

# Academia Moderna

## 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/](http://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/fq/aa/lc/](http://www.cde.ca.gov/fq/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/](http://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/](http://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

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

## 2021-22 District Contact Information

<b>District Name</b>	Academia Moderna Charter School
<b>Phone Number</b>	(323)9230383
<b>Superintendent</b>	Rachel Villalobos
<b>Email Address</b>	r.villalobos@altaps.org
<b>District Website Address</b>	www.altaps.org

## 2021-22 School Overview

### About Our School

Academia Moderna Charter School (AMCS) is committed to providing our students a first-class educational experience. We accomplish this goal through our educational program. AMCS is an International Baccalaureate (IB) authorized school in the Primary Years Program (PYP). The IB-PYP is a standards-based curriculum that is arranged within six transdisciplinary themes that are universal and applicable across all cultures. PYP students learn international-mindedness through an inquiry-based model that promotes learning as they explore local and global issues within real-life contexts.

AMCS participates in Positive Behavioral Interventions and Supports (PBIS), which is an Alta Public Schools' organizational-wide initiative that focuses on positive reinforcements for expected behavioral expectations and provides students with the opportunity to learn from their mistakes.

Our staff and families partner together to ensure that all students are on the road to college and career readiness success. The partnerships that are formed create a sense of "Familia" where everyone collaborates and works for what is best for our students. Every day is a great day to be a Lion!

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

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

Academia Moderna Charter School (AMCS) is an authorized International Baccalaureate (IB) Primary Years Program (PYP) Elementary School. AMCS educates students from Transitional Kindergarten (TK) through Grade 5. AMCS is located in Walnut Park, California, and is an independent charter school authorized through the Los Angeles Unified School District. AMCS is the elementary school of an IB continuum program. AMCS one two schools that are part of the Alta Public Schools network.

Designed for students ages 3-12, the IB-PYP provides the knowledge, concepts, skills, personal attributes, and the capacity to take action, all of which younger students equip themselves for a successful life now and in the future. Learning through inquiry, a child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical, and relevant "big picture" questions, or transdisciplinary themes.

## 2021-22 School Overview

The International Baccalaureate Primary Years Programme, PYP provides an ideal foundation for children to become successful, lifelong learners by developing their: social and emotional well-being independence, as they take responsibility for their own learning international-mindedness understanding of the world and their ability to function effectively within it attitudes and dispositions for learning ability to take mindful, appropriate and sustainable student-initiated action language skills.

At the heart of the IB-PYP is the IB Learner Profile. The IB Learner Profile describes a broad range of human capacities and responsibilities that transfer beyond the classroom. The IB learner strives to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, balanced, risk-taker, and reflective. Through Positive Behavior & Supports (PBIS) we have a PRIDE Matrix where students and staff recognize, support and model these attributes within the school community.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	66
Grade 2	77
Grade 3	82
Grade 4	80
Grade 5	74
<b>Total Enrollment</b>	<b>446</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
Black or African American	0.2
Hispanic or Latino	98.7
Two or More Races	0.2
White	0.7
English Learners	38.3
Foster Youth	0.9
Homeless	2.2
Socioeconomically Disadvantaged	86.3
Students with Disabilities	8.3

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

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

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

## 2019-20 Class Assignments

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

Currently, we are using the following textbooks and other instructional materials such as  
 ELA - Publisher/Text - McGraw-Hill/Wonders  
 ELD - Publisher/Text - McGraw-Hill/Wonders  
 Mathematics - Publisher/Text - Savvas Learning/enVision  
 Science - Publisher/Text - Harcourt/Science- California Edition  
 Social Science - Text/Publisher - Learn to Live/Studies Weekly  
 Spanish - CDE - World Language Content Standards for California Public Schools Framework  
 As mentioned in Physical Education Model Content Standards for California Public Schools Framework from the CDE  
 Visual and Performing Arts Content Standards from California Public Schools Framework from the CDE.

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

**Year and month in which the data were collected** January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELA - Publisher/Text - McGraw-Hill/Wonders ELD - Publisher/Text - McGraw-Hill/Wonders	Yes	0
<b>Mathematics</b>	Mathematics - Publisher/Text - Savvas Learning/enVision	No	0
<b>Science</b>	Science - Publisher/Text - Harcourt/Science- California Edition	No	0
<b>History-Social Science</b>	Social Science - Text/Publisher - Learn to Live/Studies Weekly	No	0
<b>Foreign Language</b>	Spanish - CDE - World Language Content Standards for California Public Schools Framework	Yes	0
<b>Health</b>	As mentioned in Physical Education Model Content Standards for California Public Schools Framework from the CDE	Yes	0
<b>Visual and Performing Arts</b>	Visual and Performing Arts Content Standards from California Public Schools Framework from the CDE.	Yes	0

## School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

January 2020

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

## School Facility Conditions and Planned Improvements

				be an organic garden that our students will learn from and how to farm a variety of fruits and vegetables.
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## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	237	NT	NT	NT	NT
<b>Female</b>	113	NT	NT	NT	NT
<b>Male</b>	124	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	235	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	105	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	208	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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	237	NT	NT	NT	NT
Female	113	NT	NT	NT	NT
Male	124	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	235	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	105	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	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	232	120	97	3	18
Female	109	105	96	4	17
Male	123	120	98	2	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	0	N/A	N/A	N/A	N/A
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	230	223	97	3	17

<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	107	103	96	4	10
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	203	196	97	3	17
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	23	23	100	0	4

\*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.

<b>All Students</b>	232	227	98	2	8
<b>Female</b>	109	106	97	3	9
<b>Male</b>	123	121	98	2	8
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	0	N/A	N/A	N/A	N/A
<b>Black or African American</b>	0	N/A	N/A	N/A	N/A
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	230	225	98	2	8
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	107	105	98	2	7
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	203	200	99	1	8
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	23	22	96	4	5

\*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
<b>Science</b> (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
<b>All Students</b>	72	NT	NT	NT	NT
<b>Female</b>	34	NT	NT	NT	NT
<b>Male</b>	38	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	72	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	26	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	64	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	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 Community participation is currently limited due to COVID-19. Parents and community still have multiple opportunities to participate and to stay informed. Each month, Alta Public Schools' Superintendent has a Coffee where parents and community are updated about topics such as re-opening, academic progress, mental health, and overall happenings. School administration attends these meetings to answer any questions specific to the school site. The Superintendent also has a Council that is composed up of administration, teachers, classified, and parents. We also use ParentSquare messages and posts to keep our families informed and updated.

AMCS holds monthly meetings; Coffee with the Principal, School Site Council (SSC), English Language Advisory Committee (ELAC), and virtual awards assemblies that allow parents and community to participate and obtain information.

AMCS offers many opportunities for parent involvement like virtual Back to School Night, Open House, Parent Conferencing, School Site Council, English Language Advisory Committee, tours of the school, monthly meetings with site and central office administrations, targeted parent nights (i.e. 5th grade culmination, Spelling Bee, content support). Other meaningful conversations can take place informally or formally before school, after school, or whenever a parent may want an appointment.

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

English Learner Advisory Committee (ELAC) gives parents the opportunity to learn about the school, the budget that supports English Learners, and give feedback to the school community based on what parents and the community find are important. The committee is derived of parents with a structure that allows for regular and constructive feedback to the school. The committee meets regularly throughout the academic year, with guidance from school administration.

## 2021-22 Opportunities for Parental Involvement

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

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	466	463	31	6.7
Female	240	238	20	8.4
Male	226	225	11	4.9
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	458	455	30	6.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	3	3	0	0.0
English Learners	209	208	13	6.3
Foster Youth	7	7	0	0.0
Homeless	10	10	0	0.0
Socioeconomically Disadvantaged	396	395	27	6.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	6	15.0

## 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
<b>Suspensions</b>	1.20	0.00	0.65	0.00	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	1.42	0.44	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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



## 2021-22 School Safety Plan

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

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

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		9	
1	26		9	
2	28		9	
3	28		9	
4	26		9	
5	25		9	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	13858	4873	8985	62590
<b>District</b>	N/A	N/A		
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2020-21 Types of Services Funded

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

Types of Services Funded are as follows:

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

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

## Professional Development

Academia Moderna Charter School provides 8 full days specifically for teacher professional development (PD). During the "fall break" teachers also engage in a weekend long 2.5 day International Baccalaureate (IB) PD on Saturday and Sunday. In addition, every Wednesday for 41 weeks, is a shortened day for students and teachers to participate in an hour and a half of professional development. The weekly PD includes, site specific staff meetings, IB PD, committee meetings, and professional learning committees.

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

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