

Prepa Tec Los Angeles (PTLAMs)

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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

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

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

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	65
Grade 7	104
Grade 8	99
Total Enrollment	268

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
Black or African American	0.7
Hispanic or Latino	98.1
White	0.7
English Learners	32.5
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	90.7
Students with Disabilities	9.3

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Glencoe Literature Course 1,2

Glencoe Literature Course 1,2 eBooks

Variety of Novels picked by partners and approved by the Board

CPM Educational Program:

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

Algebra Tiles

CPM Toolkits

Glencoe iScience, Life Science

Glencoe iScience, Physical Science

Glencoe iScience, Earth and Space

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

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

El Espanol Para Nosotros, Nivel 1

Asi Se Dice, Level 1

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

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

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

Year and month in which the data were collected

January 2022

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

School Facility Conditions and Planned Improvements

Prepa Tec Los Angeles' Safety Plan is in place and current. Barring minor everyday needs for repair/replacement, the school facilities are all in working order, and inspections show that the school is clean and safe on a daily basis. Prior to returning from distance learning school facility underwent a deep cleaning.

Instructional services during the 2021-2022 school year are now being held in the new school building located at 8001 Santa Fe Avenue, Huntington Park, CA. Due to the new construction, we do not have a final facilities inspection report.

Year and month of the most recent FIT report

N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	NT	NT	NT	NT
Female	123	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	269	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	NT	NT	NT	NT
Female	123	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	269	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	266	250	94	6	23
Female	116	108	93	7	29
Male	150	142	95	5	18
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	0	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	261	248	95	5	23

Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	0	N/A	N/A	N/A	N/A
White	--	--	--	--	--
English Learners	87	81	93	7	4
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	242	226	93	7	22
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	24	20	83	17	10

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	266	250	94	6	7
Female	116	109	94	6	4
Male	150	141	94	6	9
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	0	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	261	248	95	5	7
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	0	N/A	N/A	N/A	N/A
White	--	--	--	--	--
English Learners	87	81	93	7	4
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	242	226	93	7	22
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	24	20	83	17	10

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	55	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	98	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parent and communication and involvement is currently limited due to COVID-19. However, we do provide opportunities to participate and stay informed.

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

Parent University Workshops

Virtual Award Recognition

School Events

Student-Led Conferences

Coffee with the Principal

Coffee with the Superintendent

Superintendent Council

Virtual Back to School Night

Parent Square Messages and Post

Home School Liaison to communicate with parents and community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	277	274	21	7.7
Female	123	121	9	7.4
Male	154	153	12	7.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	272	269	19	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	90	89	8	9.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	248	245	18	7.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	25	8	32.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.74	0.00	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

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

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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

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

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		10	
Mathematics	27		10	
Science	27		10	
Social Science	27		10	

2019-20 Secondary Average Class Size and Class Size Distribution

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,211	9,804	4,407	55,852
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$50,897
Mid-Range Teacher Salary	\$74,412	\$78,461
Highest Teacher Salary	\$92,389	\$104,322
Average Principal Salary (Elementary)	\$124,955	\$131,863
Average Principal Salary (Middle)	\$136,210	\$137,086
Average Principal Salary (High)	\$137,581	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	16	20	7