2013–14
School Accountability Report Card Template
(Word Version)

(To be used to meet the state reporting requirement
by February 1, 2015)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

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Important!

**Please delete this page
before using the
School Accountability Report Card
template**

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California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

For: Prepa Tec Los Angeles Middle School

Address: 2665 Clarendon Ave., Huntington Park, CA 90255   **Phone:** 1 (323) 800–2741
Principal: Mr. Barry Baxter   **Grade Span:** Grades 6–7

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

➢ View this SARC online at the school and/or LEA Web sites.

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

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

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information – Most Recent Year

District Name	DPC
Phone Number	DPC
Superintendent	DPC
E-mail Address	DPC
Web Site	DPC

School Contact Information – Most Recent Year

School Name	DPC
Street	DPC
City, State, Zip	DPC
Phone Number	DPC
Principal	DPC
E-mail Address	DPC
Web Site	DPC
County-District-School (CDS) Code	DPC

School Description and Mission Statement – Most Recent Year

Prepa Tec Los Angeles is a charter school located in Huntington Park, California. The school just completed its first year of operation (2013–2014) and is fed by its relative PYP School, Academia Moderna Charter School. Entering the coming 2014–2015 school year, Prepa Tec Los Angeles has 5 full classes of Grade 6, 3 full classes of Grade 7, and 3 full classes of Grade 8 with a total of about 250–300 students. The 2015–2016 school year will see the addition of at least 6 full classes of Grades 6–8. The small school setting appeals to many families in our community. Parent participation in the classroom is always welcomed and encouraged. Parents have expressed a feeling of belonging at our school and feel that our school provides their children with a better education than traditional public schools. Prepa Tec's vision is to create a center for higher learning in Southeast Los Angeles where students and families learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, and independent. Prepa Tec Los Angeles applies the International Baccalaureate Middle Years Program tools and processes to be a school where partnerships for continuous improvement amongst students, teachers, parents, and the community are authentic and seek to prepare each student from Grade 6–8 for the challenges of the 21st century. Prepa Tec Los Angeles is a model school of life-long learning through the International Baccalaureate Middle Years Program (IB MYP) in the United States. We create a dynamic environment where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability.

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC
Grade 10	DPC
Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
Total Enrollment	DPC

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	N / A	6	16	16
Without Full Credential	N / A	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N / A	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	N / A	0	0
Total Teacher Misassignments*	N / A	0	0
Vacant Teacher Positions	N / A	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013–14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which data were collected: Data provided by the LEA

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2013/14	McGraw Hill 2014/15	0%
Mathematics	McGraw Hill 2013/14	McGraw Hill 2014/15	0%
Science	McGraw Hill 2013/14	McGraw Hill 2014/15	0%
History-Social Science	McGraw Hill 2013/14	McGraw Hill 2014/15	0%
Foreign Language	ChinEasy 2013/14	ChinEasy 2014/15	0%
Health	SPARK 2014/15	SPARK 2014/15	0%
Visual and Performing Arts	-----	-----	0%
Science Laboratory Equipment (grades 9-12)	McGraw Hill 2013/14	McGraw Hill 2014/15	0%

School Facility Conditions and Planned Improvements – Most Recent Year

Narrative provided by the LEA

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:
- *Description of the safety, cleanliness, and adequacy of the school facility*
- *Description of any planned or recently completed facility improvements*
- *Description of any needed maintenance to ensure good repair*

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Feb. & Aug. 2014			
Interior: Interior Surfaces	Feb. & Aug. 2014			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Feb., Aug., Nov. 2014			
Electrical: Electrical	Feb., Aug., Oct. 2014			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Feb., Aug., Dec. 2014			
Safety: Fire Safety, Hazardous Materials	Feb., Aug., Nov. 2014			
Structural: Structural Damage, Roofs	Feb. & Aug. 2014			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Feb., Aug., Nov. 2014			

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
	2013/14/15	DPL	DPL	DPL

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	N / A
All Students at the School	N / A
Male	N / A
Female	N / A
Black or African American	N / A
American Indian or Alaska Native	N / A
Asian	N / A
Filipino	N / A
Hispanic or Latino	N / A
Native Hawaiian or Pacific Islander	N / A
White	N / A
Two or More Races	N / A
Socioeconomically Disadvantaged	N / A
English Learners	N / A
Students with Disabilities	N / A
Students Receiving Migrant Education Services	N / A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A
Mathematics	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A
History-Social Science	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	N / A	N / A	N / A
Similar Schools	N / A	N / A	N / A

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	N / A	N / A	N / A
Black or African American	N / A	N / A	N / A
American Indian or Alaska Native	N / A	N / A	N / A
Asian	N / A	N / A	N / A
Filipino	N / A	N / A	N / A
Hispanic or Latino	N / A	N / A	N / A
Native Hawaiian or Pacific Islander	N / A	N / A	N / A
White	N / A	N / A	N / A
Two or More Races	N / A	N / A	N / A
Socioeconomically Disadvantaged	N / A	N / A	N / A
English Learners	N / A	N / A	N / A
Students with Disabilities	N / A	N / A	N / A

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013–14)

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<u>Academic Programs – MYP</u>

STATEMENT OF PURPOSE

Prepa Tec Los Angeles is a vibrant and diverse community whose purpose is to promote personal and intellectual growth. We provide challenging, engaging programs in a nurturing learning environment, devoting care and attention to every student. Embracing high standards of character, commitment, and achievement, Prepa Tec Los Angeles encourages students to think critically and creatively and to act ethically.

GENERAL INFORMATION

We believe that our curriculum should help students develop intellectual abilities and interests, social awareness, personal competencies, and a code of ethics. Hence, students explore courses in a variety of areas. The sequence of course requirements provides a balance between gaining a solid knowledge and learning foundation, exploring a wide range of inter-connected subjects, and obtaining needed skills for success in high school, college, and careers. The curriculum is designed to provide students with a wide range of opportunities and experiences, expanding their neurological capacity for life.

In the Middle School, we emphasize deeper understanding and connections, as well as learning how to learn. As students begin to take more responsibility for their own learning, the faculty members remain supportive and nurture personal growth. Teachers work to build explicit links between subjects, with a theme-based approach, in order to deepen students' understanding of the world in which they live and to enable students to ask higher-level thinking questions. Our hope is to engender students' sense of wonder and possibility and develop a belief in every student that they are a powerful learner.

Prepa Tec Los Angeles provides experiences that allow students to grow morally as well. We believe that we should prepare our students to be confident, independent, and responsible citizens. It is also our aim to help students learn to lead their day-to-day lives with compassion and kindness and to serve the needs of others. Finally, it is the fervent hope of Prepa Tec Los Angeles that students will have gained not only a personal vision, but also will take joy in the discovery and fulfillment of that vision. We work to endow them with the moral fiber to work through difficulty toward a true understanding of the way in which individual goals can harmonize with the greater good of the world. Prepa Tec Los Angeles's programs are committed to this development.
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Career Technical Education Participation (School Year 2013–14)

Measure	CTE Program Participation
Number of pupils participating in CTE	98
Percent of pupils completing a CTE program and earning a high school diploma	N / A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N / A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	N / A
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	N / A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A
Mathematics	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013–14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N / A	N / A	N / A	N / A	N / A	N / A
All Students at the School	N / A	N / A	N / A	N / A	N / A	N / A
Male	N / A	N / A	N / A	N / A	N / A	N / A
Female	N / A	N / A	N / A	N / A	N / A	N / A
Black or African American	N / A	N / A	N / A	N / A	N / A	N / A
American Indian or Alaska Native	N / A	N / A	N / A	N / A	N / A	N / A
Asian	N / A	N / A	N / A	N / A	N / A	N / A
Filipino	N / A	N / A	N / A	N / A	N / A	N / A
Hispanic or Latino	N / A	N / A	N / A	N / A	N / A	N / A
Native Hawaiian or Pacific Islander	N / A	N / A	N / A	N / A	N / A	N / A
White	N / A	N / A	N / A	N / A	N / A	N / A
Two or More Races	N / A	N / A	N / A	N / A	N / A	N / A
Socioeconomically Disadvantaged	N / A	N / A	N / A	N / A	N / A	N / A
English Learners	N / A	N / A	N / A	N / A	N / A	N / A
Students with Disabilities	N / A	N / A	N / A	N / A	N / A	N / A
Students Receiving Migrant Education Services	N / A	N / A	N / A	N / A	N / A	N / A

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

California Physical Fitness Test Results (School Year 2013–14)

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

State Board of Education Policy #89-01
A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home and in their children's education improves student achievement. Furthermore, when parents are involved at school, their children go further, and they go to better schools.   Prepa Tec Los Angeles parents must comply with attendance at mandatory meetings and 20 annual volunteer hours per family, parents who fail to comply with parent school obligations will place their child/children's placement for the following school year at risk.
PARENT INVOLVEMENT POLICY
Prepa Tec Los Angeles recognizes that, when schools and parents form strong partnerships, our children's potential for educational success improves significantly. Teachers and school administrators become more aware of parent and community expectations and may implement their suggestions regarding programs and operations. Parents learn the scope of the school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. Schools have the responsibility to involve parents in this partnership.

State Priority: Pupil Engagement
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A
Graduation Rate	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A	N / A

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	N / A	N / A	N / A
Black or African American	N / A	N / A	N / A
American Indian or Alaska Native	N / A	N / A	N / A
Asian	N / A	N / A	N / A
Filipino	N / A	N / A	N / A
Hispanic or Latino	N / A	N / A	N / A
Native Hawaiian or Pacific Islander	N / A	N / A	N / A
White	N / A	N / A	N / A
Two or More Races	N / A	N / A	N / A
Socioeconomically Disadvantaged	N / A	N / A	N / A
English Learners	N / A	N / A	N / A
Students with Disabilities	N / A	N / A	N / A

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Suspensions	N / A	N / A	1.02%						
Expulsions	N / A	N / A	0.0%						

School Safety Plan – Most Recent Year

INTRODUCTION
Prepa Tec Los Angeles Middle School is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Prepa Tec Los Angeles Middle School's policies and expectations regarding the practices of each 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 should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY
Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits
The Executive Director, Principal and Office Manager should develop 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, 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 working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting 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
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

December 2014

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall	N / A	N / A
Met Participation Rate - English-Language Arts	N / A	N / A
Met Participation Rate - Mathematics	N / A	N / A
Met Percent Proficient - English-Language Arts	N / A	N / A
Met Percent Proficient - Mathematics	N / A	N / A
Met Graduation Rate	N / A	N / A

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	N / A	N / A
First Year of Program Improvement	N / A	N / A
Year in Program Improvement*	N / A	N / A
Number of Schools Currently in Program Improvement	N / A	N / A
Percent of Schools Currently in Program Improvement	N / A	N / A

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		32
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site				
District	N / A	N / A		DPC
Percent Difference – School Site and District	N / A	N / A		
State	N / A	N / A	DPC	DPC
Percent Difference – School Site and State	N / A	N / A		

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

Types of Services Funded (Fiscal Year 2013–14)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement Courses (School Year 2013–14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All courses	DPC	DPC

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

* Where there are student course enrollments.

Professional Development – Most Recent Three Years

Prepa Tec Los Angeles (*2013 – 2014*)
Professional Development Plan

1. August 5: New Teacher Orientation
2. August 5: Employee Handbook and Schedules/Presentation of strategies to be implemented and trained this year.
3. August 6: Explanation and introduction to 4Sight benchmark testing grades 2-7.
4. August 7: Thinking Maps stages 1 and 2
5. August 8: Writers Workshop
6. August 20: Alignment of Data to roster RtI groupings
7. September 10: Marzano Art and Science of Teaching Chapter 6 Establish and Maintain Rules and Procedures
8. September 24: PowerSchool Training/Child Abuse Training
9. October 19-21: IBMYP Category 1 training. Implementation Requirement
10. October 8: Marzano Chapter 1 Training for new teachers/Individual Transition Planning
11. November 5: Professional Learning Community Training
12. November 12: Marzano Chapter 7 Rules and Procedures Adherence
13. January 9: Strategic Design and MYP Planning
14. January 13: IB Planner Development/Revisions
15. January 14: Marzano Chapter 8 Maintain Effective Relationships With Students
16. January 18-20: IBMYP Category 1 training. Implementation Requirement
17. March 11: Marzano Chapter 9 Communicate High Expectations
18. March 18: MAPP Testing Training
19. March 31: Rick Morris Training
20. May 13: Marzano Chapter 10 Creating Effective Lessons and Units
21. All other Tuesdays will be used entirely or in part for Professional Learning Community meetings and data analysis meetings