,171
8550 Mandated Cost	12,448	14,872	14,872	16,475	16,920	16,920
8560 State Lottery	62,568	65,681	72,761	74,727	74,727	74,727
8598 Prior Year Revenue	17,910	(1,155)	(1,280)	(1,314)	(1,314)	(1,314)
8599 Other State Revenue	70,631	299,015	331,244	340,197	340,197	340,197
	<u>616,711</u>	<u>922,565</u>	<u>1,071,508</u>	<u>1,101,669</u>	<u>1,102,114</u>	<u>1,102,114</u>
Other Local Revenue						
8634 Food Service Sales	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-
8689 Other Fees and Contracts	234	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-
8699 School Fundraising	22,764	7,763	8,600	8,833	8,833	8,833
8980 Contributions, Unrestricted	-	-	-	-	-	-
8990 Contributions, Restricted	1,000	-	-	-	-	-
	<u>23,999</u>	<u>7,763</u>	<u>8,600</u>	<u>8,833</u>	<u>8,833</u>	<u>8,833</u>
Total Revenue	\$ 5,129,613	\$ 6,079,287	\$ 6,082,754	\$ 6,244,881	\$ 6,246,722	\$ 6,246,371
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,318,762	1,456,766	1,470,384	1,470,384	1,470,384	1,470,384
1170 Teachers' Substitute Hours	-	4,156	-	-	-	-
1175 Teachers' Extra Duty/Stipends	18,708	12,000	12,000	12,000	12,000	12,000
1200 Pupil Support Salaries	-	47,932	61,860	61,860	61,860	61,860

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 11/06/20



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Prior Year	Forecast	Forecast	Forecast	Forecast	Forecast
1300 Administrators' Salaries	203,927	357,800	355,146	355,146	355,146	355,146
1900 Other Certificated Salaries	51,898	79,573	68,374	68,374	68,374	68,374
	1,593,294	1,958,227	1,967,764	1,967,764	1,967,764	1,967,764
Classified Salaries						
2100 Instructional Salaries	33,139	88,002	99,578	99,578	99,578	99,578
2200 Support Salaries	38,063	31,603	45,600	45,600	45,600	45,600
2300 Classified Administrators' Salaries	-	3,106	-	-	-	-
2400 Clerical and Office Staff Salaries	81,990	91,164	101,254	101,254	101,254	101,254
2900 Other Classified Salaries	108,355	87,686	82,739	82,739	82,739	82,739
	261,547	301,560	329,172	329,172	329,172	329,172
Benefits						
3101 STRS	250,451	319,876	315,236	352,230	352,230	352,230
3202 PERS	374	55,873	80,976	83,610	85,914	86,572
3301 OASDI	6,480	19,949	20,409	20,409	20,409	20,409
3311 Medicare	25,796	33,434	33,306	33,306	33,306	33,306
3401 Health and Welfare	148,947	158,203	148,350	148,350	148,350	148,350
3501 State Unemployment	9,000	17,959	22,050	22,050	22,050	22,050
3601 Workers' Compensation	18,797	32,644	32,157	32,157	32,157	32,157
3901 Other Benefits	-	-	-	-	-	-
	459,845	637,938	652,483	692,111	694,415	695,073
Books and Supplies						
4100 Textbooks and Core Curricula	(2,530)	13,020	14,712	15,412	15,720	16,035
4200 Books and Other Materials	39,608	1,600	1,808	1,894	1,932	1,970
4302 School Supplies	37,927	177,015	200,016	209,531	213,721	217,996
4305 Software	25,450	30,139	34,055	35,675	36,389	37,117
4310 Office Expense	15,336	20,229	22,857	23,945	24,423	24,912
4311 Business Meals	712	403	456	477	487	497
4312 School Fundraising	-	-	-	-	-	-
4400 Noncapitalized Equipment	29,814	420,913	33,688	35,291	35,997	36,717
4700 Food Services	163,458	131,817	148,946	156,031	159,151	162,334
	309,775	795,137	456,539	478,255	487,820	497,577
Subagreement Services						
5101 Nursing	-	-	-	-	-	-
5102 Special Education	99,003	88,473	99,969	104,725	106,819	108,955
5103 Substitute Teacher	38,611	27,221	30,758	32,221	32,866	33,523
5104 Transportation	1,988	11,636	13,148	13,774	14,049	14,330
5105 Security	4,845	6,009	6,790	7,113	7,255	7,400
5106 Other Educational Consultants	11,350	7,268	7,414	7,562	7,713	7,867
5107 IB Fees	47,769	32,352	32,999	33,659	34,332	35,018
	203,566	172,959	191,078	199,053	203,034	207,095
Operations and Housekeeping						
5201 Auto and Travel	1,589	1,249	1,411	1,479	1,508	1,538
5300 Dues & Memberships	(1,118)	3,556	4,018	4,209	4,293	4,379
5400 Insurance	23,196	30,844	34,852	36,510	37,240	37,985
5501 Utilities	55,875	46,954	53,055	55,579	56,690	57,824
5502 Janitorial Services	5,692	4,225	4,774	5,001	5,101	5,203
5516 Miscellaneous Expense	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-
5900 Communications	45,422	37,285	42,130	44,134	45,016	45,917
5901 Postage and Shipping	238	567	641	671	685	699
	130,895	124,680	140,880	147,582	150,533	153,544
Facilities, Repairs and Other Leases						
5601 Rent	543,600	549,537	620,944	650,481	663,490	676,760

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 11/06/20



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Prior Year	Forecast	Forecast	Forecast	Forecast	Forecast
5602 Additional Rent	-	26,517	29,962	31,387	32,015	32,655
5603 Equipment Leases	48,035	24,789	28,010	29,342	29,929	30,528
5604 Other Leases	11,246	34,534	39,022	40,878	41,696	42,530
5605 Real/Personal Property Taxes	-	9,914	11,202	11,735	11,969	12,209
5610 Repairs and Maintenance	37,381	20,289	22,926	24,016	24,497	24,987
	<u>640,262</u>	<u>665,580</u>	<u>752,065</u>	<u>787,839</u>	<u>803,596</u>	<u>819,668</u>
Professional/Consulting Services						
5801 IT	-	3,333	3,766	3,946	4,025	4,105
5802 Audit & Taxes	-	12,000	12,240	12,485	12,734	12,989
5803 Legal	(2,708)	3,756	3,831	3,907	3,986	4,065
5804 Professional Development	36,930	14,397	16,268	17,042	17,383	17,730
5805 General Consulting	25,737	22,444	25,361	26,567	27,099	27,640
5806 Special Activities/Field Trips	17,122	25,037	28,290	29,636	30,229	30,833
5807 Bank Charges	65	564	637	668	681	695
5808 Printing	-	1,900	2,147	2,249	2,294	2,340
5809 Other taxes and fees	8,778	5,580	6,305	6,605	6,737	6,872
5810 Payroll Service Fee	-	-	-	-	-	-
5811 Management Fee	856,626	833,382	941,672	986,465	1,006,194	1,026,318
5812 District Oversight Fee	42,644	40,385	44,747	45,922	45,948	45,945
5813 County Fees	6,934	6,197	7,002	7,335	7,481	7,631
5814 SPED Encroachment	-	9,292	10,294	10,572	10,522	10,522
5815 Public Relations/Recruitment	-	6,777	6,912	7,051	7,192	7,335
	<u>992,128</u>	<u>985,045</u>	<u>1,109,473</u>	<u>1,160,449</u>	<u>1,182,504</u>	<u>1,205,022</u>
Depreciation						
6900 Depreciation Expense	409,560	238,876	243,653	248,526	253,497	258,567
	<u>409,560</u>	<u>238,876</u>	<u>243,653</u>	<u>248,526</u>	<u>253,497</u>	<u>258,567</u>
Interest						
7438 Interest Expense	59,555	52,494	76,484	32,131	663	-
	<u>59,555</u>	<u>52,494</u>	<u>76,484</u>	<u>32,131</u>	<u>663</u>	<u>-</u>
Total Expenses	<u>\$ 5,060,428</u>	<u>\$ 5,932,495</u>	<u>\$ 5,919,592</u>	<u>\$ 6,042,883</u>	<u>\$ 6,072,999</u>	<u>\$ 6,133,481</u>
Surplus (Deficit)	<u>\$ 69,186</u>	<u>\$ 146,792</u>	<u>\$ 163,163</u>	<u>\$ 201,999</u>	<u>\$ 173,723</u>	<u>\$ 112,890</u>
Fund Balance, Beginning of Year	\$ (489,792)	\$ (420,606)	\$ 133,970	\$ 297,133	\$ 499,131	\$ 672,854
PPP Loan Forgiveness	\$ -	\$ 407,784	\$ -	\$ -	\$ -	\$ -
Fund Balance, End of Year	<u>\$ (420,606)</u>	<u>\$ 133,970</u>	<u>\$ 297,133</u>	<u>\$ 499,131</u>	<u>\$ 672,854</u>	<u>\$ 785,744</u>
	<u>-8.3%</u>	<u>2.3%</u>	<u>5.0%</u>	<u>8.3%</u>	<u>11.1%</u>	<u>12.8%</u>
Cash Flow Adjustments						
Surplus (Deficit)	69,186	146,792	163,163	201,999	173,723	112,890
Cash Flows From Operating Activities						
Depreciation/Amortization	409,560	238,876	243,653	248,526	253,497	258,567
Public Funding Receivables	(333,337)	(1,346,801)	1,310,541	13,525	12,722	32
Grants and Contributions Rec.	(41,213)	-	-	-	-	-
Due To/From Related Parties	(603,659)	599,532	(100,000)	(300,000)	(300,000)	-
Prepaid Expenses	(73,972)	1,822	-	-	-	-
Other Assets	68,200	-	-	-	-	-
Accounts Payable	(115,894)	263,989	(209,391)	8,564	3,725	3,937
Accrued Expenses	831,181	(972,947)	-	-	-	-
Other Liabilities	21,006	269,944	-	-	-	-
Cash Flows From Investing Activities	-	-	-	-	-	-
Purchases of Prop. And Equip.	(91,465)	(9,395)	-	-	-	-
Notes Receivable	-	-	-	-	-	-

Prepa Tec Los Angeles High

Multi-Year Forecast

Revised 11/06/20



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Prior Year	Forecast	Forecast	Forecast	Forecast	Forecast
Cash Flows From Financing Activities	-					
Proceeds from Factoring	1,187,545	-	-	-	-	-
Payments on Factoring	(1,187,545)	-	-	-	-	-
Proceeds(Payments) on Debt	(156,216)	1,560,187	(1,610,185)	-	-	-
Total Change in Cash	(16,623)	751,997	(202,220)	172,614	143,667	375,425
Cash, Beginning of Year	95,620	78,997	830,995	628,775	801,389	945,056
Cash, End of Year	\$ 78,997	\$ 830,995	\$ 628,775	\$ 801,389	\$ 945,056	\$ 1,320,480

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses

Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY20-21

Revised 11/06/20

ADA = 317.30



	Jul-20	Aug 20	Sep 20	Oct 20	Nov-20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
	22,700	48,091	49,592	53,073	56,958	56,958	61,368	60,265	58,060	56,958	56,958	56,958	-	637,938	623,796	(14,141)	
Books and Supplies																	
4100 Textbooks and Core Materials	-	-	-	1,020	12,000	-	-	-	-	-	-	-	-	-	13,020	48,000	34,980
4200 Books and Reference Materials	-	-	-	-	1,600	-	-	-	-	-	-	-	-	-	1,600	8,000	6,400
4302 School Supplies	2,192	6,886	1,054	2,853	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	19,354	177,015	217,015	40,000	
4305 Software	2,634	1,811	6,454	3,371	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	-	30,139	23,804	(6,335)	
4310 Office Expense	6,974	6,032	337	1,861	628	628	628	628	628	628	628	628	-	20,229	7,538	(12,691)	
4311 Business Meals	-	160	-	-	30	30	30	30	30	30	30	30	-	403	366	(38)	
4400 Noncapitalized Equipment	-	25,730	1,006	770	84,183	84,183	-	-	-	-	-	-	225,042	420,913	24,088	(396,825)	
4700 Food Services	-	499	-	-	16,415	16,415	16,415	16,415	16,415	16,415	16,415	16,415	-	131,817	201,447	69,630	
	11,799	41,118	8,851	9,874	134,924	121,324	37,142	37,142	37,142	37,142	37,142	37,142	244,396	795,137	530,257	(264,879)	
Subagreement Services																	
5102 Special Education	-	-	4,763	-	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	-	88,473	115,101	26,628	
5103 Substitute Teacher	-	-	-	2,736	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	-	27,221	33,667	6,446	
5104 Transportation	-	-	-	-	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	-	11,636	16,000	4,364	
5105 Security	-	644	2,473	-	361	361	361	361	361	361	361	361	-	6,009	3,976	(2,033)	
5106 Other Educational Consultants	934	934	1,234	934	404	404	404	404	404	404	404	404	-	7,268	4,042	(3,227)	
5107 IB Fees	-	-	-	3,150	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	-	32,352	43,802	11,450	
	934	1,577	8,470	6,820	19,395	19,395	19,395	19,395	19,395	19,395	19,395	19,395	-	172,959	216,588	43,629	
Operations and Housekeeping																	
5201 Auto and Travel	-	-	-	-	156	156	156	156	156	156	156	156	-	1,249	1,718	468	
5300 Dues & Memberships	219	1,729	219	219	146	146	146	146	146	146	146	146	-	3,556	1,756	(1,800)	
5400 Insurance	2,277	2,277	2,277	2,277	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	-	30,844	32,603	1,759	
5501 Utilities	2,711	3,071	6,037	3,208	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	-	46,954	47,890	936	
5502 Janitorial Services	344	341	341	-	400	400	400	400	400	400	400	400	-	4,225	4,800	575	
5900 Communications	7,201	5,348	4,041	694	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	37,285	30,000	(7,285)	
5901 Postage and Shipping	44	-	-	44	60	60	60	60	60	60	60	60	-	567	599	32	
	12,796	12,766	12,914	6,442	9,970	9,970	9,970	9,970	9,970	9,970	9,970	9,970	-	124,680	119,366	(5,313)	
Facilities, Repairs and Other Leases																	
5601 Rent	45,300	47,279	47,279	47,279	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	-	549,537	543,600	(5,937)	
5602 Additional Rent	-	-	-	-	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	-	26,517	39,775	13,258	
5603 Equipment Leases	82	1,225	2,251	498	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	-	24,789	31,099	6,310	
5604 Other Leases	914	762	1,244	28,414	400	400	400	400	400	400	400	400	-	34,534	4,800	(29,734)	
5605 Real/Personal Property Taxes	-	-	-	-	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	-	9,914	14,870	4,957	
5610 Repairs and Maintenance	550	120	1,980	-	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	-	20,289	26,459	6,170	
	46,845	49,386	52,754	76,192	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	-	665,580	660,604	(4,976)	
Professional/Consulting Services																	
5801 IT	-	-	-	-	417	417	417	417	417	417	417	417	-	3,333	5,000	1,667	
5802 Audit & Taxes	-	-	-	-	6,000	6,000	-	-	-	-	-	-	-	12,000	18,000	6,000	
5803 Legal	-	-	945	-	351	351	351	351	351	351	351	351	-	3,756	4,216	460	
5804 Professional Development	4,500	-	-	5,320	572	572	572	572	572	572	572	572	-	14,397	5,722	(8,676)	
5805 General Consulting	-	1,706	3,858	-	2,110	2,110	2,110	2,110	2,110	2,110	2,110	2,110	-	22,444	21,100	(1,344)	
5806 Special Activities/Field Trips	773	-	200	-	-	8,021	8,021	8,021	-	-	-	-	-	25,037	24,064	(973)	
5807 Bank Charges	-	-	-	-	71	71	71	71	71	71	71	71	-	564	705	141	
5808 Printing	-	-	-	-	238	238	238	238	238	238	238	238	-	1,900	2,375	475	
5809 Other taxes and fees	-	575	1,726	-	410	410	410	410	410	410	410	410	-	5,580	4,099	(1,481)	
5811 Management Fee	-	38,390	49,073	64,640	69,449	69,449	69,449	69,449	69,449	69,449	69,449	69,449	125,691	833,382	746,508	(86,874)	
5812 District Oversight Fee	-	-	-	-	3,578	3,578	3,737	3,578	-	159	-	-	25,755	40,385	39,416	(969)	
5813 County Fees	-	-	-	-	-	-	2,066	-	-	2,066	-	-	2,066	6,197	8,262	2,066	
5814 SPED Encroachment	-	-	-	-	836	836	836	836	1,189	1,189	1,189	1,189	1,189	9,292	8,972	(320)	
5815 Public Relations/Recruitment	-	377	-	-	800	800	800	800	800	800	800	800	-	6,777	8,000	1,223	
	5,273	41,048	55,802	69,960	84,831	92,852	89,077	86,852	75,606	77,830	75,606	75,606	154,701	985,045	896,440	(88,605)	
Depreciation																	
6900 Depreciation Expense	35,051	35,051	35,207	35,207	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	238,876	147,539	(91,336)	



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY20-21

Revised 11/06/20

ADA = 317.30

	Jul-20	Aug 20	Sep 20	Oct 20	Nov-20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Interest	35,051	35,051	35,207	35,207	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	238,876	147,539	(91,336)
7438 Interest Expense	849	849	849	1,641			8,051	8,051	8,051	8,051	8,051	8,051		52,494	32,959	(19,535)
	849	849	849	1,641	-	-	8,051	8,051	8,051	8,051	8,051	8,051	-	52,494	32,959	(19,535)
Total Expenses	185,037	420,253	426,374	459,293	578,516	572,937	497,440	494,113	480,662	481,783	479,559	479,559	376,969	5,932,495	5,395,479	(548,467)
Monthly Surplus (Deficit)	(185,037)	(206,461)	(84,706)	12,100	57,758	425,877	101,279	(96,737)	(432,277)	(326,359)	(346,645)	(423,109)	1,651,109	146,792	49,691	85,651
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(185,037)	(206,461)	(84,706)	12,100	57,758	425,877	101,279	(96,737)	(432,277)	(326,359)	(346,645)	(423,109)	1,651,109	146,792		
Cash flows from operating activities																
Depreciation/Amortization	35,051	35,051	35,207	35,207	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	238,876		
Public Funding Receivables	379,346	-	1,920	(66,169)	50,643	-	-	-	-	-	-	315,536	(2,028,078)	(1,346,801)		
Due To/From Related Parties	88,893	246,946	10,828	102,865	150,000	-	-	-	-	-	-	-	-	599,532		
Prepaid Expenses	900	(12,892)	18,014	(4,200)	-	-	-	-	-	-	-	-	-	1,822		
Accounts Payable	(39,016)	(74,223)	9,397	(9,139)	-	-	-	-	-	-	-	-	376,969	263,989		
Accrued Expenses	(4,346)	(80,651)	(83,079)	(85,249)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(138,623)	-	(972,947)		
Other Liabilities	-	(15,195)	301,191	(16,051)	-	-	-	-	-	-	-	-	-	269,944		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(9,395)	-	-	-	-	-	-	-	-	-	-	(9,395)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-			(8,333)	(8,333)	(8,333)	1,601,852	(8,333)		(8,333)			-	1,560,187		
Total Change in Cash	275,792	(107,425)	199,376	(38,968)	179,363	346,839	1,632,426	(175,775)	(502,982)	(405,397)	(417,350)	(233,901)				
Cash, Beginning of Month	78,997	354,789	247,363	446,740	407,772	587,135	933,974	2,566,400	2,390,625	1,887,644	1,482,246	1,064,896				
Cash, End of Month	354,789	247,363	446,740	407,772	587,135	933,974	2,566,400	2,390,625	1,887,644	1,482,246	1,064,896	830,995				



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY21-22

Revised 11/06/20

ADA = 351.50

	Jul 21	Aug 21	Sep-21	Oct-21	Nov 21	Dec-21	Jan 22	Feb 22	Mar-22	Apr-22	May 22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	201,967	201,967	363,541	363,541	363,541	363,541	363,541	436,557	436,557	436,557	436,557	436,557	4,404,428	3,975,039	429,388
8012 Education Protection Account	-	-	-	15,865	-	-	15,865	-	-	20,995	-	-	17,575	70,300	63,460	6,840
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	201,967	201,967	379,406	363,541	363,541	379,406	363,541	436,557	457,552	436,557	436,557	454,132	4,474,728	4,038,499	436,228
Federal Revenue																
8181 Special Education - Entitlement	-	2,320	2,320	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	46,398	41,884	4,514
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	9,136	9,136	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	18,273	182,729	164,950	17,779
8290 Title I, Part A - Basic Low Income	-	-	44,320	-	-	44,320	-	-	44,320	-	-	-	44,320	177,280	160,031	17,249
8291 Title II, Part A - Teacher Quality	-	-	5,018	-	5,018	5,018	-	-	5,018	-	-	-	-	20,073	18,120	1,953
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	9,591	-	9,591	8,658	933
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	633,906	(633,906)
8299 Prior Year Federal Revenue	-	16,833	19,017	55,998	-	-	-	-	-	-	-	-	-	91,847	82,911	8,937
	-	19,153	79,811	69,310	27,467	71,787	22,449	22,449	71,787	22,449	22,449	32,040	66,769	527,918	1,110,459	(582,541)
Other State Revenue																
8311 State Special Education	-	10,547	10,547	18,985	18,985	18,985	18,985	18,985	18,985	18,985	18,985	18,985	18,985	210,949	190,424	20,525
8520 Child Nutrition	-	-	865	865	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	17,296	15,613	1,683
8545 School Facilities (SB740)	-	-	-	-	-	-	212,833	-	-	-	106,417	-	106,417	425,667	338,115	87,552
8550 Mandated Cost	-	-	-	-	-	14,872	-	-	-	-	-	-	-	14,872	14,872	-
8560 State Lottery	-	-	-	-	-	-	18,190	-	-	18,190	-	-	36,380	72,761	65,681	7,079
8598 Prior Year Revenue	-	-	-	(1,280)	-	-	-	-	-	-	-	-	-	(1,280)	(1,155)	(125)
8599 Other State Revenue	-	-	-	-	215,309	-	-	-	-	82,811	-	-	33,124	331,244	299,015	32,229
	-	10,547	11,412	18,571	236,024	35,587	251,738	20,715	20,715	121,716	127,132	20,715	196,636	1,071,508	922,565	61,392
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	3,999	657	657	657	657	657	657	657	-	-	8,600	7,763	837
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	3,999	657	657	657	657	657	657	657	-	-	8,600	7,763	837
Total Revenue	-	231,668	293,191	471,286	627,689	471,572	654,251	407,362	529,716	602,374	586,795	489,312	717,537	6,082,754	6,079,287	3,467
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,310	120,258	138,022	131,427	134,921	134,921	134,921	134,921	134,921	134,921	134,921	134,921	-	1,470,384	1,456,766	(13,618)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,156	4,156
1175 Teachers' Extra Duty/Stipends	18,002	4,399	-	3,000	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	(22,128)	12,000	12,000	-
1200 Pupil Support Salaries	-	-	3,798	-	7,258	7,258	7,258	7,258	7,258	7,258	7,258	7,258	-	61,860	47,932	(13,928)
1300 Administrators' Salaries	18,406	35,694	31,074	26,759	30,402	30,402	30,402	30,402	30,402	30,402	30,402	30,402	-	355,146	357,800	2,653
1900 Other Certificated Salaries	-	12,404	5,357	7,885	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	-	68,374	79,573	11,199
	37,717	172,754	178,251	169,071	179,012	179,012	179,012	179,012	179,012	179,012	179,012	179,012	(22,128)	1,967,764	1,958,227	(9,537)
Classified Salaries																
2100 Instructional Salaries	-	1,171	8,344	13,382	9,585	9,585	9,585	9,585	9,585	9,585	9,585	9,585	-	99,578	88,002	(11,576)
2200 Support Salaries	-	433	1,302	-	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	-	45,600	31,603	(13,997)
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,106	3,106
2400 Clerical and Office Staff Salaries	4,087	8,401	7,925	5,867	9,372	9,372	9,372	9,372	9,372	9,372	9,372	9,372	-	101,254	91,164	(10,090)
2900 Other Classified Salaries	5,168	8,233	8,705	6,636	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	-	82,739	87,686	4,947
	9,255	18,237	26,276	25,884	31,190	31,190	31,190	31,190	31,190	31,190	31,190	31,190	-	329,172	301,560	(27,611)
Benefits																
3101 STRS	5,203	28,063	27,742	27,469	28,345	28,345	28,345	28,345	28,345	28,345	28,345	28,345	-	315,236	319,876	4,641
3202 PERS	-	576	(195)	550	10,006	10,006	10,006	10,006	10,006	10,006	10,006	10,006	-	80,976	55,873	(25,103)
3301 OASDI	693	1,000	1,559	1,725	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	-	20,409	19,949	(460)
3311 Medicare	704	2,735	2,901	2,876	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	-	33,306	33,434	128
3401 Health and Welfare	12,836	12,261	13,799	16,713	11,593	11,593	11,593	11,593	11,593	11,593	11,593	11,593	-	148,350	158,203	9,853
3501 State Unemployment	30	116	123	122	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	-	22,050	17,959	(4,091)
3601 Workers' Compensation	2,289	2,289	2,289	2,289	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	-	32,157	32,644	486
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	21,755	47,041	48,219	51,745	59,112	59,112	64,526	63,173	60,466	59,112	59,112	59,112	-	652,483	637,938	(14,546)
Books and Supplies																

Prepa Tec Los Angeles High
Monthly Cash Flow/Forecast FY21-22

Revised 11/06/20

ADA = 351.50



	Jul 21	Aug 21	Sep-21	Oct-21	Nov 21	Dec-21	Jan 22	Feb 22	Mar-22	Apr-22	May 22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
4100 Textbooks and Core Curricula Mat	-	-	-	1,153	13,559	-	-	-	-	-	-	-	-	14,712	13,020	(1,692)
4200 Books and Other Reference Mater	-	-	-	-	1,808	-	-	-	-	-	-	-	-	1,808	1,600	(208)
4302 School Supplies	2,476	7,781	1,191	3,223	20,434	20,434	20,434	20,434	20,434	20,434	20,434	20,434	21,869	200,016	177,015	(23,001)
4305 Software	2,976	2,046	7,293	3,809	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	-	34,055	30,139	(3,916)
4310 Office Expense	7,880	6,816	381	2,102	710	710	710	710	710	710	710	710	-	22,857	20,229	(2,629)
4311 Business Meals	-	180	-	-	34	34	34	34	34	34	34	34	-	456	403	(52)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	2,059	80	62	6,738	6,738	-	-	-	-	-	-	18,012	33,688	420,913	387,225
4700 Food Services	-	564	-	-	18,548	18,548	18,548	18,548	18,548	18,548	18,548	18,548	-	148,946	131,817	(17,128)
	13,332	19,447	8,945	10,349	64,073	48,706	41,968	41,968	41,968	41,968	41,968	41,968	39,880	456,539	795,137	338,598
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	-	5,382	-	11,823	11,823	11,823	11,823	11,823	11,823	11,823	11,823	-	99,969	88,473	(11,496)
5103 Substitute Teacher	-	-	-	3,092	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	-	30,758	27,221	(3,537)
5104 Transportation	-	-	-	-	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	-	13,148	11,636	(1,512)
5105 Security	-	727	2,795	-	408	408	408	408	408	408	408	408	-	6,790	6,009	(781)
5106 Other Educational Consultants	952	952	1,258	952	412	412	412	412	412	412	412	412	-	7,414	7,268	(145)
5107 IB Fees	-	-	-	3,213	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	-	32,999	32,352	(647)
	952	1,680	9,435	7,257	21,469	21,469	21,469	21,469	21,469	21,469	21,469	21,469	-	191,078	172,959	(18,119)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	176	176	176	176	176	176	176	176	-	1,411	1,249	(162)
5300 Dues & Memberships	247	1,953	247	247	165	165	165	165	165	165	165	165	-	4,018	3,556	(462)
5400 Insurance	2,573	2,573	2,573	2,573	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	-	34,852	30,844	(4,008)
5501 Utilities	3,063	3,470	6,821	3,625	4,509	4,509	4,509	4,509	4,509	4,509	4,509	4,509	-	53,055	46,954	(6,101)
5502 Janitorial Services	388	385	385	-	452	452	452	452	452	452	452	452	-	4,774	4,225	(549)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	8,137	6,043	4,566	784	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	-	42,130	37,285	(4,845)
5901 Postage and Shipping	50	-	-	50	68	68	68	68	68	68	68	68	-	641	567	(74)
	14,459	14,425	14,593	7,279	11,266	11,266	11,266	11,266	11,266	11,266	11,266	11,266	-	140,880	124,680	(16,201)
Facilities, Repairs and Other Leases																
5601 Rent	51,186	53,422	53,422	53,422	51,186	51,186	51,186	51,186	51,186	51,186	51,186	51,186	-	620,944	549,537	(71,407)
5602 Additional Rent	-	-	-	-	3,745	3,745	3,745	3,745	3,745	3,745	3,745	3,745	-	29,962	26,517	(3,446)
5603 Equipment Leases	92	1,384	2,544	563	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	-	28,010	24,789	(3,221)
5604 Other Leases	1,032	862	1,406	32,107	452	452	452	452	452	452	452	452	-	39,022	34,534	(4,487)
5605 Real/Personal Property Taxes	-	-	-	-	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	11,202	9,914	(1,288)
5610 Repairs and Maintenance	621	136	2,237	-	2,491	2,491	2,491	2,491	2,491	2,491	2,491	2,491	-	22,926	20,289	(2,636)
	52,932	55,803	59,609	86,092	62,204	62,204	62,204	62,204	62,204	62,204	62,204	62,204	-	752,065	665,580	(86,486)
Professional/Consulting Services																
5801 IT	-	-	-	-	471	471	471	471	471	471	471	471	-	3,766	3,333	(433)
5802 Audit & Taxes	-	-	-	-	6,120	6,120	-	-	-	-	-	-	-	12,240	12,000	(240)
5803 Legal	-	-	964	-	358	358	358	358	358	358	358	358	-	3,831	3,756	(75)
5804 Professional Development	5,085	-	-	6,011	647	647	647	647	647	647	647	647	-	16,268	14,397	(1,871)
5805 General Consulting	-	1,928	4,359	-	2,384	2,384	2,384	2,384	2,384	2,384	2,384	2,384	-	25,361	22,444	(2,916)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	9,430	9,430	9,430	-	-	-	28,290	25,037	(3,253)
5807 Bank Charges	-	-	-	-	80	80	80	80	80	80	80	80	-	637	564	(73)
5808 Printing	-	-	-	-	268	268	268	268	268	268	268	268	-	2,147	1,900	(247)
5809 Other taxes and fees	-	649	1,950	-	463	463	463	463	463	463	463	463	-	6,305	5,580	(725)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	-	43,378	55,450	73,040	78,473	78,473	78,473	78,473	78,473	78,473	78,473	78,473	142,023	941,672	833,382	(108,290)
5812 District Oversight Fee	-	2,020	2,020	3,794	3,635	3,635	3,794	3,635	4,366	4,576	4,366	4,366	4,541	44,747	40,385	(4,362)
5813 County Fees	-	-	-	-	-	-	2,334	-	-	2,334	-	-	2,334	7,002	6,197	(805)
5814 SPED Encroachment	-	515	515	926	926	926	926	926	926	926	926	926	926	10,294	9,292	(1,002)
5815 Public Relations/Recruitment	-	384	-	-	816	816	816	816	816	816	816	816	-	6,912	6,777	(136)
	5,085	48,874	65,257	83,771	94,642	94,642	91,014	97,952	98,682	101,226	89,252	89,252	149,825	1,109,473	985,045	(124,428)
Depreciation																
6900 Depreciation Expense	35,752	35,752	35,911	35,911	12,541	12,541	12,541	12,541	12,541	12,541	12,541	12,541	-	243,653	238,876	(4,778)
	35,752	35,752	35,911	35,911	12,541	12,541	12,541	12,541	12,541	12,541	12,541	12,541	-	243,653	238,876	(4,778)
Interest																
7438 Interest Expense	8,051	8,051	8,051	8,051	8,051	8,051	8,051	8,051	6,038	4,025	2,013	(0)	-	76,484	52,494	(23,990)
	8,051	8,051	8,051	8,051	8,051	8,051	8,051	8,051	6,038	4,025	2,013	(0)	-	76,484	52,494	(23,990)
Total Expenses	199,290	422,065	454,547	485,412	543,558	528,191	523,241	528,825	524,835	524,012	510,026	508,013	167,578	5,919,592	5,932,495	12,903
Monthly Surplus (Deficit)	(199,290)	(190,397)	(161,356)	(14,125)	84,131	(56,619)	131,010	(121,462)	4,882	78,362	76,769	(18,701)	549,960	163,163	146,792	16,370
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(199,290)	(190,397)	(161,356)	(14,125)	84,131	(56,619)	131,010	(121,462)	4,882	78,362	76,769	(18,701)	549,960	163,163		

Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY21-22

Revised 11/06/20

ADA = 351.50



	Jul 21	Aug 21	Sep-21	Oct-21	Nov 21	Dec-21	Jan 22	Feb 22	Mar-22	Apr-22	May 22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash flows from operating activities																
Depreciation/Amortization	35,752	35,752	35,911	35,911	12,541	12,541	12,541	12,541	12,541	12,541	12,541	12,541	-	243,653		
Public Funding Receivables	1,233,460	-	29,902	-	84,529	32,841	647,347	-	-	-	-	-	(717,537)	1,310,541		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	(100,000)	-	-	-	-	-	-	-	-	-	-	-	(100,000)		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(376,969)	-	-	-	-	-	-	-	-	-	-	-	167,578	(209,391)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	(402,546)	(402,546)	(402,546)	(402,546)	-	(1,610,185)		
Total Change in Cash	692,953	(254,646)	(95,543)	21,786	181,200	(11,237)	790,898	(108,921)	(385,124)	(311,643)	(313,236)	(408,706)				
Cash, Beginning of Month	830,995	1,523,947	1,269,301	1,173,758	1,195,544	1,376,745	1,365,507	2,156,405	2,047,484	1,662,360	1,350,717	1,037,481				
Cash, End of Month	1,523,947	1,269,301	1,173,758	1,195,544	1,376,745	1,365,507	2,156,405	2,047,484	1,662,360	1,350,717	1,037,481	628,775				



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY22-23

Revised 11/06/20

ADA = 361.00

	Jul 22	Aug 22	Sep-22	Oct-22	Nov 22	Dec-22	Jan 23	Feb 23	Mar-23	Apr-23	May 23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	223,567	223,567	402,421	402,421	402,421	402,421	402,421	412,151	412,151	412,151	412,151	412,151	4,519,993	4,404,428	115,566
8012 Education Protection Account	-	-	-	15,865	-	-	15,865	-	-	20,995	-	-	19,475	72,200	70,300	1,900
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	223,567	223,567	418,286	402,421	402,421	418,286	402,421	412,151	433,146	412,151	412,151	431,626	4,592,193	4,474,728	117,466
Federal Revenue																
8181 Special Education - Entitlement	-	2,383	2,383	4,289	4,289	4,289	4,289	4,289	4,289	4,289	4,289	4,289	4,289	47,652	46,398	1,254
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	9,383	9,383	18,767	18,767	18,767	18,767	18,767	18,767	18,767	18,767	18,767	187,667	182,729	4,939
8290 Title I, Part A - Basic Low Income	-	-	45,518	-	-	45,518	-	-	45,518	-	-	-	45,518	182,071	177,280	4,791
8291 Title II, Part A - Teacher Quality	-	-	5,154	-	5,154	5,154	-	-	5,154	-	-	-	-	20,616	20,073	543
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	9,591	259	9,850	9,591	259
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	17,288	19,530	57,512	-	-	-	-	-	-	-	-	-	94,330	91,847	2,482
	-	19,670	81,968	71,184	28,209	73,727	23,055	23,055	73,727	23,055	23,055	32,647	68,832	542,186	527,918	14,268
Other State Revenue																
8311 State Special Education	-	10,833	10,833	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	216,651	210,949	5,701
8520 Child Nutrition	-	-	888	888	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	17,763	17,296	467
8545 School Facilities (SB740)	-	-	-	-	-	-	218,586	-	-	-	109,293	-	109,293	437,171	425,667	-
8550 Mandated Cost	-	-	-	-	-	14,872	-	-	-	-	-	-	-	16,475	14,872	1,603
8560 State Lottery	-	-	-	-	-	-	18,682	-	-	18,682	-	-	37,364	74,727	72,761	1,967
8598 Prior Year Revenue	-	-	-	(1,314)	-	-	-	-	-	-	-	-	-	(1,314)	(1,280)	(35)
8599 Other State Revenue	-	-	-	-	221,128	-	-	-	-	85,049	-	-	34,020	340,197	331,244	8,953
	-	10,833	11,721	19,072	242,403	36,147	258,542	21,275	21,275	125,006	130,568	21,275	203,554	1,101,669	1,071,508	18,656
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	4,107	675	675	675	675	675	675	675	-	-	8,833	8,600	232
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	4,107	675	675	675	675	675	675	675	-	-	8,833	8,600	232
Total Revenue	-	254,070	317,256	512,649	673,708	512,970	700,559	447,427	507,828	581,882	566,449	466,072	704,012	6,244,881	6,082,754	162,127
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,310	120,258	138,022	131,427	134,921	134,921	134,921	134,921	134,921	134,921	134,921	134,921	-	1,470,384	1,470,384	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	18,002	4,399	-	3,000	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	(22,128)	12,000	12,000	-
1200 Pupil Support Salaries	-	-	3,798	-	7,258	7,258	7,258	7,258	7,258	7,258	7,258	7,258	-	61,860	61,860	-
1300 Administrators' Salaries	18,406	35,694	31,074	26,759	30,402	30,402	30,402	30,402	30,402	30,402	30,402	30,402	-	355,146	355,146	-
1900 Other Certificated Salaries	-	12,404	5,357	7,885	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	-	68,374	68,374	-
	37,717	172,754	178,251	169,071	179,012	179,012	179,012	179,012	179,012	179,012	179,012	179,012	(22,128)	1,967,764	1,967,764	-
Classified Salaries																
2100 Instructional Salaries	-	1,171	8,344	13,382	9,585	9,585	9,585	9,585	9,585	9,585	9,585	9,585	-	99,578	99,578	-
2200 Support Salaries	-	433	1,302	-	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	-	45,600	45,600	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	4,087	8,401	7,925	5,867	9,372	9,372	9,372	9,372	9,372	9,372	9,372	9,372	-	101,254	101,254	-
2900 Other Classified Salaries	5,168	8,233	8,705	6,636	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	-	82,739	82,739	-
	9,255	18,237	26,276	25,884	31,190	31,190	31,190	31,190	31,190	31,190	31,190	31,190	-	329,172	329,172	-
Benefits																
3101 STRS	5,813	31,357	30,997	30,693	31,671	31,671	31,671	31,671	31,671	31,671	31,671	31,671	-	352,230	315,236	(36,994)
3202 PERS	-	595	(201)	568	10,331	10,331	10,331	10,331	10,331	10,331	10,331	10,331	-	83,610	80,976	(2,633)
3301 OASDI	693	1,000	1,559	1,725	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	-	20,409	20,409	-
3311 Medicare	704	2,735	2,901	2,876	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	-	33,306	33,306	-
3401 Health and Welfare	12,836	12,261	13,799	16,713	11,593	11,593	11,593	11,593	11,593	11,593	11,593	11,593	-	148,350	148,350	-
3501 State Unemployment	30	116	123	122	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	-	22,050	22,050	-
3601 Workers' Compensation	2,289	2,289	2,289	2,289	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	-	32,157	32,157	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	22,365	50,353	51,468	54,986	62,764	62,764	68,178	66,825	64,117	62,764	62,764	62,764	-	692,111	652,483	(39,627)
Books and Supplies																

Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY22-23

Revised 11/06/20

ADA = 361.00



	Jul 22	Aug 22	Sep-22	Oct-22	Nov 22	Dec-22	Jan 23	Feb 23	Mar-23	Apr-23	May 23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
4100 Textbooks and Core Curricula Mat	-	-	-	1,208	14,204	-	-	-	-	-	-	-	-	15,412	14,712	(700)
4200 Books and Other Reference Mater	-	-	-	-	1,894	-	-	-	-	-	-	-	-	1,894	1,808	(86)
4302 School Supplies	2,594	8,151	1,247	3,377	21,407	21,407	21,407	21,407	21,407	21,407	21,407	21,407	22,909	209,531	200,016	(9,514)
4305 Software	3,118	2,144	7,640	3,990	2,348	2,348	2,348	2,348	2,348	2,348	2,348	2,348	-	35,675	34,055	(1,620)
4310 Office Expense	8,255	7,140	399	2,202	744	744	744	744	744	744	744	744	-	23,945	22,857	(1,087)
4311 Business Meals	-	189	-	-	36	36	36	36	36	36	36	36	-	477	456	(22)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	2,157	84	65	7,058	7,058	-	-	-	-	-	-	18,868	35,291	33,688	(1,602)
4700 Food Services	-	591	-	-	19,430	19,430	19,430	19,430	19,430	19,430	19,430	19,430	-	156,031	148,946	(7,085)
	13,966	20,372	9,371	10,841	67,120	51,022	43,964	43,964	43,964	43,964	43,964	43,964	41,777	478,255	456,539	(21,716)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	-	5,638	-	12,386	12,386	12,386	12,386	12,386	12,386	12,386	12,386	-	104,725	99,969	(4,755)
5103 Substitute Teacher	-	-	-	3,239	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	-	32,221	30,758	(1,463)
5104 Transportation	-	-	-	-	1,722	1,722	1,722	1,722	1,722	1,722	1,722	1,722	-	13,774	13,148	(625)
5105 Security	-	762	2,928	-	428	428	428	428	428	428	428	428	-	7,113	6,790	(323)
5106 Other Educational Consultants	971	971	1,284	971	420	420	420	420	420	420	420	420	-	7,562	7,414	(148)
5107 IB Fees	-	-	-	3,277	3,798	3,798	3,798	3,798	3,798	3,798	3,798	3,798	-	33,659	32,999	(660)
	971	1,733	9,850	7,487	22,376	22,376	22,376	22,376	22,376	22,376	22,376	22,376	-	199,053	191,078	(7,975)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	185	185	185	185	185	185	185	185	-	1,479	1,411	(67)
5300 Dues & Memberships	259	2,046	259	259	173	173	173	173	173	173	173	173	-	4,209	4,018	(191)
5400 Insurance	2,695	2,695	2,695	2,695	3,216	3,216	3,216	3,216	3,216	3,216	3,216	3,216	-	36,510	34,852	(1,658)
5501 Utilities	3,209	3,635	7,146	3,797	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	55,579	53,055	(2,524)
5502 Janitorial Services	407	403	403	-	473	473	473	473	473	473	473	473	-	5,001	4,774	(227)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	8,524	6,331	4,784	822	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	-	44,134	42,130	(2,004)
5901 Postage and Shipping	52	-	-	52	71	71	71	71	71	71	71	71	-	671	641	(30)
	15,146	15,111	15,287	7,625	11,802	11,802	11,802	11,802	11,802	11,802	11,802	11,802	-	147,582	140,880	(6,701)
Facilities, Repairs and Other Leases																
5601 Rent	53,621	55,964	55,964	55,964	53,621	53,621	53,621	53,621	53,621	53,621	53,621	53,621	-	650,481	620,944	(29,537)
5602 Additional Rent	-	-	-	-	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	-	31,387	29,962	(1,425)
5603 Equipment Leases	97	1,450	2,665	590	3,068	3,068	3,068	3,068	3,068	3,068	3,068	3,068	-	29,342	28,010	(1,332)
5604 Other Leases	1,082	903	1,472	33,634	473	473	473	473	473	473	473	473	-	40,878	39,022	(1,856)
5605 Real/Personal Property Taxes	-	-	-	-	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	11,735	11,202	(533)
5610 Repairs and Maintenance	651	142	2,344	-	2,610	2,610	2,610	2,610	2,610	2,610	2,610	2,610	-	24,016	22,926	(1,091)
	55,450	58,458	62,444	90,187	65,162	65,162	65,162	65,162	65,162	65,162	65,162	65,162	-	787,839	752,065	(35,774)
Professional/Consulting Services																
5801 IT	-	-	-	-	493	493	493	493	493	493	493	493	-	3,946	3,766	(179)
5802 Audit & Taxes	-	-	-	-	6,242	6,242	-	-	-	-	-	-	-	12,485	12,240	(245)
5803 Legal	-	-	983	-	366	366	366	366	366	366	366	366	-	3,907	3,831	(77)
5804 Professional Development	5,327	-	-	6,297	677	677	677	677	677	677	677	677	-	17,042	16,268	(774)
5805 General Consulting	-	2,020	4,567	-	2,498	2,498	2,498	2,498	2,498	2,498	2,498	2,498	-	26,567	25,361	(1,206)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	9,879	9,879	9,879	9,879	9,879	-	29,636	28,290	(1,346)
5807 Bank Charges	-	-	-	-	83	83	83	83	83	83	83	83	-	668	637	(30)
5808 Printing	-	-	-	-	281	281	281	281	281	281	281	281	-	2,249	2,147	(102)
5809 Other taxes and fees	-	680	2,043	-	485	485	485	485	485	485	485	485	-	6,605	6,305	(300)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	-	45,442	58,087	76,514	82,205	82,205	82,205	82,205	82,205	82,205	82,205	82,205	148,779	986,465	941,672	(44,793)
5812 District Oversight Fee	-	2,236	2,236	4,183	4,024	4,024	4,183	4,024	4,122	4,331	4,122	4,122	4,316	45,922	44,747	(1,175)
5813 County Fees	-	-	-	-	-	-	2,445	-	-	2,445	-	-	2,445	7,335	7,002	(333)
5814 SPED Encroachment	-	529	529	951	951	951	951	951	951	951	951	951	951	10,572	10,294	(278)
5815 Public Relations/Recruitment	-	392	-	-	832	832	832	832	832	832	832	832	-	7,051	6,912	(138)
	5,327	51,298	68,444	87,945	99,139	99,139	95,500	102,776	102,873	105,528	92,994	92,994	156,491	1,160,449	1,109,473	(50,976)
Depreciation																
6900 Depreciation Expense	36,467	36,467	36,630	36,630	12,792	12,792	12,792	12,792	12,792	12,792	12,792	12,792	-	248,526	243,653	(4,873)
	36,467	36,467	36,630	36,630	12,792	12,792	12,792	12,792	12,792	12,792	12,792	12,792	-	248,526	243,653	(4,873)
Interest																
7438 Interest Expense	2,319	2,319	2,319	2,319	2,319	2,319	1,656	1,656	1,656	1,656	1,656	9,938	-	32,131	76,484	44,353
	2,319	2,319	2,319	2,319	2,319	2,319	1,656	1,656	1,656	1,656	1,656	9,938	-	32,131	76,484	44,353
Total Expenses	198,984	427,103	460,338	492,977	553,676	537,578	531,633	537,555	534,945	536,246	523,712	531,994	176,141	6,042,883	5,919,592	(123,291)
Monthly Surplus (Deficit)	(198,984)	(173,033)	(143,082)	19,672	120,032	(24,608)	168,926	(90,128)	(27,117)	45,636	42,736	(65,921)	527,871	201,999	163,163	38,836
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(198,984)	(173,033)	(143,082)	19,672	120,032	(24,608)	168,926	(90,128)	(27,117)	45,636	42,736	(65,921)	527,871	201,999		



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY22-23

Revised 11/06/20

ADA = 361.00

	Jul 22	Aug 22	Sep-22	Oct-22	Nov 22	Dec-22	Jan 23	Feb 23	Mar-23	Apr-23	May 23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash flows from operating activities																
Depreciation/Amortization	36,467	36,467	36,630	36,630	12,792	12,792	12,792	12,792	12,792	12,792	12,792	12,792	-	248,526		
Public Funding Receivables	474,135	106,417	36,380	-	-	-	100,606	-	-	-	-	-	(704,012)	13,525		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	(300,000)	-	-	-	-	(300,000)		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(167,578)	-	-	-	-	-	-	-	-	-	-	-	176,141	8,564		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	144,040	(30,149)	(70,072)	56,302	132,824	(11,816)	282,323	(77,336)	(314,325)	58,428	55,528	(53,130)				
Cash, Beginning of Month	628,775	772,814	742,665	672,593	728,894	861,718	849,902	1,132,225	1,054,888	740,563	798,990	854,518				
Cash, End of Month	772,814	742,665	672,593	728,894	861,718	849,902	1,132,225	1,054,888	740,563	798,990	854,518	801,389				



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY23-24

Revised 11/06/20

ADA = 361.00

	Jul 23	Aug 23	Sep-23	Oct-23	Nov 23	Dec-23	Jan 24	Feb 24	Mar-24	Apr-24	May 24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 361.00																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	229,742	229,742	413,536	413,536	413,536	413,536	413,536	399,096	399,096	399,096	399,096	399,096	4,522,642	4,519,993	2,649
8012 Education Protection Account	-	-	-	15,865	-	-	15,865	-	-	20,995	-	-	19,475	72,200	72,200	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	229,742	229,742	429,401	413,536	413,536	429,401	413,536	399,096	420,091	399,096	399,096	418,571	4,594,842	4,592,193	2,649
Federal Revenue																
8181 Special Education - Entitlement	-	2,320	2,320	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	46,398	47,652	(1,254)
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	9,383	9,383	18,767	18,767	18,767	18,767	18,767	18,767	18,767	18,767	18,767	187,667	187,667	-
8290 Title I, Part A - Basic Low Income	-	-	45,518	-	-	45,518	-	-	45,518	-	-	-	45,518	182,071	182,071	-
8291 Title II, Part A - Teacher Quality	-	-	5,154	-	5,154	5,154	-	-	5,154	-	-	-	-	20,616	20,616	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	9,591	259	9,850	9,850	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	17,288	19,530	57,512	-	-	-	-	-	-	-	-	-	94,330	94,330	-
	-	19,608	81,905	71,071	28,096	73,614	22,943	22,943	73,614	22,943	22,943	32,534	68,720	540,932	542,186	(1,254)
Other State Revenue																
8311 State Special Education	-	10,833	10,833	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	216,651	216,651	-
8520 Child Nutrition	-	-	888	888	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	17,763	17,763	-
8545 School Facilities (SB740)	-	-	-	-	-	-	218,586	-	-	-	109,293	-	109,293	437,171	437,171	-
8550 Mandated Cost	-	-	-	-	-	14,872	-	-	-	-	-	-	-	16,920	16,475	445
8560 State Lottery	-	-	-	-	-	-	18,682	-	-	18,682	-	-	37,364	74,727	74,727	-
8598 Prior Year Revenue	-	-	-	(1,314)	-	-	-	-	-	-	-	-	-	(1,314)	(1,314)	-
8599 Other State Revenue	-	-	-	-	221,128	-	-	-	-	85,049	-	-	34,020	340,197	340,197	-
	-	10,833	11,721	19,072	242,403	36,147	258,542	21,275	21,275	125,006	130,568	21,275	203,999	1,102,114	1,101,669	445
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	4,107	675	675	675	675	675	675	675	-	-	8,833	8,833	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	4,107	675	675	675	675	675	675	675	-	-	8,833	8,833	-
Total Revenue	-	260,182	323,368	523,651	684,710	523,972	711,561	458,428	494,660	568,714	553,281	452,904	691,289	6,246,722	6,244,881	1,840
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,310	120,258	138,022	131,427	134,921	134,921	134,921	134,921	134,921	134,921	134,921	134,921	-	1,470,384	1,470,384	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	18,002	4,399	-	3,000	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	(22,128)	12,000	12,000	-
1200 Pupil Support Salaries	-	-	3,798	-	7,258	7,258	7,258	7,258	7,258	7,258	7,258	7,258	-	61,860	61,860	-
1300 Administrators' Salaries	18,406	35,694	31,074	26,759	30,402	30,402	30,402	30,402	30,402	30,402	30,402	30,402	-	355,146	355,146	-
1900 Other Certificated Salaries	-	12,404	5,357	7,885	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	-	68,374	68,374	-
	37,717	172,754	178,251	169,071	179,012	179,012	179,012	179,012	179,012	179,012	179,012	179,012	(22,128)	1,967,764	1,967,764	-
Classified Salaries																
2100 Instructional Salaries	-	1,171	8,344	13,382	9,585	9,585	9,585	9,585	9,585	9,585	9,585	9,585	-	99,578	99,578	-
2200 Support Salaries	-	433	1,302	-	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	-	45,600	45,600	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	4,087	8,401	7,925	5,867	9,372	9,372	9,372	9,372	9,372	9,372	9,372	9,372	-	101,254	101,254	-
2900 Other Classified Salaries	5,168	8,233	8,705	6,636	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	-	82,739	82,739	-
	9,255	18,237	26,276	25,884	31,190	31,190	31,190	31,190	31,190	31,190	31,190	31,190	-	329,172	329,172	-
Benefits																
3101 STRS	5,813	31,357	30,997	30,693	31,671	31,671	31,671	31,671	31,671	31,671	31,671	31,671	-	352,230	352,230	-
3202 PERS	-	611	(207)	584	10,616	10,616	10,616	10,616	10,616	10,616	10,616	10,616	-	85,914	83,610	(2,304)
3301 OASDI	693	1,000	1,559	1,725	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	-	20,409	20,409	-
3311 Medicare	704	2,735	2,901	2,876	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	-	33,306	33,306	-
3401 Health and Welfare	12,836	12,261	13,799	16,713	11,593	11,593	11,593	11,593	11,593	11,593	11,593	11,593	-	148,350	148,350	-
3501 State Unemployment	30	116	123	122	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	-	22,050	22,050	-
3601 Workers' Compensation	2,289	2,289	2,289	2,289	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	-	32,157	32,157	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	22,365	50,370	51,462	55,002	63,048	63,048	68,463	67,109	64,402	63,048	63,048	63,048	-	694,415	692,111	(2,304)
Books and Supplies																

Prepa Tec Los Angeles High
Monthly Cash Flow/Forecast FY23-24

Revised 11/06/20

ADA = 361.00



	Jul 23	Aug 23	Sep-23	Oct-23	Nov 23	Dec-23	Jan 24	Feb 24	Mar-24	Apr-24	May 24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
4100 Textbooks and Core Curricula Mat	-	-	-	1,232	14,488	-	-	-	-	-	-	-	-	15,720	15,412	(308)
4200 Books and Other Reference Mater	-	-	-	-	1,932	-	-	-	-	-	-	-	-	1,932	1,894	(38)
4302 School Supplies	2,646	8,314	1,272	3,444	21,835	21,835	21,835	21,835	21,835	21,835	21,835	21,835	23,367	213,721	209,531	(4,191)
4305 Software	3,180	2,186	7,793	4,070	2,395	2,395	2,395	2,395	2,395	2,395	2,395	2,395	-	36,389	35,675	(714)
4310 Office Expense	8,420	7,283	407	2,246	758	758	758	758	758	758	758	758	-	24,423	23,945	(479)
4311 Business Meals	-	193	-	-	37	37	37	37	37	37	37	37	-	487	477	(10)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	2,200	86	66	7,199	7,199	-	-	-	-	-	-	19,246	35,997	35,291	(706)
4700 Food Services	-	602	-	-	19,819	19,819	19,819	19,819	19,819	19,819	19,819	19,819	-	159,151	156,031	(3,121)
	14,246	20,779	9,558	11,058	68,463	52,043	44,843	44,843	44,843	44,843	44,843	44,843	42,613	487,820	478,255	(9,565)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	-	5,751	-	12,634	12,634	12,634	12,634	12,634	12,634	12,634	12,634	-	106,819	104,725	(2,094)
5103 Substitute Teacher	-	-	-	3,303	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	-	32,866	32,221	(644)
5104 Transportation	-	-	-	-	1,756	1,756	1,756	1,756	1,756	1,756	1,756	1,756	-	14,049	13,774	(275)
5105 Security	-	777	2,986	-	436	436	436	436	436	436	436	436	-	7,255	7,113	(142)
5106 Other Educational Consultants	991	991	1,309	991	429	429	429	429	429	429	429	429	-	7,713	7,562	(151)
5107 IB Fees	-	-	-	3,343	3,874	3,874	3,874	3,874	3,874	3,874	3,874	3,874	-	34,332	33,659	(673)
	991	1,768	10,047	7,637	22,824	22,824	22,824	22,824	22,824	22,824	22,824	22,824	-	203,034	199,053	(3,981)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	189	189	189	189	189	189	189	189	-	1,508	1,479	(30)
5300 Dues & Memberships	264	2,087	264	264	177	177	177	177	177	177	177	177	-	4,293	4,209	(84)
5400 Insurance	2,749	2,749	2,749	2,749	3,280	3,280	3,280	3,280	3,280	3,280	3,280	3,280	-	37,240	36,510	(730)
5501 Utilities	3,273	3,708	7,289	3,873	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	-	56,690	55,579	(1,112)
5502 Janitorial Services	415	411	411	-	483	483	483	483	483	483	483	483	-	5,101	5,001	(100)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	8,695	6,457	4,879	838	3,018	3,018	3,018	3,018	3,018	3,018	3,018	3,018	-	45,016	44,134	(883)
5901 Postage and Shipping	53	-	-	53	72	72	72	72	72	72	72	72	-	685	671	(13)
	15,449	15,413	15,592	7,778	12,038	12,038	12,038	12,038	12,038	12,038	12,038	12,038	-	150,533	147,582	(2,952)
Facilities, Repairs and Other Leases																
5601 Rent	54,694	57,083	57,083	57,083	54,694	54,694	54,694	54,694	54,694	54,694	54,694	54,694	-	663,490	650,481	(13,010)
5602 Additional Rent	-	-	-	-	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	-	32,015	31,387	(628)
5603 Equipment Leases	99	1,479	2,718	602	3,129	3,129	3,129	3,129	3,129	3,129	3,129	3,129	-	29,929	29,342	(587)
5604 Other Leases	1,103	921	1,502	34,306	483	483	483	483	483	483	483	483	-	41,696	40,878	(818)
5605 Real/Personal Property Taxes	-	-	-	-	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	-	11,969	11,735	(235)
5610 Repairs and Maintenance	664	145	2,391	-	2,662	2,662	2,662	2,662	2,662	2,662	2,662	2,662	-	24,497	24,016	(480)
	56,559	59,627	63,693	91,991	66,466	66,466	66,466	66,466	66,466	66,466	66,466	66,466	-	803,596	787,839	(15,757)
Professional/Consulting Services																
5801 IT	-	-	-	-	503	503	503	503	503	503	503	503	-	4,025	3,946	(79)
5802 Audit & Taxes	-	-	-	-	6,367	6,367	-	-	-	-	-	-	-	12,734	12,485	(250)
5803 Legal	-	-	1,003	-	373	373	373	373	373	373	373	373	-	3,986	3,907	(78)
5804 Professional Development	5,433	-	-	6,423	691	691	691	691	691	691	691	691	-	17,383	17,042	(341)
5805 General Consulting	-	2,060	4,658	-	2,548	2,548	2,548	2,548	2,548	2,548	2,548	2,548	-	27,099	26,567	(531)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	10,076	10,076	10,076	-	-	-	30,229	29,636	(593)
5807 Bank Charges	-	-	-	-	85	85	85	85	85	85	85	85	-	681	668	(13)
5808 Printing	-	-	-	-	287	287	287	287	287	287	287	287	-	2,294	2,249	(45)
5809 Other taxes and fees	-	694	2,084	-	495	495	495	495	495	495	495	495	-	6,737	6,605	(132)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	-	46,351	59,249	78,044	83,850	83,850	83,850	83,850	83,850	83,850	83,850	83,850	151,754	1,006,194	986,465	(19,729)
5812 District Oversight Fee	-	2,297	2,297	4,294	4,135	4,135	4,294	4,135	3,991	4,201	3,991	3,991	4,186	45,948	45,922	(26)
5813 County Fees	-	-	-	-	-	-	2,494	-	-	2,494	-	-	2,494	7,481	7,335	(147)
5814 SPED Encroachment	-	526	526	947	947	947	947	947	947	947	947	947	947	10,522	10,572	50
5815 Public Relations/Recruitment	-	400	-	-	849	849	849	849	849	849	849	849	-	7,192	7,051	(141)
	5,433	52,328	69,817	89,708	101,129	101,129	97,414	104,838	104,694	107,397	94,617	94,617	159,381	1,182,504	1,160,449	(22,055)
Depreciation																
6900 Depreciation Expense	37,196	37,196	37,362	37,362	13,047	13,047	13,047	13,047	13,047	13,047	13,047	13,047	-	253,497	248,526	(4,971)
	37,196	37,196	37,362	37,362	13,047	13,047	13,047	13,047	13,047	13,047	13,047	13,047	-	253,497	248,526	(4,971)
Interest																
7438 Interest Expense	663	-	-	-	-	-	-	-	-	-	-	-	-	663	32,131	31,469
	663	-	-	-	-	-	-	-	-	-	-	-	-	663	32,131	31,469
Total Expenses	199,874	428,473	462,059	495,493	557,217	540,797	535,298	541,368	538,516	539,866	527,086	527,086	179,866	6,072,999	6,042,883	(30,116)
Monthly Surplus (Deficit)	(199,874)	(168,291)	(138,690)	28,159	127,493	(16,825)	176,263	(82,939)	(43,856)	28,848	26,195	(74,182)	511,423	173,723	201,999	(28,276)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(199,874)	(168,291)	(138,690)	28,159	127,493	(16,825)	176,263	(82,939)	(43,856)	28,848	26,195	(74,182)	511,423	173,723		

Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY23-24

Revised 11/06/20

ADA = 361.00



	Jul 23	Aug 23	Sep-23	Oct-23	Nov 23	Dec-23	Jan 24	Feb 24	Mar-24	Apr-24	May 24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash flows from operating activities																
Depreciation/Amortization	37,196	37,196	37,362	37,362	13,047	13,047	13,047	13,047	13,047	13,047	13,047	13,047	-	253,497		
Public Funding Receivables	452,169	109,293	37,364	-	-	-	105,187	-	-	-	-	-	(691,289)	12,722		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	(300,000)	-	-	-	-	-	-	(300,000)		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(176,141)	-	-	-	-	-	-	-	-	-	-	-	179,866	3,725		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	113,349	(21,802)	(63,965)	65,521	140,540	(3,778)	(5,503)	(69,892)	(30,808)	41,896	39,242	(61,134)				
Cash, Beginning of Month	801,389	914,738	892,936	828,971	894,492	1,035,032	1,031,255	1,025,752	955,860	925,052	966,947	1,006,190				
Cash, End of Month	914,738	892,936	828,971	894,492	1,035,032	1,031,255	1,025,752	955,860	925,052	966,947	1,006,190	945,056				



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY24-25

Revised 11/06/20

ADA = 361.00

	Jul 24	Aug 24	Sep-24	Oct-24	Nov 24	Dec-24	Jan 25	Feb 25	Mar-25	Apr-25	May 25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	229,725	229,725	413,504	413,504	413,504	413,504	413,504	399,064	399,064	399,064	399,064	399,064	4,522,292	4,522,642	(351)
8012 Education Protection Account	-	-	-	15,865	-	-	15,865	-	-	20,995	-	-	19,475	72,200	72,200	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	229,725	229,725	429,369	413,504	413,504	429,369	413,504	399,064	420,059	399,064	399,064	418,539	4,594,492	4,594,842	(351)
Federal Revenue																
8181 Special Education - Entitlement	-	2,320	2,320	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	46,398	46,398	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	9,383	9,383	18,767	18,767	18,767	18,767	18,767	18,767	18,767	18,767	18,767	187,667	187,667	-
8290 Title I, Part A - Basic Low Income	-	-	45,518	-	-	45,518	-	-	45,518	-	-	-	45,518	182,071	182,071	-
8291 Title II, Part A - Teacher Quality	-	-	5,154	-	5,154	5,154	-	-	5,154	-	-	-	-	20,616	20,616	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	9,591	259	9,850	9,850	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	17,288	19,530	57,512	-	-	-	-	-	-	-	-	-	94,330	94,330	-
	-	19,608	81,905	71,071	28,096	73,614	22,943	22,943	73,614	22,943	22,943	32,534	68,720	540,932	540,932	-
Other State Revenue																
8311 State Special Education	-	10,833	10,833	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	19,499	216,651	216,651	-
8520 Child Nutrition	-	-	888	888	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	17,763	17,763	-
8545 School Facilities (SB740)	-	-	-	-	-	-	218,586	-	-	-	109,293	-	109,293	437,171	437,171	-
8550 Mandated Cost	-	-	-	-	-	14,872	-	-	-	-	-	-	-	16,920	16,920	-
8560 State Lottery	-	-	-	-	-	-	18,682	-	-	18,682	-	-	37,364	74,727	74,727	-
8598 Prior Year Revenue	-	-	-	(1,314)	-	-	-	-	-	-	-	-	-	(1,314)	(1,314)	-
8599 Other State Revenue	-	-	-	-	221,128	-	-	-	-	85,049	-	-	34,020	340,197	340,197	-
	-	10,833	11,721	19,072	242,403	36,147	258,542	21,275	21,275	125,006	130,568	21,275	203,999	1,102,114	1,102,114	-
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	4,107	675	675	675	675	675	675	675	-	-	8,833	8,833	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	4,107	675	675	675	675	675	675	675	-	-	8,833	8,833	-
Total Revenue	-	260,165	323,351	523,620	684,678	523,940	711,529	458,397	494,628	568,683	553,249	452,873	691,258	6,246,371	6,246,722	(351)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,310	120,258	138,022	131,427	134,921	134,921	134,921	134,921	134,921	134,921	134,921	134,921	-	1,470,384	1,470,384	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	18,002	4,399	-	3,000	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	(22,128)	12,000	12,000	-
1200 Pupil Support Salaries	-	-	3,798	-	7,258	7,258	7,258	7,258	7,258	7,258	7,258	7,258	-	61,860	61,860	-
1300 Administrators' Salaries	18,406	35,694	31,074	26,759	30,402	30,402	30,402	30,402	30,402	30,402	30,402	30,402	-	355,146	355,146	-
1900 Other Certificated Salaries	-	12,404	5,357	7,885	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	-	68,374	68,374	-
	37,717	172,754	178,251	169,071	179,012	179,012	179,012	179,012	179,012	179,012	179,012	179,012	(22,128)	1,967,764	1,967,764	-
Classified Salaries																
2100 Instructional Salaries	-	1,171	8,344	13,382	9,585	9,585	9,585	9,585	9,585	9,585	9,585	9,585	-	99,578	99,578	-
2200 Support Salaries	-	433	1,302	-	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	-	45,600	45,600	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	4,087	8,401	7,925	5,867	9,372	9,372	9,372	9,372	9,372	9,372	9,372	9,372	-	101,254	101,254	-
2900 Other Classified Salaries	5,168	8,233	8,705	6,636	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	-	82,739	82,739	-
	9,255	18,237	26,276	25,884	31,190	31,190	31,190	31,190	31,190	31,190	31,190	31,190	-	329,172	329,172	-
Benefits																
3101 STRS	5,813	31,357	30,997	30,693	31,671	31,671	31,671	31,671	31,671	31,671	31,671	31,671	-	352,230	352,230	-
3202 PERS	-	616	(208)	589	10,697	10,697	10,697	10,697	10,697	10,697	10,697	10,697	-	86,572	85,914	(658)
3301 OASDI	693	1,000	1,559	1,725	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	-	20,409	20,409	-
3311 Medicare	704	2,735	2,901	2,876	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	-	33,306	33,306	-
3401 Health and Welfare	12,836	12,261	13,799	16,713	11,593	11,593	11,593	11,593	11,593	11,593	11,593	11,593	-	148,350	148,350	-
3501 State Unemployment	30	116	123	122	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	-	22,050	22,050	-
3601 Workers' Compensation	2,289	2,289	2,289	2,289	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	-	32,157	32,157	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	22,365	50,374	51,461	55,007	63,130	63,130	68,544	67,191	64,483	63,130	63,130	63,130	-	695,073	694,415	(658)
Books and Supplies																

Prepa Tec Los Angeles High
Monthly Cash Flow/Forecast FY24-25

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	Jul 24	Aug 24	Sep-24	Oct-24	Nov 24	Dec-24	Jan 25	Feb 25	Mar-25	Apr-25	May 25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
4100 Textbooks and Core Curricula Mat	-	-	-	1,256	14,778	-	-	-	-	-	-	-	-	16,035	15,720	(314)
4200 Books and Other Reference Mater	-	-	-	-	1,970	-	-	-	-	-	-	-	-	1,970	1,932	(39)
4302 School Supplies	2,699	8,481	1,298	3,513	22,271	22,271	22,271	22,271	22,271	22,271	22,271	22,271	23,835	217,996	213,721	(4,274)
4305 Software	3,243	2,230	7,948	4,151	2,443	2,443	2,443	2,443	2,443	2,443	2,443	2,443	-	37,117	36,389	(728)
4310 Office Expense	8,588	7,429	415	2,291	774	774	774	774	774	774	774	774	-	24,912	24,423	(488)
4311 Business Meals	-	196	-	-	38	38	38	38	38	38	38	38	-	497	487	(10)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	2,244	88	67	7,343	7,343	-	-	-	-	-	-	19,631	36,717	35,997	(720)
4700 Food Services	-	614	-	-	20,215	20,215	20,215	20,215	20,215	20,215	20,215	20,215	-	162,334	159,151	(3,183)
	14,531	21,195	9,749	11,279	69,832	53,084	45,740	45,740	45,740	45,740	45,740	45,740	43,465	497,577	487,820	(9,756)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	-	5,866	-	12,886	12,886	12,886	12,886	12,886	12,886	12,886	12,886	-	108,955	106,819	(2,136)
5103 Substitute Teacher	-	-	-	3,369	3,769	3,769	3,769	3,769	3,769	3,769	3,769	3,769	-	33,523	32,866	(657)
5104 Transportation	-	-	-	-	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	-	14,330	14,049	(281)
5105 Security	-	793	3,046	-	445	445	445	445	445	445	445	445	-	7,400	7,255	(145)
5106 Other Educational Consultants	1,011	1,011	1,335	1,011	437	437	437	437	437	437	437	437	-	7,867	7,713	(154)
51070 IB Fees	-	-	-	3,410	3,951	3,951	3,951	3,951	3,951	3,951	3,951	3,951	-	35,018	34,332	(687)
	1,011	1,803	10,248	7,790	23,280	23,280	23,280	23,280	23,280	23,280	23,280	23,280	-	207,095	203,034	(4,061)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	192	192	192	192	192	192	192	192	-	1,538	1,508	(30)
5300 Dues & Memberships	269	2,129	269	269	180	180	180	180	180	180	180	180	-	4,379	4,293	(86)
5400 Insurance	2,804	2,804	2,804	2,804	3,346	3,346	3,346	3,346	3,346	3,346	3,346	3,346	-	37,985	37,240	(745)
5501 Utilities	3,338	3,782	7,434	3,951	4,915	4,915	4,915	4,915	4,915	4,915	4,915	4,915	-	57,824	56,690	(1,134)
5502 Janitorial Services	423	419	419	-	493	493	493	493	493	493	493	493	-	5,203	5,101	(102)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	8,869	6,586	4,977	855	3,079	3,079	3,079	3,079	3,079	3,079	3,079	3,079	-	45,917	45,016	(900)
5901 Postage and Shipping	54	-	-	54	74	74	74	74	74	74	74	74	-	699	685	(14)
	15,758	15,721	15,904	7,933	12,278	12,278	12,278	12,278	12,278	12,278	12,278	12,278	-	153,544	150,533	(3,011)
Facilities, Repairs and Other Leases																
5601 Rent	55,787	58,225	58,225	58,225	55,787	55,787	55,787	55,787	55,787	55,787	55,787	55,787	-	676,760	663,490	(13,270)
5602 Additional Rent	-	-	-	-	4,082	4,082	4,082	4,082	4,082	4,082	4,082	4,082	-	32,655	32,015	(640)
5603 Equipment Leases	101	1,508	2,772	614	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	-	30,528	29,929	(599)
5604 Other Leases	1,125	939	1,532	34,993	493	493	493	493	493	493	493	493	-	42,530	41,696	(834)
5605 Real/Personal Property Taxes	-	-	-	-	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	-	12,209	11,969	(239)
5610 Repairs and Maintenance	677	148	2,438	-	2,715	2,715	2,715	2,715	2,715	2,715	2,715	2,715	-	24,987	24,497	(490)
	57,691	60,820	64,967	93,831	67,795	67,795	67,795	67,795	67,795	67,795	67,795	67,795	-	819,668	803,596	(16,072)
Professional/Consulting Services																
5801 IT	-	-	-	-	513	513	513	513	513	513	513	513	-	4,105	4,025	(80)
5802 Audit & Taxes	-	-	-	-	6,495	6,495	-	-	-	-	-	-	-	12,989	12,734	(255)
5803 Legal	-	-	1,023	-	380	380	380	380	380	380	380	380	-	4,065	3,986	(80)
5804 Professional Development	5,542	-	-	6,552	705	705	705	705	705	705	705	705	-	17,730	17,383	(348)
5805 General Consulting	-	2,101	4,751	-	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	-	27,640	27,099	(542)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	10,278	10,278	10,278	-	-	-	30,833	30,229	(605)
5807 Bank Charges	-	-	-	-	87	87	87	87	87	87	87	87	-	695	681	(14)
5808 Printing	-	-	-	-	293	293	293	293	293	293	293	293	-	2,340	2,294	(46)
5809 Other taxes and fees	-	708	2,126	-	505	505	505	505	505	505	505	505	-	6,872	6,737	(135)
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	-	47,278	60,434	79,605	85,527	85,527	85,527	85,527	85,527	85,527	85,527	85,527	154,789	1,026,318	1,006,194	(20,124)
5812 District Oversight Fee	-	2,297	2,297	4,294	4,135	4,135	4,294	4,135	3,991	4,201	3,991	3,991	4,185	45,945	45,948	4
5813 County Fees	-	-	-	-	-	-	2,544	-	-	2,544	-	-	2,544	7,631	7,481	(150)
5814 SPED Encroachment	-	526	526	947	947	947	947	947	947	947	947	947	947	10,522	10,522	-
5815 Public Relations/Recruitment	-	408	-	-	866	866	866	866	866	866	866	866	-	7,335	7,192	(144)
	5,542	53,318	71,157	91,397	103,050	103,050	99,258	106,833	106,689	109,442	96,411	96,411	162,465	1,205,022	1,182,504	(22,517)
Depreciation																
6900 Depreciation Expense	37,940	37,940	38,110	38,110	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	258,567	253,497	(5,070)
	37,940	37,940	38,110	38,110	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	258,567	253,497	(5,070)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	663	663
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	663	663
Total Expenses	201,809	432,163	466,122	500,303	562,876	546,127	540,406	546,628	543,776	545,176	532,145	532,145	183,803	6,133,481	6,072,999	(60,483)
Monthly Surplus (Deficit)	(201,809)	(171,999)	(142,771)	23,317	121,803	(22,187)	171,123	(88,231)	(49,148)	23,506	21,104	(79,272)	507,455	112,890	173,723	(60,833)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(201,809)	(171,999)	(142,771)	23,317	121,803	(22,187)	171,123	(88,231)	(49,148)	23,506	21,104	(79,272)	507,455	112,890		

Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY24-25

Revised 11/06/20

ADA = 361.00



	Jul 24	Aug 24	Sep-24	Oct-24	Nov 24	Dec-24	Jan 25	Feb 25	Mar-25	Apr-25	May 25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash flows from operating activities																
Depreciation/Amortization	37,940	37,940	38,110	38,110	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	258,567		
Public Funding Receivables	439,114	109,293	37,364	-	-	-	105,519	-	-	-	-	-	(691,258)	32		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(179,866)	-	-	-	-	-	-	-	-	-	-	-	183,803	3,937		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	95,378	(24,766)	(67,298)	61,427	135,111	(8,879)	289,950	(74,923)	(35,840)	36,815	34,413	(65,964)				
Cash, Beginning of Month	945,056	1,040,434	1,015,668	948,370	1,009,796	1,144,908	1,136,029	1,425,979	1,351,056	1,315,217	1,352,031	1,386,444				
Cash, End of Month	1,040,434	1,015,668	948,370	1,009,796	1,144,908	1,136,029	1,425,979	1,351,056	1,315,217	1,352,031	1,386,444	1,320,480				

Attachment to PTLAH's Response to Notice of Alleged Violation

**Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses**

Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY20-21

Revised 11/06/20

ADA = 317.30



	Jul-20	Aug 20	Sep 20	Oct 20	Nov-20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
Revenues																	
State Aid - Revenue Limit																ADA = 336.30	
8011 LCFF State Aid	-	198,597	198,597	357,475	357,819	357,819	357,819	357,819	-	-	-	-	1,789,094	3,975,039	3,874,372	100,668	
8012 Education Protection Account	-	-	-	15,865	-	-	15,865	-	-	15,865	-	-	15,865	63,460	67,260	(3,800)	
	-	198,597	198,597	373,340	357,819	357,819	373,684	357,819	-	15,865	-	-	1,804,959	4,038,499	3,941,632	96,868	
Federal Revenue																	
8181 Special Education - Entitlement	-	-	-	-	3,770	3,770	3,770	3,770	5,361	5,361	5,361	5,361	5,361	41,884	44,392	(2,508)	
8220 Federal Child Nutrition	-	-	-	-	16,495	16,495	16,495	16,495	16,495	16,495	16,495	16,495	32,990	164,950	184,028	(19,079)	
8290 Title I, Part A - Basic Low Income	-	-	-	-	40,008	120,023	-	-	-	-	-	-	(0)	160,031	160,031	-	
8291 Title II, Part A - Teacher Quality	-	-	-	-	4,530	13,590	-	-	-	-	-	-	-	18,120	18,120	-	
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	8,658	-	8,658	8,658	-	
8296 Other Federal Revenue	-	-	125,904	45,049	-	452,953	-	-	-	-	-	-	10,000	633,906	143,378	490,528	
8299 Prior Year Federal Revenue	-	15,195	17,166	50,550	-	-	-	-	-	-	-	-	-	82,911	-	82,911	
	-	15,195	143,070	95,598	64,803	606,831	20,265	20,265	21,856	21,856	21,856	30,514	48,351	1,110,459	558,607	551,852	
Other State Revenue																	
8311 State Special Education	-	-	-	-	17,138	17,138	17,138	17,138	24,374	24,374	24,374	24,374	24,374	190,424	179,921	10,504	
8520 Child Nutrition	-	-	-	-	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	3,123	15,613	17,419	(1,806)	
8545 School Facilities (SB740)	-	-	-	-	-	-	169,057	-	-	-	84,529	-	84,529	338,115	358,361	(20,246)	
8550 Mandated Cost	-	-	-	-	-	14,872	-	-	-	-	-	-	-	14,872	14,884	(12)	
8560 State Lottery	-	-	-	-	-	-	16,420	-	-	16,420	-	-	32,841	65,681	69,614	(3,933)	
8598 Prior Year Revenue	-	-	-	(1,155)	-	-	-	-	-	-	-	-	-	(1,155)	-	(1,155)	
8599 Other State Revenue	-	-	-	-	194,360	-	-	-	-	74,754	-	-	29,902	299,015	299,015	-	
	-	-	-	(1,155)	213,059	33,571	204,177	18,699	25,936	117,110	110,464	25,936	174,768	922,565	939,214	(16,649)	
Other Local Revenue																	
8699 School Fundraising	-	-	-	3,610	593	593	593	593	593	593	593	-	-	7,763	5,717	2,046	
	-	-	-	3,610	593	593	593	593	593	593	593	-	-	7,763	5,717	2,046	
Total Revenue	-	213,792	341,667	471,393	636,274	998,814	598,719	397,376	48,385	155,424	132,914	56,450	2,028,078	6,079,287	5,445,170	634,117	
Expenses																	
Certificated Salaries																	
1100 Teachers' Salaries	1,298	119,144	136,744	130,210	133,671	133,671	133,671	133,671	133,671	133,671	133,671	133,671	-	1,456,766	1,440,922	(15,844)	
1170 Teachers' Substitute Hours	-	595	70	3,491	-	-	-	-	-	-	-	-	-	4,156	-	(4,156)	
1175 Teachers' Extra Duty/Stipends	18,002	4,399	-	3,000	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	(22,128)	12,000	12,000	-	
1200 Pupil Support Salaries	-	-	2,943	-	5,624	5,624	5,624	5,624	5,624	5,624	5,624	5,624	-	47,932	-	(47,932)	
1300 Administrators' Salaries	18,544	35,961	31,306	26,958	30,629	30,629	30,629	30,629	30,629	30,629	30,629	30,629	-	357,800	213,679	(144,121)	
1900 Other Certificated Salaries	-	14,435	6,234	9,177	6,216	6,216	6,216	6,216	6,216	6,216	6,216	6,216	-	79,573	172,075	92,502	
	37,843	174,534	177,297	172,837	177,230	177,230	177,230	177,230	177,230	177,230	177,230	177,230	(22,128)	1,958,227	1,838,676	(119,551)	
Classified Salaries																	
2100 Instructional Salaries	-	1,035	7,374	11,826	8,471	8,471	8,471	8,471	8,471	8,471	8,471	8,471	-	88,002	174,065	86,063	
2200 Support Salaries	-	300	903	-	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	-	31,603	-	(31,603)	
2300 Classified Administrators' Salaries	1,791	(1,791)	-	3,106	-	-	-	-	-	-	-	-	-	3,106	-	(3,106)	
2400 Clerical and Office Staff Salaries	3,680	7,564	7,136	5,282	8,438	8,438	8,438	8,438	8,438	8,438	8,438	8,438	-	91,164	73,706	(17,458)	
2900 Other Classified Salaries	5,477	8,725	9,225	7,033	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	87,686	81,483	(6,203)	
	10,947	15,833	24,637	27,247	27,862	27,862	27,862	27,862	27,862	27,862	27,862	27,862	-	301,560	329,253	27,693	
Benefits																	
3101 STRS	5,279	28,476	28,150	27,874	28,762	28,762	28,762	28,762	28,762	28,762	28,762	28,762	-	319,876	296,946	(22,930)	
3202 PERS	-	397	(134)	380	6,904	6,904	6,904	6,904	6,904	6,904	6,904	6,904	-	55,873	74,740	18,867	
3301 OASDI	677	977	1,524	1,686	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	-	19,949	20,414	465	
3311 Medicare	707	2,746	2,912	2,887	3,023	3,023	3,023	3,023	3,023	3,023	3,023	3,023	-	33,434	31,435	(1,999)	
3401 Health and Welfare	13,689	13,076	14,715	17,823	12,363	12,363	12,363	12,363	12,363	12,363	12,363	12,363	-	158,203	148,350	(9,853)	

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Prepa Tec Los Angeles High

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Revised 11/06/20

ADA = 317.30



	Jul-20	Aug 20	Sep 20	Oct 20	Nov-20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
3501 State Unemployment	24	95	100	100	1,103	1,103	5,513	4,410	2,205	1,103	1,103	1,103	-	17,959	21,560	3,601
3601 Workers' Compensation	2,324	2,324	2,324	2,324	2,918	2,918	2,918	2,918	2,918	2,918	2,918	2,918	-	32,644	30,351	(2,293)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	22,700	48,091	49,592	53,073	56,958	56,958	61,368	60,265	58,060	56,958	56,958	56,958	-	637,938	623,796	(14,141)
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	1,020	12,000	-	-	-	-	-	-	-	-	13,020	48,000	34,980
4200 Books and Reference Materials	-	-	-	-	1,600	-	-	-	-	-	-	-	-	1,600	8,000	6,400
4302 School Supplies	2,192	6,886	1,054	2,853	18,085	18,085	18,085	18,085	18,085	18,085	18,085	18,085	19,354	177,015	217,015	40,000
4305 Software	2,634	1,811	6,454	3,371	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	-	30,139	23,804	(6,335)
4310 Office Expense	6,974	6,032	337	1,861	628	628	628	628	628	628	628	628	-	20,229	7,538	(12,691)
4311 Business Meals	-	160	-	-	30	30	30	30	30	30	30	30	-	403	366	(38)
4400 Noncapitalized Equipment	-	25,730	1,006	770	84,183	84,183	-	-	-	-	-	-	225,042	420,913	24,088	(396,825)
4700 Food Services	-	499	-	-	16,415	16,415	16,415	16,415	16,415	16,415	16,415	16,415	-	131,817	201,447	69,630
	11,799	41,118	8,851	9,874	134,924	121,324	37,142	37,142	37,142	37,142	37,142	37,142	244,396	795,137	530,257	(264,879)
Subagreement Services																
5102 Special Education	-	-	4,763	-	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	-	88,473	115,101	26,628
5103 Substitute Teacher	-	-	-	2,736	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	-	27,221	33,667	6,446
5104 Transportation	-	-	-	-	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	-	11,636	16,000	4,364
5105 Security	-	644	2,473	-	361	361	361	361	361	361	361	361	-	6,009	3,976	(2,033)
5106 Other Educational Consultants	934	934	1,234	934	404	404	404	404	404	404	404	404	-	7,268	4,042	(3,227)
5107 IB Fees	-	-	-	3,150	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	-	32,352	43,802	
	934	1,577	8,470	6,820	19,395	19,395	19,395	19,395	19,395	19,395	19,395	19,395	-	172,959	216,588	32,178
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	156	156	156	156	156	156	156	156	-	1,249	1,718	468
5300 Dues & Memberships	219	1,729	219	219	146	146	146	146	146	146	146	146	-	3,556	1,756	(1,800)
5400 Insurance	2,277	2,277	2,277	2,277	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	-	30,844	32,603	1,759
5501 Utilities	2,711	3,071	6,037	3,208	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	-	46,954	47,890	936
5502 Janitorial Services	344	341	341	-	400	400	400	400	400	400	400	400	-	4,225	4,800	575
5900 Communications	7,201	5,348	4,041	694	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	37,285	30,000	(7,285)
5901 Postage and Shipping	44	-	-	44	60	60	60	60	60	60	60	60	-	567	599	32
	12,796	12,766	12,914	6,442	9,970	9,970	9,970	9,970	9,970	9,970	9,970	9,970	-	124,680	119,366	(5,313)
Facilities, Repairs and Other Leases																
5601 Rent	45,300	47,279	47,279	47,279	45,300	45,300	45,300	45,300	45,300	45,300	45,300	45,300	-	549,537	543,600	(5,937)
5602 Additional Rent	-	-	-	-	3,315	3,315	3,315	3,315	3,315	3,315	3,315	3,315	-	26,517	39,775	13,258
5603 Equipment Leases	82	1,225	2,251	498	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	-	24,789	31,099	6,310
5604 Other Leases	914	762	1,244	28,414	400	400	400	400	400	400	400	400	-	34,534	4,800	(29,734)
5605 Real/Personal Property Taxes	-	-	-	-	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	-	9,914	14,870	4,957
5610 Repairs and Maintenance	550	120	1,980	-	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	-	20,289	26,459	6,170
	46,845	49,386	52,754	76,192	55,050	55,050	55,050	55,050	55,050	55,050	55,050	55,050	-	665,580	660,604	(4,976)
Professional/Consulting Services																
5801 IT	-	-	-	-	417	417	417	417	417	417	417	417	-	3,333	5,000	1,667
5802 Audit & Taxes	-	-	-	-	6,000	6,000	-	-	-	-	-	-	-	12,000	18,000	6,000
5803 Legal	-	-	945	-	351	351	351	351	351	351	351	351	-	3,756	4,216	460
5804 Professional Development	4,500	-	-	5,320	572	572	572	572	572	572	572	572	-	14,397	5,722	(8,676)
5805 General Consulting	-	1,706	3,858	-	2,110	2,110	2,110	2,110	2,110	2,110	2,110	2,110	-	22,444	21,100	(1,344)
5806 Special Activities/Field Trips	773	-	200	-	-	8,021	8,021	8,021	-	-	-	-	-	25,037	24,064	(973)
5807 Bank Charges	-	-	-	-	71	71	71	71	71	71	71	71	-	564	705	141
5808 Printing	-	-	-	-	238	238	238	238	238	238	238	238	-	1,900	2,375	475
5809 Other taxes and fees	-	575	1,726	-	410	410	410	410	410	410	410	410	-	5,580	4,099	(1,481)
5811 Management Fee	-	38,390	49,073	64,640	69,449	69,449	69,449	69,449	69,449	69,449	69,449	69,449	125,691	833,382	746,508	(86,874)
5812 District Oversight Fee	-	-	-	-	3,578	3,578	3,737	3,578	-	159	-	-	25,755	40,385	39,416	(969)

Los Angeles Unified School District (LAUSD)
Board of Education Meeting Minutes, LAUSD
Findings for Denial, Notice of Alleged Violation,
and Petitioner's Responses



Prepa Tec Los Angeles High

Monthly Cash Flow/Forecast FY20-21

Revised 11/06/20

ADA = 317.30

	Jul-20	Aug 20	Sep 20	Oct 20	Nov-20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5813 County Fees	-	-	-	-	-	-	2,066	-	-	2,066	-	-	2,066	6,197	8,262	2,066
5814 SPED Encroachment	-	-	-	-	836	836	836	836	1,189	1,189	1,189	1,189	1,189	9,292	8,972	(320)
5815 Public Relations/Recruitment	-	377	-	-	800	800	800	800	800	800	800	800	-	6,777	8,000	1,223
	5,273	41,048	55,802	69,960	84,831	92,852	89,077	86,852	75,606	77,830	75,606	75,606	154,701	985,045	896,440	(88,605)
Depreciation																
6900 Depreciation Expense	35,051	35,051	35,207	35,207	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	238,876	147,539	(91,336)
	35,051	35,051	35,207	35,207	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	238,876	147,539	(91,336)
Interest																
7438 Interest Expense	849	849	849	1,641			8,051	8,051	8,051	8,051	8,051	8,051		52,494	32,959	(19,535)
	849	849	849	1,641	-	-	8,051	8,051	8,051	8,051	8,051	8,051	-	52,494	32,959	(19,535)
Total Expenses	185,037	420,253	426,374	459,293	578,516	572,937	497,440	494,113	480,662	481,783	479,559	479,559	376,969	5,932,495	5,395,479	(548,467)
Monthly Surplus (Deficit)	(185,037)	(206,461)	(84,706)	12,100	57,758	425,877	101,279	(96,737)	(432,277)	(326,359)	(346,645)	(423,109)	1,651,109	146,792	49,691	85,651
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(185,037)	(206,461)	(84,706)	12,100	57,758	425,877	101,279	(96,737)	(432,277)	(326,359)	(346,645)	(423,109)	1,651,109	146,792		
Cash flows from operating activities																
Depreciation/Amortization	35,051	35,051	35,207	35,207	12,295	12,295	12,295	12,295	12,295	12,295	12,295	12,295	-	238,876		
Public Funding Receivables	379,346	-	1,920	(66,169)	50,643	-	-	-	-	-	-	315,536	(2,028,078)	(1,346,801)		
Due To/From Related Parties	88,893	246,946	10,828	102,865	150,000	-	-	-	-	-	-	-	-	599,532		
Prepaid Expenses	900	(12,892)	18,014	(4,200)	-	-	-	-	-	-	-	-	-	1,822		
Accounts Payable	(39,016)	(74,223)	9,397	(9,139)	-	-	-	-	-	-	-	-	376,969	263,989		
Accrued Expenses	(4,346)	(80,651)	(83,079)	(85,249)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(83,000)	(138,623)	-	(972,947)		
Other Liabilities	-	(15,195)	301,191	(16,051)	-	-	-	-	-	-	-	-	-	269,944		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(9,395)	-	-	-	-	-	-	-	-	-	-	(9,395)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	-	(8,333)	(8,333)	(8,333)	1,601,852	(8,333)	-	(8,333)	-	-	-	1,560,187		
Total Change in Cash	275,792	(107,425)	199,376	(38,968)	179,363	346,839	1,632,426	(175,775)	(502,982)	(405,397)	(417,350)	(233,901)				
Cash, Beginning of Month	78,997	354,789	247,363	446,740	407,772	587,135	933,974	2,566,400	2,390,625	1,887,644	1,482,246	1,064,896				
Cash, End of Month	354,789	247,363	446,740	407,772	587,135	933,974	2,566,400	2,390,625	1,887,644	1,482,246	1,064,896	830,995				