LATINO COLLEGE PREPARATORY ACADEMY (LCPA)
CHARTER PETITION RENEWAL

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Latino College Preparatory Academy (LCPA)
CHARTER PETITION RENEWAL AFFIRMATIONS:

Latino College Preparatory Academy ("LCPA) will follow any and all federal, state, and local laws and regulations that apply to Latino College Preparatory Academy including but not limited to those below.

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].

- Shall be deemed the exclusive public school employer of the employees of Latino College Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)].

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)].

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)].

- Shall admit all students who wish to attend Latino College Preparatory Academy , and who submit a timely application, unless Latino College Preparatory Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process subject to the admissions preferences contained in the charter. Admission to Latino College Preparatory Academy shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605(d)(2) and 51747.3. Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)- (C)].

- Shall, in accordance with Education Code Section 49011, ensure admissions preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605(d)(2)(B).].

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, including immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)].

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].

- Shall ensure that teachers at Latino College Preparatory Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non–college preparatory teachers. [Ref. California Education Code Section 47605(l)].

- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Latino College Preparatory Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Latino College Preparatory Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)].

- Will follow any and all other federal, state, and local laws and regulations that apply to Latino College Preparatory Academy including but not limited to:

- Latino College Preparatory Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

- Latino College Preparatory Academy shall on a regular basis consult with parents and teachers regarding Latino College Preparatory Academy' education programs.

- Latino College Preparatory Academy shall comply with any jurisdictional limitations to locations of its facilities.

- Latino College Preparatory Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.

- Latino College Preparatory Academy shall comply with all applicable portions of the Elementary and Secondary Education Act.

- Latino College Preparatory Academy shall comply with the Family Educational Rights and Privacy Act.

- Latino College Preparatory Academy shall meet or exceed the legally required minimum of school days.

- Latino College Preparatory Academy shall comply with SB 126 as codified in Education Code Section 47604.1.

- Comply with the Brown Act, any other requirements for the location of governing board meetings for a charter school, including Education Code section 47604.1.

- Comply with the Public Records Act.
- Comply with the Political Reform Act and Government Code section 1090, et seq.
- Latino College Preparatory Academy shall meet or exceed the legally required minimum of school days.
- This petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to:
    - The County Superintendent of Schools;
    - The California Department of Education;
    - and The State Board of Education.

Sherry Segura

Authorized Representative's Signature

Latino College Preparatory Academy (LCPA)
Charter Petition Renewal – Executive Summary

Latino College Preparatory Academy (LCPA) – Who We Are:
Latino College Preparatory Academy (LCPA) is a public charter high school focusing on providing its students with a rigorous curriculum, a strong faculty and support staff for their instructional experience, and an environment made up of high expectations and community that serves the entire student and their family. LCPA has a eighteen-year educational track record that has enhanced all attending students' chances of succeeding academically and completing a college degree, particularly with a focus of English Language Learner (ELL) students.

With its innovative curriculum focused on meeting the needs of English Language Learners, a capable fully-certificated faculty through the Union of Foundation (UFE) educators, and a nurturing environment in a state-of-the-art facility, LCPA has become a viable educational option for each and every student in East San Jose, especially English Language Learners and those deriving from underrepresented backgrounds. With its focus on bi-literacy focused educational programs, LCPA fills a unique niche in providing its approximately 430 students the proper time and focus to reach the academic level proficiency of English Language Arts (ELA) that is critical for academic achievement, demonstrating growth in standardized tests, benefiting from assessment-based curriculum, and pursuing postsecondary educational opportunities to thrive in East San Jose, Silicon Valley, and beyond.

Central to the mission is the unwavering belief that all English Language Learner (ELL) students can succeed in the most competitive colleges/universities and professional environments across all sectors, when prepared with a rigorous, college-preparatory education that incorporates extended time for learning inside and outside the classroom, and a wide range of language-acquisition support with certificated staff members. It is now an axiom that an excellent college education, whether as a means to a four-year or two-year degree in a focused field, is necessary for expanded opportunities in an increasingly competitive and global 21st Century job market. LCPA believes that all English Language Learner (ELL) students must be prepared for higher education and equipped with skills and the choice to pursue it at the highest levels.

In order to prepare ELL students for success in competitive four-year colleges and universities, LCPA has created a focused learning environment that cultivates an ELL student's leadership traits and academic skills with built-in assessments to determine students growth and areas of focus in need of supplmental instruction efforts across all core subjects. In line with the school's mission is the underlying belief that one of the fundamental purposes of education is to empower a learning community. That is, an ELL student must develop a sense of purpose that exceeds mere social or economic gain, which starts with their school's intentionality and effective academic planning efforts to offer a roadmap for students in their college and career aspirations starting in the summer prior to their 9th Grade year. Through intentional teaching, modeling, and constant reinforcement of strong leadership traits, LCPA staff and students will operate by four central values: Leadership, Excellence, Responsibility, and Resilience as aligned with the school's instructional Pillars of Success and ORALE value extended to its students and families.

The school's mission and values drive everything at LCPA, from the academic program set to make graduates a bi-literate, college-educated individual to the process of exploring cultural identity and the tenets of

community building. Each value exemplifies a quality necessary to excel in college, develop into a leader, and create positive change in their lives, in the community, and among the global society. Accordingly, LCPA's driving values continue to be:

LEADERSHIP. At LCPA, teachers and staff are committed to building the leaders of tomorrow that are ELLs. LCPA believes in instilling the knowledge, attitude, and mindsets in students to become poised, confident, articulate leaders within the school community, the greater San Jose community, and among a global society. LCPA expects students to step into leadership roles inside the classroom, in hallways, on the athletic field, and on site of an internship. LCPA offers a variety of leadership opportunities in order to give students the experience necessary to become a confident leader.

EXCELLENCE. ELL students at LCPA strive for excellence in academics, initiative, and extracurricular activities. It is the responsibility of teachers not to expect anything less than excellence. For example, students who turn in an essay with easy to find grammar errors and typos will be required to redo the assignment. A student who signs up for a team sport, but he/she decides to not show up for team practices will no longer have the privilege to join a team sport for the remainder of the school year. From writing a well-written five- paragraph essay to sportsmanship on the soccer field, students strive to do everything with excellence. By consistently striving for excellence, students are preparing themselves to enter a community in college where excellence will always be demanded. Paying attention to details and constantly striving to do something better will separate LCPA graduates from many other students across the country.

RESPONSIBILITY. LCPA values responsibility. Students take personal responsibility for their own actions and their learning. For example, if a student is struggling with a particular skill in Algebra II, he/she will make an appointment on the appointment board to work one-on-one with his/her math teacher. The student will be expected to take initiative and get the support necessary to be successful. LCPA believes that teaching students to be responsible for their own learning is necessary to prepare them for success in college and beyond. At LCPA, everything students do is a choice. When students make bad choices, they must accept responsibility. In addition to accepting personal responsibility, LCPA expects students to be socially responsible citizens. LCPA students are engaged and informed citizens of their community and the world. LCPA will organize monthly service projects for students to participate in over their four years at LCPA; however, it is the expectation that students independently seek opportunities to create positive change.

RESILIENCE. The ELL student at LCPA values resilience (also called "grit" or "ganas"). Resilience is the process of adapting well in the face of adversity, trauma, tragedy, or even significant sources of stress such as family and relationship problems, serious health problems, or financial stressors. It means "getting back on your feet" from difficult experiences. The staff and faculty at LCPA believe that instilling resilience in each and every one of LCPA students will be the key ever that keeps students bouncing back after difficult times in college and beyond. Because it is so important, LCPA staff do whatever it takes to ensure that students graduate from LCPA with the ability to be resilient in the face of all odds.

The school site operations are located at 14271 Story Rd, San Jose, CA 95127 in a three-story, 67,000 square foot flagship building with co-location of its operator and administrative support organization of The Foundation for Hispanic Education (TFHE). The building offers 29 modern classrooms with well-resourced technological accommodations and layouts that are conducive to a collaborative learning environment. LCPA serves approximately 433 students through Grades 9th through 12th drawn primarily from the surrounding community. LCPA receives new and transfer students from several elementary and high school districts within the area in compliance with the articulated Admissions and Outreach protocol that are committed to serving all students, regardless of background, ethnicity, race, gender, socioeconomic status, learning level, and any other identifier as well.

LCPA is a school of choice and through parent and community outreach and relationships; students and parents see appropriate and accommodating opportunities offered by LCPA for youth who are English Language Learners, at a low-income/socioeconomically disadvantaged standing. LCPA is a publicly funded independent charter high school which, since its inception, has been governed by the TFHE Board of Trustees with a current standing of seven total members with expertise in a variety of fields and professional backgrounds. Since 2010, LCPA operated independently of National Hispanic University (NHU) prior to NHU's closure in 2014.

Changes in LCPA Charter Petition:

Latino College Preparatory Academy (LCPA) has undergone a variety of changes since its last Charter Petition Renewal process. With a longstanding history of serving the East San Jose community, the school has worked to improve its alignment further across areas of academic performance, assessment, cultural development, social emotional support, community-based partnerships, parent engagement, and school site daily operations. With the mantra and ideology of "developing the entire student", LCPA has forged strong systems of equal parts accountability and feedback-based approaches to ensure that students are more than adequately supported through their academic journey. This strengthening of the school's systems of support can be seen in its implementation of its expanded assessment calendar and accompanying review opportunities for faculty, the launch of its ORALE values, its increase in staff professional development training, its roll out of restorative justice programming, and its forged partnership with Alum Rock Counseling Center.

For increasing and maintaining a high level of student access to key materials, The Foundation for Hispanic Education's (TFHE) Department of Teaching & Learning has worked to offer aligned assessment-based curriculum across all school sites with a specific focus on English Language Learner (ELL) students. Moreover, students continue to receive technology (Chromebooks) at a one-to-one rate with cost-free network connectivity also offered in addressing the local region's ongoing digital divide. Operationally, LCPA and its operator TFHE have also worked to streamline more administrative processes setting annual compliance calendars, increasing planning time with LCPA administration, and offering a larger share of community forums for general needs assessments. Such strides have made it possible to improve the organization's training practices, maintain its financial position for operation, and have an instructional staff consisting of 100% certificated teachers under the Union of Foundation Educators (UFE). LCPA looks to build on these strengths by dedicating greater shares of time to direct student and family support, as well as in efforts to effectively increase the already strong student retention rates.

Collectively, LCPA students have demonstrated a higher engagement rate through lower absence rates (as seen in higher Average Daily Attendance) and with a record low in schoolwide suspensions. Such a school culture has been built through greater parent participation in Governance, greater frequency in schoolwide surveying, and implementation of Positive Behavior Intervention and Supports (PBIS) training for administration members. Growth has also been experienced for the preparation of English Learners (EL) in reaching English Language proficiency, as well as strides in meeting SBAC/CAASPP goals for student achievement with a greater contingency exhibiting grade-level proficiency or performance near such standards. Moreover, college-going culture continues to permeate the school's environment, as over half of students go on to enroll in a four-year university, while over 85% continue their post-secondary education at a two-year or four-year institution. The continued objective for the LCPA community is for students receive the proper academic programming and supplemental preparation to possess the skills for college persistence and successful entrance into the 21st Century economy.

Captured Changes in LCPA Charter Petition:

Charter Petition Element	Change in Petition	Reason for Update	Efficacy of Change	Pages in New Petition
Element A: Educational Program	Implementation of LCPA Eagle Warrior ORALE Values of Orgullo, Respeto, Alianza, Liderazgo, and Educacion for the student and family community.	Added to school culture and Student/Parent Handbook in 2020/2021 academic year.	Developed to reinforce the mission and goals of LCPA in a more clear and identifiable manner in building school pride and culture.	27
Element A: Educational Program	Attendance, ADA Figures, and Staff Review/ Upkeep	Added for more Attendance context and rate of student engagement.	Included to reflect the impacts of student and parent outreach,	32
Element A: Educational Program	Update of Professional Development for Certificated Staff	Included for clarity of staff preparation/training.	Process will be completed each academic year with TFHE Teaching & Learning.	41
Element A: Educational Program	Capture of LCPA Campus Tenant Improvement Project	Included to show current state of campus and technological additions.	Facility will be kept in good repair with updates to instructional tools and technology.	43
Element A: Educational Program	Abby Sobrato Center for College Success	Expansion and revision of the Student Success Center at LCPA.	Accommodations will continue to be provided to students for post-secondary preparation via staff and partnerships.	46
Element A: Educational Program	Community Service Grade Level Themes and Guidelines for Students	Included to demonstrate LCPA's commitment to students learning through service.	Suggested service terms and areas of focus per grade level will be updated annually.	50 – 51
Element A: Educational Program	Extracurricular Academics and Activities	Updated to reflect current school site offerings.	Existing offerings will be maintained (as student interest/ participation continues).	52
Element A: Educational Program	Parent Engagement Methods and Programs	Included to demonstrate parent offerings as stakeholders in the student experience (supplemental to Parental Governance roles).	TFHE will continue to provide offerings to students, parents, and families in developing the entire individual.	52 – 54

Charter Petition Element	Change in Petition	Reason for Update	Efficacy of Change	Pages in New Petition
Element A: Educational Program	English Learner (EL) Classification Criteria	Aligned with other TFHE school sites.	All efforts structured to address the needs of English Learners (EL) will be administered by certificated staff in collaboration with TFHE Teaching & Learning.	52 – 55
Element A: Educational Program	Special Education Services SELPA Process and Service Information	Aligned with other TFHE school sites.	All Sonoma County SELPA regulations will be maintained.	57 – 64
Element A: Educational Program	WASC Accreditation Schedule Update	Not Included in Prior Charter Petition	Update includes Mid-Cycle and Full Review information.	55
Element B: Measurable Outcomes	Updates to Progress and LCAP Goals	Each of the 27 stated goals updated for progress.	Monitored and updated annually.	79 – 88
Element C: Methods of Assessment	Grading Policy Update	Revised to change to new rubric in place.	Required in charter petition.	94
Element D: Governance Structure	Update of TFHE Board of Trustees Role in Material Revision Process	Reflected to capture changes in the Material Revision Process (2019).	All public requirements will be maintained in accordance with stated Education Code and applicable law.	98 – 99
Element D: Governance Structure	Update of Parental Governance and Involvement	Expansion from last charter.	An expansion of School Site Council.	101 - 102
Element D: Governance Structure	Update of TFHE Board Members and Bios	Addition of new TFHE Board Members.	Board Members will receive annual training practices.	103 – 105
Element E: Qualifications of Employees	Certificated Staff Criteria and Evaluation	Updated from prior charter petition from Human Resources.	Allows for a more in-depth review process for certificated staff feedback.	108 – 109
Element E: Qualifications of Employees	Revision of Organizational Chart for LCPA and TFHE	Required due to staffing changes in TFHE's support staff and LCPA staff.	The organizational chart is updated on an annual basis as required by the TFHE Administration.	126
Element E: Qualifications of Employees	Addition of Staff Training Sessions through Insurance	Missing from last petition.	Trainings will be completed annually.	127
Element F: Health/Safety Procedures	Staff Background Checks Process	Missing from last petition.	Background check practice now shown.	128

Charter Petition Element	Change in Petition	Reason for Update	Efficacy of Change	Pages in New Petition
Element F: Health/Safety Procedures	Facility Safety Certification and Process for State of Facilities and Annual Inspection Information for Upkeep	Missing from last petition.	Information will be maintained annually with all inspections set up by Operations/Facilities Department.	131
Element F: Health/Safety Procedures	COVID-19 Safety Response	Missing from last petition.	Response documents developed for pandemic response.	133
Element G: Means to Achieve Racial and Ethnic Balance	Inclusion of the LCPA Racial/Ethnic Data and Community Information	Missing from last petition.	Added for meeting all requirements as detailed in the Charter Petition Rubric document.	135
Element H: Admissions Policies and Procedures	Addition of 9th Grade Placement Test	Missing from last petition.	Added as an Education Code requirement.	137
Element H: Admissions Policies and Procedures	Update of Admissions and Enrollment Timeline	Changes reflected by Admissions.	Timeline will be updated annually.	137 – 138
Element I: Financial Audit	Update of TFHE Board of Trustees Role in Auditor Selection Process	Missing from last petition.	Added for meeting all requirements as detailed in the Charter Petition Rubric document.	140 – 141
Element I: Financial Audit	Update of Auditor Selection	Change in TFHE Auditor	Selection process completed.	142
Element K: Staff Retirement System	Grievances Process	Missing from last charter.	Process taken from the Collective Bargaining Agreement (CBA).	155
Required Supplemental Information for Education Code 47605(g)	Addition of Terms, Services, and Agreements	Missing from last charter.	Added for meeting all requirements as detailed in the Charter Petition Rubric document.	166 – 170

Partnership with East Side Union High School District:

Since opening its doors in 2001, the Latino College Preparatory Academy (LCPA) has enjoyed a strong, collaborative relationship with East Side Union High School District (ESUHSD). LCPA appreciates its partnership with district staff, leadership, and the Board of Trustees. LCPA and its students have benefitted from the expertise of school leaders and excellent teachers in the district; in turn, LCPA hopes to reach a point to be a resource to the ESUHSD community. As a charter school, LCPA seeks every opportunity to learn from leaders and teachers who have experience and expertise in the world of high school. Likewise, LCPA will continue to have an open-door policy to share its findings with ESUHSD staff. LCPA and The Foundation for Hispanic Education (TFHE) look forward to continuing to share students from East San Jose.

Latino College Preparatory Academy (LCPA) and the East San Jose Community:

Latino College Preparatory Academy (LCPA) contributes positive change in East San Jose by providing young English Language Learners with a lifelong love of learning and developing poised and confident leaders who are committed to serve their community. By developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses, LCPA strives to provide students with the opportunities to apply their classroom learning to field work experience. The partnerships include, but not limited to: Santa Clara University School of Education and Counseling Psyhcology (SCU ECP), Hispanic Scholarship Fund (HSF), Silicon Valley Education Foundation, The Sobrato Family Foundation, and the Hispanic Foundation of Silicon Valley (HFSV).

Sound Management, Governance, and Finance:

During its eighteen years of operation, LCPA has established itself as a fiscally and organizationally sound institution. This includes strong fiscal accountability, responsible governance, prudent management practices, strong evaluation processes, and dedicated leadership The Foundation for Hispanic Education Board of Trustees also has a demonstrated capacity to maintain the fiscal and organizational strength of LCPA. Board Members, along with their professional experience, role on the Board, and term expiration are included in Element D: Governance.

Latino College Preparatory Academy (LCPA) Framework:

The Latino College Preparatory Academy (LCPA) framework succeeds not because of who its teachers and students are, but rather, what parents, students and teachers do together:

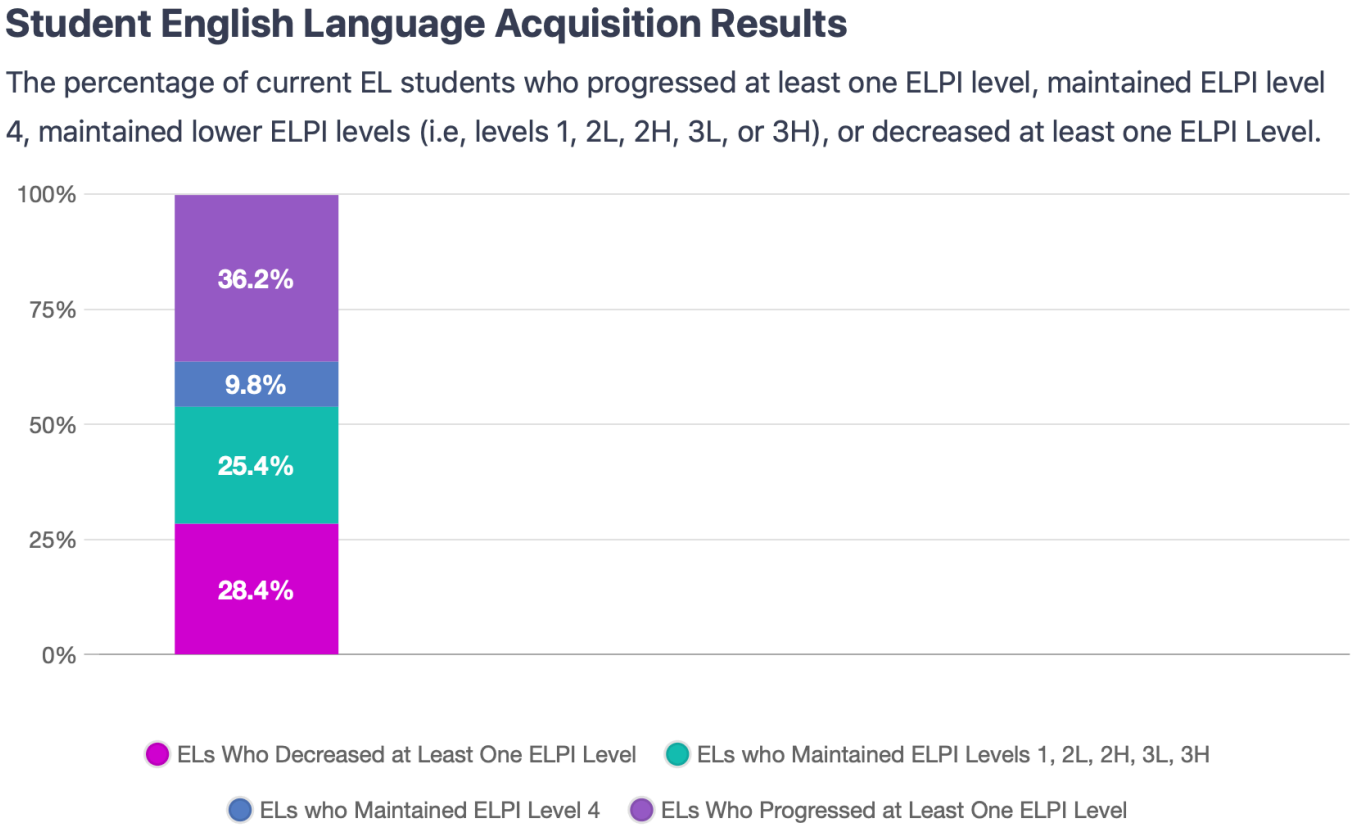
- Students at LCPA focus on developing the knowledge, skills, and leadership traits necessary for success in college and life;
- Students at LCPA further develop their skills to become a poised, articulate, confident leader who is committed to giving back to the East San Jose community or to whichever community he/she belongs;
- LCPA teachers and administrators bridge the gap between school and community by engaging in monthly service projects with students;
- Parents participate in various committees and groups, such as School Site Council (SSC), English Language Advisory Committee (ELAC) and Cafecito. Their voice allows for a collaborative decision making process in student achievement, school climate, parent outreach and engagement,

which contribute toward a college going culture.

LCPA Student Performance and Outcomes:

Below is reporting on Student Performance, Outcomes, and Assessment Tools that were identified to support the goals of the Petition. Following this section, there is a detailed breakdown for these goals.

Student Language Acquisition Results:



ELPAC Annual Assessment *Grades 9-12*	**2017-18**	**2018-19**
All Students		
% Well Developed Level = 4	23.85%	21.82%
% Moderately Developed Level = 3	25.69%	31.82%
% Somewhat Developed Level = 2	17.43%	22.73%
% Beginning Stage Level = 1	33.03%	23.64%

Per the California School Dashboard as of the 2018 – 2019 academic year, Latino College Preparatory Academy (LCPA) currently has approximately **46.1%** of its English Learners (EL) making progress towards English Language proficiency, which stands at the **Medium** level for development. Moreover, the English Learner students that progress at least one ELPI level is at **36.2%**. These are baseline standards for LCPA as no prior data is captured in the California School Dashboard for comparative purposes.

TFHE Teaching & Learning will work to refine practice in line with the English Language Development (ELD) practices outlined in Elements A and C with a steady growth rate demonstrated from year-to-year.

LCPA Graduation Rates (California School Dashboard Data):

Level	DECLINED SIGNIFICANTLY *from Prior Year (by 9.1% or more)*	DECLINED *from Prior Year (by 2.0% to less than 9.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 1.9%)*	INCREASED *from Prior Year (by 2.0% to 8.9%)*	INCREASED SIGNIFICANTLY *from Prior Year (by 9.0% or more)*
VERY HIGH *70.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *55.0% to 69.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *35.0% to less than 54.9% in Current Year*	Orange (None)	Orange ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Hispanic	Yellow (None)	Green (None)	Green (None)
LOW *10.0% to 34.9% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW *9.9% or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Four-Year Cohort Graduation Rate	14-15	15-16	16-17	17-18	18-19
All Students	83.9%	91.3%	85.3%	87.5%	86.0%
Hispanic	83.7%	91.0%	86.0%	87.4%	86.0%
Socioeconomically Disadvantaged (SED)	75.0%	100.0%	85.3%	87.5%	95.3%

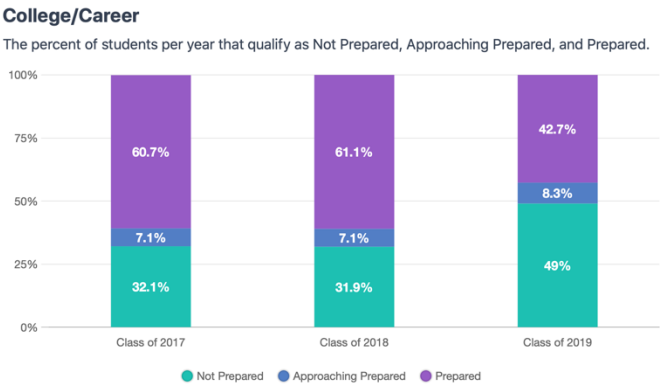
Four-Year Cohort Dropout Rate	14-15	15-16	16-17	17-18	18-19
All Students	14.9%	7.5%	12.1%	8.0%	7.3%
Hispanic	15.1%	7.7%	11.4%	8.1%	7.3%
Socioeconomically Disadvantaged (SED)	14.9%	7.5%	12.1%	8.0%	7.3%

Per the California School Dashboard, Latino College Preparatory Academy (LCPA) currently sits in the **Declined** status in Graduation Rate in the **Medium** standing category with approximately **86%** of all students **Graduating** while **95.3%** of Socioeconomically Disadvantaged (SED) students successfully graduated (increased **7.8%**). Historically, LCPA students have demonstrated near **90%** graduation rate with the **Cohort Dropout Rate** most recently standing at an all-time low rate for the school at **7.3%**.

In comparison to peer Subgroups, Hispanic students at LCPA hold a **+3.1%** standing in comparison to their Hispanic peers statewide in 2018 – 2019. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, LCPA students held a **+4.5%** standing in comparison to subgroup peers statewide in 2018 – 2019. Moreover, the school boasted a strong result for English Learners as well with an **84.4%** graduation rate, which sat **+11.7%** higher than the statewide English Learner rate and increased a total of **10.9%** comparatively.

LCPA College and Career Readiness/Preparedness Results (California School Dashboard Data):

Level	DECLINED SIGNIFICANTLY *from Prior Year (by 9.1% or more)*	DECLINED *from Prior Year (by 2.0% to less than 9.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 1.9%)*	INCREASED *from Prior Year (by 2.0% to 8.9%)*	INCREASED SIGNIFICANTLY *from Prior Year (by 9.0% or more)*
VERY HIGH *70.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *55.0% to 69.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *35.0% to less than 54.9% in Current Year*	Orange (None)	Orange • **All Students (School Placement)** • Socioeconomically Disadvantaged • Hispanic	Yellow (None)	Green (None)	Green (None)
LOW *10.0% to 34.9% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW *9.9% or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)



Per the California School Dashboard, Latino College Preparatory Academy (LCPA) currently sits in the **Declined** status in College and Career Readiness in the **Medium** standing category with students with approximately **42.7% Meeting or Exceeding** preparation while another sizable student group of **8.3%** is **Approaching Prepared**. Historically, LCPA students have demonstrated approximately 60% for the categories of A – G completion and admission to a four-year university (UC, CSU, or Private).

In comparison to peer Subgroups, Hispanic students at LCPA hold a **+7.1%** standing in comparison to their Hispanic peers statewide in 2018 – 2019 and maitained a **+26.8%** advantage in the previous academic year. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, LCPA students held a **+5.8%** standing in comparison to subgroup peers statewide in 2018 – 2019 and stood at a **+27.0%** advantage in the previous academic year.

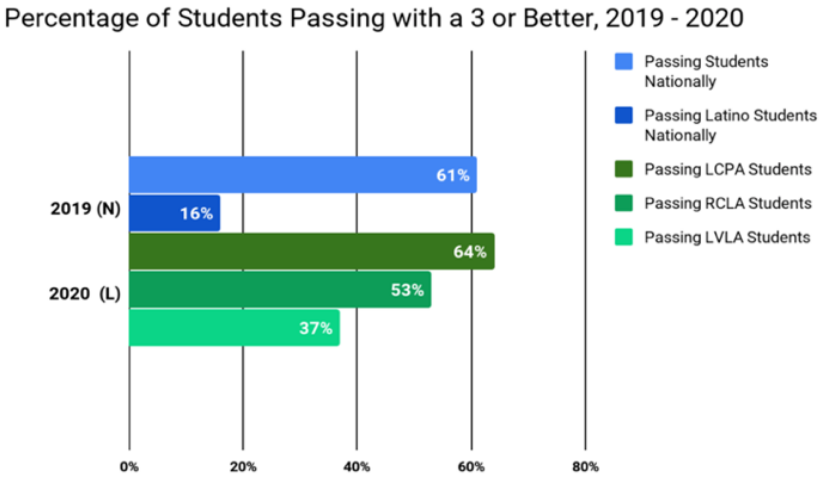
The strong performance standing relative to statewide subgroups in Graduation, Dropout, and College & Career Readiness rates can be attributed to the following factors embedded in LCPA's programming:

- Strong alignment between LCPA Graduation Requirements and A – G requirements;
- Assignment of two academic counselors to ensure completion of core subject courses;
- Offering of Advanced Placement (AP) courses with more than two-thirds of students participating in at least one course and receiving a 3 or Greater score;
- Offering of Dual Enrollment courses with local community college partners;
- Development of a college-going culture with site presentations, trips, and immersive experiences.

LCPA Advanced Placement (AP) Test Score Results:

Advance Placement (AP) Results – 2019/2020 Academic Year

Teacher	Subject	Percent of 3 Above
Ms. Martinez	2-D Art and Design	50%
Ms. Martinez	Drawing	100%
Ms. Manoguerra	English Language and Composition	63%
Ms. Azevedo	English Literature and Composition	67%
Ms. Escobedo	Environmental Science	20%
Ms. Sanchez	Spanish Language and Culture	97%
Ms. Sanchez	Spanish Language and Literature	69%
Ms. Aguilar	United States Government and Politics	46%
Mr. Herrera	United States History	60%
Mr. Loredo	World History Modern	71%



LCPA ensures that students leave the school with an intellectual curiosity for all academic disciplines and the academic preparation to pursue whichever course of study they choose. When students enter college, they have experienced the level of exposure with dynamic content to engage with in a college-level classroom and have been exposed to a variety of academic disciplines. To ensure that students have the option to successfully study at the college level, LCPA offers a range of Advanced Placement (AP) courses in all subject areas. Some of the courses offered include English Language and Composition, English Literature and Composition, Environmental Science, Spanish Language and Culture, Spanish Literature and Culture, 2-D Art and Design, Drawing, United States Government, United State History, and World History (Modern).

Students use AP courses as an opportunity to challenge themselves in their ability to study complex coursework at an accelerated pace in further their preparation for a four-year university environment. For LCPA student AP Test Results in the 2019-2020 academic year, please see below in the graph for the corresponding courses, instructors, and students receiving a passing mark (3 or Above). The measurement above of LCPA's **pass rate of 64%** for this past academic year (on the nationally normed test) has been placed against the national level of performance for all students as well as in comparison to other Latino students as well for the prior year (2018-19). The level of performance relative to LCPA's peers shows that a sizable half of students are actively ready to engage in rigorous content in their post-secondary studies through the preparation received at LCPA.

LCPA English Language Arts Proficiency Results (California School Dashboard Data):

Level	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15 points)*	DECLINED *from Prior Year (by 3 to 15 points)*	MAINTAINED *from Prior Year (by less than 3 points or increased by less than 3 points)*	INCREASED *from Prior Year (by 3 to less than 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15 points or more)*
VERY HIGH *+75 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *+30 to +74.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *0.0 point to +29.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-0.1 to -45 points in Current Year*	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Hispanic
VERY LOW *-45.1 points or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange ▪ English Learners	Orange (None)

Per the California School Dashboard, Latino College Preparatory Academy (LCPA) most recently (2018 – 2019) was placed in the **Increased Significantly** status in English Language Arts (ELA) proficiency with approximately **38.5%** students **Meeting or Exceeding** subject matter proficiency while another sizable student group of **28.43% Nearly Met** the standards for ELA content standards. The figure of **38.5% proficiency** is less than 10% below the listed Local Control and Accountability Plan (LCAP) goal of at least **48%**, which is anticipated to be achieved and surpassed in the next testing cycle with use of public data.

Despite being located on the top of the **Low** end of the proficiency spectrum, LCPA sits one year of data removed from reaching the **Medium** standing in English Language Arts (ELA) with 11th Grade students testing as an aggregate class **29.9 points** below standard with a previous single-year performance increase of **22.4 points.** Methods of reaching a class-wide average in the following academic year can be found in Elements A and C are designed by TFHE Teaching & Learning and implemented through assessment-based curriculum.

California Assessment of Student Performance and Progress (CAASPP) Grade 11 - English Language Arts (ELA)					
SBAC ELA:	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**
Number of Students Tested	80	111	120	95	102
4 = Standard Exceeded (% of students)	8.00%	8.00%	11.67%	4.21%	15.69%
3 = Standard Met (% of students)	40.00%	38.00%	35.83%	22.11%	22.55%
2 = Standard Nearly Met (% of students)	25.00%	28.00%	30.00%	44.21%	28.43%
1 = Standard Not Met (% of students)	28.00%	25.00%	22.50%	29.47%	33.33%

LCPA Mathematics Proficiency Results (California School Dashboard Data):

Level	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15 points)*	DECLINED *from Prior Year (by 3 to 15 points)*	MAINTAINED *from Prior Year (by less than 3 points or increased by less than 3 points)*	INCREASED *from Prior Year (by 3 to less than 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15 points or more)*
VERY HIGH *+75 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *+30 to +74.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *0.0 point to +29.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-0.1 to -45 points in Current Year*	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Hispanic
VERY LOW *-45.1 points or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange ▪ English Learners	Orange (None)

Per the California School Dashboard, Latino College Preparatory Academy (LCPA) most recently (2018 – 2019) was placed in the **Increased Significantly** status in Mathematics proficiency with approximately **22%** students **Meeting or Exceeding** subject matter proficiency while another sizable student group of **22% Nearly Met** the standards for Mathematics content standards. The figure of a 22% proficiency level is **3%** below the listed Local Control and Accountability Plan (LCAP) goal of at least 25%, which is anticipated to be achieved and surpassed in the next testing cycle with use of public data.

Despite being located on the top of the **Low** end of the proficiency spectrum, LCPA sits one level removed from reaching the **Medium** standing in Mathematics with 11th Grade students testing with an aggregate single-year performance increase of **+53.1 points.** Methods of reaching a class-wide average in the following academic year can be found in Elements A and C are designed by TFHE Teaching & Learning and implemented through assessment-based curriculum.

California Assessment of Student Performance and Progress (CAASPP) Grade 11 - Mathematics					
SBAC Math:	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**
Number of Students Tested	81	111	120	95	100
4 = Standard Exceeded (% of students)	4.00%	0.00%	2.50%	1.05%	4.00%
3 = Standard Met (% of students)	14.00%	11.00%	10.00%	3.16%	18.00%
2 = Standard Nearly Met (% of students)	27.00%	24.00%	22.50%	18.95%	22.00%
1 = Standard Not Met (% of students)	56.00%	65.00%	65.00%	76.84%	56.00%

LCPA Suspension and Expulsion Rates (California School Dashboard Data):

Level	INCREASED SIGNIFICANTLY *from Prior Year (by greater than 3.0%)*	INCREASED *from Prior Year (by 0.3% to 3.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 0.3%)*	DECLINED *from Prior Year (by 0.3% to less than 2.0%)*	DECLINED SIGNIFICANTLY *from Prior Year (by 2.0% or greater)*
VERY LOW *0.5% or less in Current Year*	Gray (N/A)	Green (None)	Blue ▪ Students with Disabilities	Blue ▪ **All Students (School Placement)** ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic	Blue (None)
LOW *Greater than 0.5% to 1.5% in Current Year*	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *Greater than 1.5% to 6.0% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
HIGH *Greater than 6.0% to 10.0% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH *Greater than 10.0% in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Per the California School Dashboard, Latino College Preparatory Academy (LCPA) currently sits in the **Declined** status for **Suspensions** with **0%** of students being suspended in the previous academic year for which data was available (2018 – 2019). This standing is **0.8%** lower than the previous academic year, which is an all-time low for the school site. All subgroups of English Learners, Socioeconomically Disadvantaged, and Hispanic students share in these positive results.

This standing has been fostered by a restorative justice culture and implementation of PBIS practices amongst administration members. This positive development of a strong rapport with students is also reflected in Average Daily Attendance (ADA) of over 97% for the most recent academic year. Partnerships with critical stakeholders such as Alum Rock Counseling Center and the Santa Clara County Department of Public Health have also been instrumental in these positive cultural developments.

The strong performance standing relative to statewide subgroups in Suspension and Expulsion rates can be attributed to the following factors embedded in LCPA's programming:

- Implementation of ORALE School Values;
- Strong Parent Governance with participation in School Site Council (SSC), English Learner Advisory Committee (ELAC), and Cafecitos with the Principal;
- Restorative justice training for the Student Life Team and administration;
- Partnership with Alum Rock Counseling Center (ARCC) placing a certified clinician on-site for social-emotional support.

Takeaways and Improvements:

Latino College Preparatory Academy (LCPA) has a strong standing as a college preparatory school site with a formidable school culture and compelling results in the areas of Graduate rates, College Readiness/A – G Completion rates, Advanced Placement (AP) scoring, Retention, and School Suspension. LCPA pupils performed better relative to their subgroups and also most students statewide across the board in each category, which is a testament to the school's alignment with a four-year university trajectory. These results will continue to be improved upon annually with a gradual increase of several percentage points per year with greater staffing support in the form of two academic counselors and a dedicated College/Career Department.

Results in English Language Arts (ELA) and Mathematics through the California School Dashboard and the CAASPP exams indicate that additional support is needed for both programs (which show strong promise and increases in student growth), to reach subject matter proficiency particularly for ELLs. LCPA English Language Arts (ELA) teachers are actively using benchmark assessments to monitor students' progress toward the mastery of CCSS for English language arts every six weeks. Additionally, the MAP assessment (which was not administered at the conclusion of the 2019 – 2020 academic year) will be used three times a year to collect baseline, mid-year progress, and end of year results to determine growth and areas where additional support is needed.

The 6-week benchmark assessments will be given to students in an effort to assist teachers to determine specific learning gaps. For example, teachers will reflect on their instructional practices to differentiate instruction to support informational and literature-based reading and informative and narrative writing. Teachers will monitor students' comprehension and independent reading levels to ensure students are able to participate in rigorous learning tasks as they accelerate reading growth to become grade-level or above readers. Students' writing standards mastery will be monitored additionally in the classroom through various writing prompts. Teachers update tutorial rosters every six weeks to ensure students are receiving opportunities to enrich their reading and writing skills as needed. Tutorials occur four times a week for forty-five minutes.

LCPA math teachers are using benchmark assessments to progress monitor students toward the mastery of Common Core State Standards (CCSS) every six weeks. Additionally, the MAP assessment are used three times a year to collect baseline, mid-year progress and end of year results to determine growth and areas where additional support is needed. These results will inform instructional programming and intervention opportunities for students. Students receive embedded math interventions in the classroom through differentiated instruction and teachers update tutorial rosters every six weeks to ensure students are receiving opportunities to enrich their skills as needed. Tutorials occur four times a week for forty-five minutes. As a result of LCPA's data trending upward towards student wide proficiency levels across all subgroups, we are focusing on professional development opportunities for teachers to better understand how to unpack data, disaggregate data, and how data can be used to inform instruction. By consulting the use of data prior to planning lessons, teachers will improve differentiated instruction, sheltered instructional practices for English Language Learners, reading strategies across all core subjects, and increase opportunities for students to master standards. Teachers have 5 full professional development days in addition to 2.5 hours weekly to facilitate data analysis and progress monitoring, informed instructional planning using the UBD method, calibration of student work, checks for mastery, plans for re-teaching, and vertical alignment. This cycle

ensures that all students are being closely monitored.

Conclusion:

By approving the renewal of this charter petition for Latino College Preparatory Academy (LCPA), ESUHSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with continued choices in education and following the directive of law. LCPA is looking forward to continuing working independently, yet cooperatively and in strong partnerships with ESUHSD to meet the needs of students in East San Jose. To this end, LCPA agrees to work cooperatively with the District to answer any concerns concerning this renewal petition. The term of the charter renewal shall be **July 1, 2021 – June 30, 2026.**

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Element A: Educational Program

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. — California Education Code Section 47605(b)(5)(A).*

School Vision:

The Vision of the Latino College Preparatory Academy (LCPA) is to be recognized as the premier provider of high school level English Language Learner (ELL) educational programs. This Vision encourages student leadership that focuses on individual growth, community service, and academic achievement.

School Mission:

The mission of the Latino College Preparatory Academy is to provide and support underserved high school English Language Learners the opportunity to become bi-literate in English and Spanish, with proficiency in mathematics and science. These skills will ensure their ability to successfully complete requirements for a high school diploma and pursue the post-secondary educational opportunities of their choice.

Method by Which to Achieve Vision and Mission:

Central to the mission is the unwavering belief that all English Language Learner (ELL) students in East San Jose can succeed in the most competitive colleges and universities, when prepared with a rigorous, college-preparatory education, extended time for learning inside and outside the classroom, and a wide range of language-acquisition support. It is now an axiom that an excellent college education is necessary for expanded opportunities in an increasingly competitive and Global 21st Century job market. The Latino College Preparatory Academy (LCPA) believes that all English Language Learner students must be prepared for higher education and equipped with skills and the choice to pursue it at the highest levels.

LCPA will achieve its Mission and Vision through its partnership with TFHE and by implementing **LCPA's Pillars for Success**, along with its own core values. Over the past decade, these components working together have led to demonstrated success at the LCPA.

LCPA's Learning Pillars of School:

LCPA Expectations:

LCPA students, parents, and staff are held to a high level of expectations. Students are expected to strive for excellence in everything they do, in academics and beyond. The expectation is that100% of students will gain acceptance into at least a one higher education program after graduation – a two-year community college or a four-year university. Parents are expected to be supportive by participating in their child's academic and non-academic/personal development endeavors. Most importantly, that the parent is empowered to participate and take a vital role in creating a college going culture as led by a partnership between students and their school site (LCPA). Finally, teachers are committed and ensure that their student is prepared for succeeds in a four-year university or post-secondary endeavor and the community at-large by acquiring language in their respective content-area without compromise for academic standards.

***LCPA Commitment to the Choice*:**
Students, parents, and staff at LCPA make a choice to be part of the LCPA community. No one is required or receive an assignment to attend and actively participate in the LCPA community. Students who choose to enroll at LCPA are committed to meeting the academic and language-acquisition expectations of an LCPA student with the direct assistance and supports put in place by the school's administration, faculty, and support staff. Parents who choose to enroll their students at LCPA are committed to supporting their child through their high school and college experience. Staff members who choose to work at LCPA are committed to ensuring that each student is prepared for success in local, statewide, and national four-year universities and two-year colleges. By making this choice and commitment to be an LCPA community, students, parents and staff at LCPA demonstrate an integral role in the school's success of delivering on the LCPA Expectation.

More Time on LCPA Tasks:
The staff members of the LCPA community know first-hand that there exists no shortcut when it comes to the language-acquisition process, core subject proficiency and properly readying students for post-secondary success. A longer school day, a school year with extended support services, and summer school offerings mean more time for language-acquisition. At LCPA, it is more time to acquire the academic knowledge and skills, as well as the broad extracurricular experiences that will prepare students to excel in competitive colleges and universities environments.

Given the school's ambitious goals for English Language Learners (ELL) and the fact that most students will indeed arrive behind grade level by one year or more, a longer school day, year, and highly recommended summer school is necessary. Since students arrive to LCPA at different academic levels, the extra time allows staff to deliver remediation for those students that are required to "catch up," and to accelerate those students that must advance at a faster pace. The support is not simply "more time", but greater individualized time to be on task for increasing learning and engagement at all times. Because LCPA is preparing students to enter and succeed, more time on task allows the staff to ensure individual students are truly prepared.

LCPA's Power to Lead:
The Principal of LCPA is an effective instructional, operational, and organizational leader. The Principal understands that there is no great school without a great school leader. Within the California adopted curriculum, the Principal and his or her staff have the freedom to choose the curricula and methods of instruction that will best acquire-language students and prepare the student to enter and succeed in the nation's most competitive four-year colleges and universities.

Focus on LCPA Results:
To assess realization of the school's mission, it is essential that LCPA focus on student results. LCPA measures student success through a wide variety of assessments. One measurement of success is student achievement on the Advanced Placement (AP) exams and SAT tests. LCPA has yearly SAT I and AP goals for each subject test set by core subject teachers in collaboration with LCPA and TFHE administration members. Interim assessments are used to inform instruction and provide guidance on goal attainment throughout the year through NWEA MAP and Alloy assessments (see assessment section below) Students are assessed through AP exams, SAT exams, and standards-based school created assessments. The results help teachers to focus their instruction on college-level skills and ensure academic rigor among all courses, so that

students are prepared to excel in college level classes.

Along with the school's core values, LCPA's Pillars for Success serve as a base upon which the school is built. While the Pillars for Success form a general framework for the school, the specific framework of the school is created to meet the unique needs of the English Language Learner student.

LCPA Eagle Warrior ORALE Values:
In order to foster an environment built of positive student affirmation and a collective mindset to improve one's self through active participation in the educational experience, LCPA has led the development of its students culture with its ORALE values.

- **Orgullo (Pride)** - Take pride in your educational journey and goals.
- **Respeto (Respect)** -Respect our school policies, expectations, and fellow community members.
- **Alianza (Unity)** - It takes an entire community to raise an Eagle Warrior
- **Liderazgo (Leadership)** - Lead by example, Lead by action, and Lead in service.
- **Educación (Education)** - Remain teachable to our life's purpose with a growth mindset.

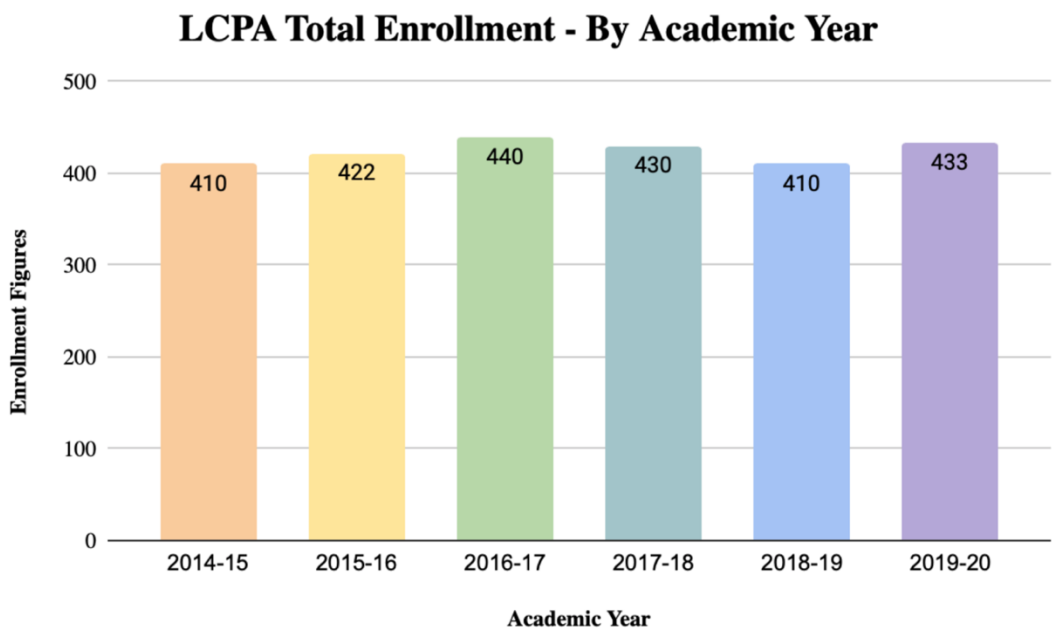
Community and Students Served by LCPA:

Student/Community Profile:
Latino College Preparatory Academy (LCPA) is a public charter high school authorized by the East Side Union High School District (ESUHSD) and operated by The Foundation for Hispanic Education (TFHE) schools with a history of eighteen years in educational programming for full-time enrolled students in Grades 9th – 12th. LCPA primarily serves local neighborhoods throughout East San Jose, including but not limited to, Alum Rock, Sylvandale, Mayfair, Santee, East Foothills, and Downtown San Jose. LCPA receives student interest, enrollment, and attendance from several elementary/middle school districts including Alum Rock Union Elementary School District (ARUSD), Franklin-McKinley School District (FMSD), Mount Pleasant Elementary School District (MPESD), Evergreen Elementary School District (EESD), and Oak Grove School District (OGSD). Additionally, students attend from throughout Santa Clara County, as students may have to relocate due to considerations such as cost of living and other extenuating circumstances or have decided to commute to participate in LCPA's educational program. LCPA promots a small, personalized learning environment and serves high students that are underrepresented in traditional educational environments at the college level. LCPA's longstanding history in the community has allowed the school to create a cohesive school culture, where all students and families are known to each other and feel a sense of belonging. The ability to maintain a learning-centered culture has been made possible by Dr. Roberto Cruz's vision and intent to create a sustainable pipeline of underserved students persisting in high school and college with the ultimate goal of attaining gainful employment with a responsibility to give back to the community.

The primary demographic of students attending LCPA are Latino/Hispanic English Language Learner (ELL) students from the proximate aforementioned regions of East San Jose. LCPA reflects the general demographics of its local community where located, whereby approximately 99% of its students are Latino/Hispanic and 88% are or have been designated an English Learner during their educational career. In

addition, nearly half of students come from single-parent families with 23% of them expected to provide childcare for their siblings or work on behalf of their families throughout the school week. Though the majority (71.1%) of them student body is on free or reduced lunch, and 93% of our families do not have an immediate family member to have graduated from college, LCPA has experienced success in leading student growth in the midst such challenges. All LCPA students are on a University of California (UC) A - G requirement aligned pathway and LCPA awards these students a diploma once they have completed all credit-bearing courses required for high school graduation by the State of California with 220 units required by LCPA for graduation on their route to post-secondary success. LCPA believes that the high school years are crucial, formative years, and that the choices students make during these years will set them on a path for life with post-secondary success as a primary school site objective for sustained college/career success.

Total Student Enrollment:



The number of students at Latino College Preparatory Academy (LCPA) has remained steady over the last six academic years with a minimum enrollment of 410 students (twice achieved) and a maximum enrollment of 440 students aged between 13 years old and 19 years old. As of the 2020-2021 academic year, the enrolment is approximately 433 students with similar levels of representation from the same schools and neighborhoods historically served by LCPA under The Foundation for Hispanic Education (TFHE) schools. As a non-selective public school, LCPA is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. LCPA works in tandem with parents, community members, and the East Side Union High School District (ESUHSD) to realize the mission of the school. The only admission requirement for the school is the students' and parents' willingness to uphold the mission and vision of the LCPA.

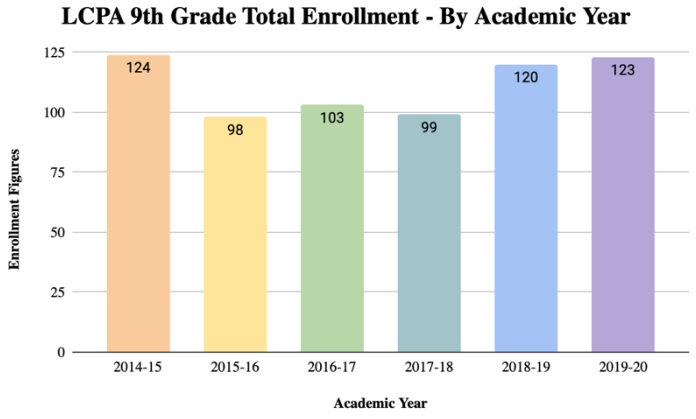
All enrollment figures are tallied and updated on a monthly basis by the LCPA Administration and TFHE Registrar's Office with measurement of attendance via Average Daily Attendance (ADA) in accordance with local and state practices. For students to remain effective and engaged in their educational experience,

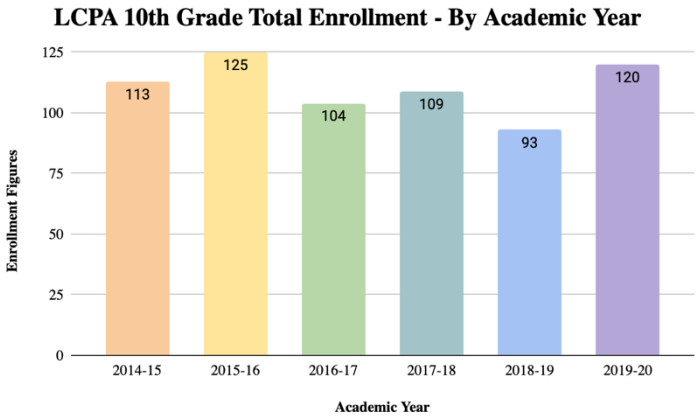
LCPA and TFHE partner to monitor progress to achieving high rates of school attendance and course participation. Information is broken down by grade level as well to guide and inform the retention objectives of the school site. This effort is performed in the interest of providing students with continuity in their educational experience and accurate counts for student cohorts, which translate into anticipated accommodations, class sizes, and the resulting learning environment.

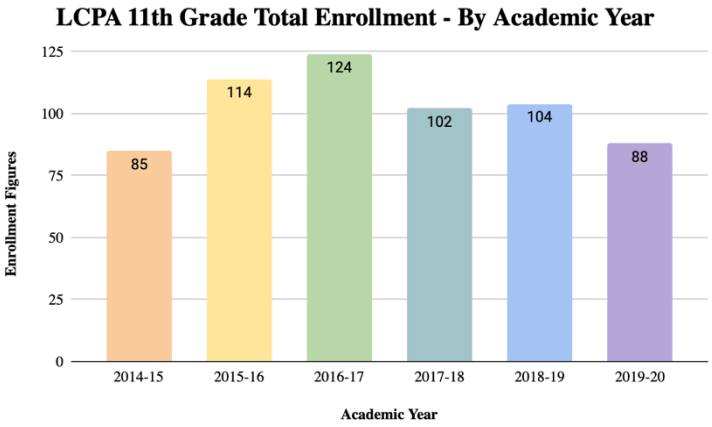
The projected enrollment for the next five-year term of the renewed charter is expected to remain the same as current levels which can be accommodated by the current facility, staffing levels, facilities accommodations, programmatic offerings, and community outreach support in an effective manner. Each grade level will be roughly 90 - 125 students for a total student body not to exceed 440 students at LCPA in consecutive years as outlined in compliance with East Side Union High School District's (ESUHSD) enrollment maximums.

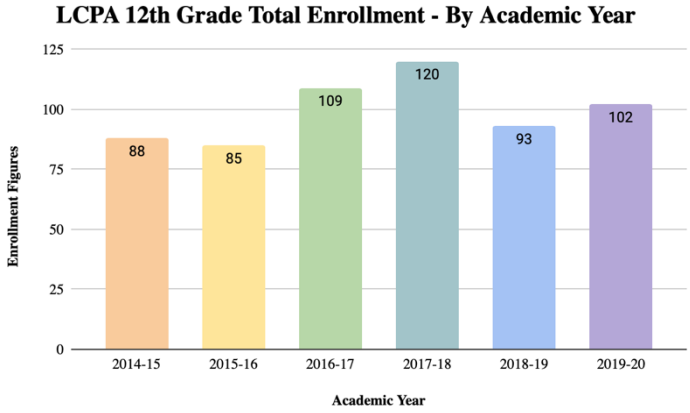
Grade Level Distribution:

The following tables demonstrate the grade level distribution of students of LCPA between the 2014-2015 school year and the 2019-2020 academic year. Such information is used to account for planning efforts in meeting core educational programming demands, as well as corresponding staffing and accommodations for a diverse student clientele year-by-year.





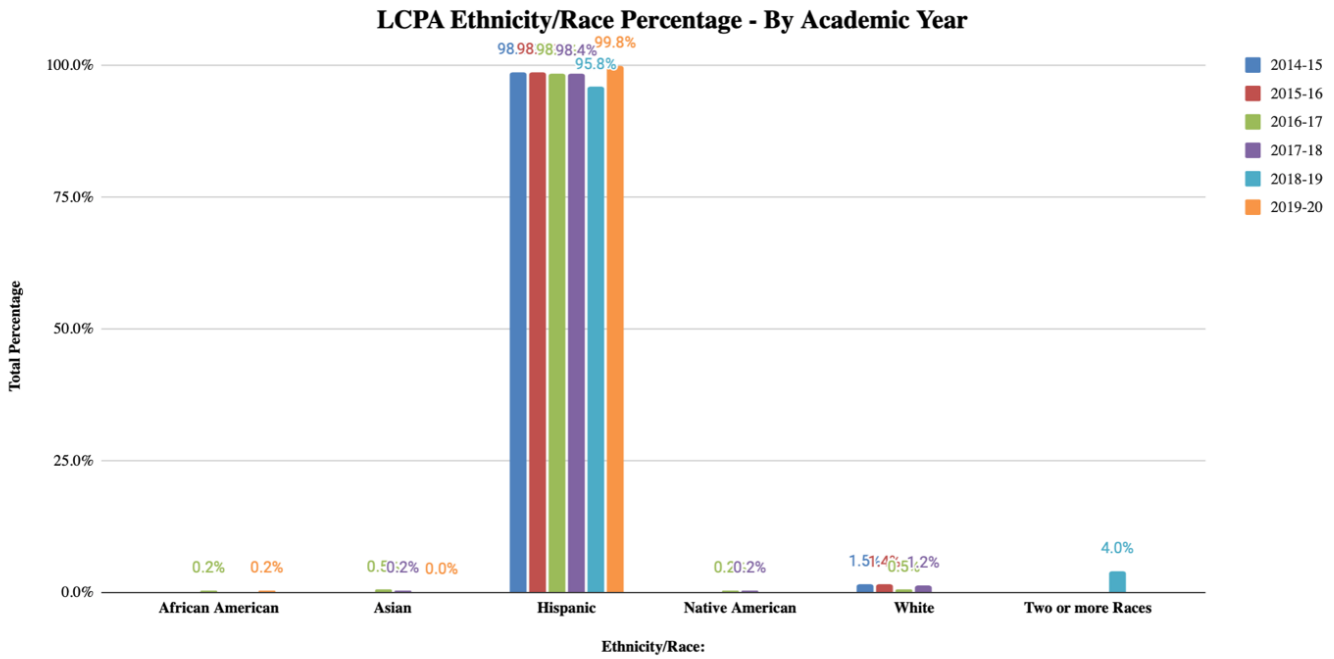




Student Ethnic Demographics:

The ethnicity of student enrollment has remained consistent throughout the past six academic years since LCPA's last charter petition renewal effort. The enrollment of 433 students in the 2019-2020 academic year held a Latino/Hispanic student count of 99.8% with a minimal amount of variation from previous years.

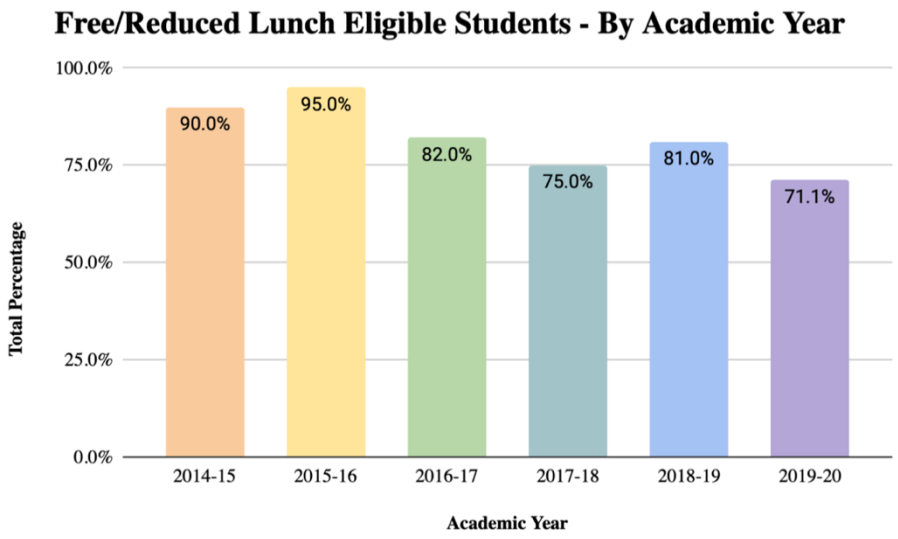
The graph and table below demonstrate this high level of consistency for student such student demographics with a limited number of students also identifying as African American, White, and Two or More Races in select academic years.



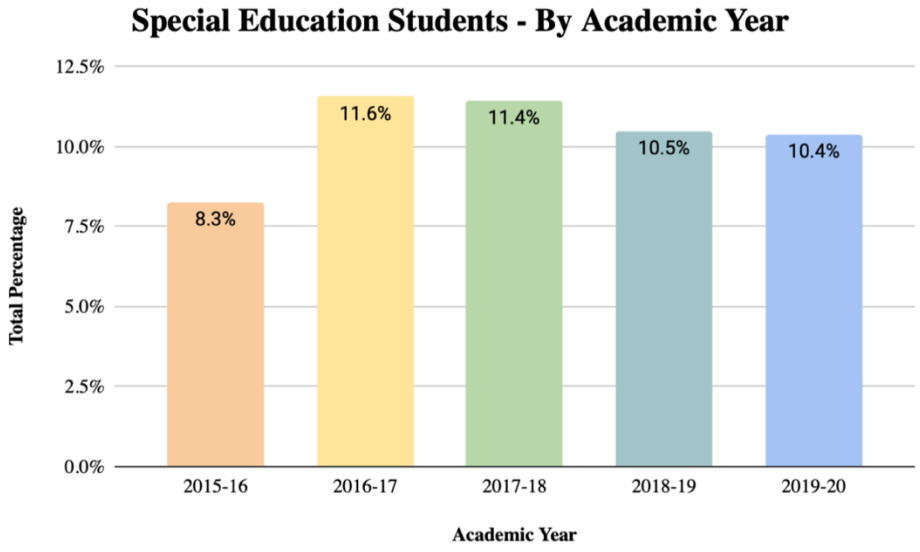
Ethnicity/Race:	African American	Asian	Hispanic	Native American	White	Two or more Races
2014-15			98.5%		1.5%	
2015-16			98.6%		1.4%	
2016-17	0.2%	0.5%	98.4%	0.2%	0.5%	
2017-18		0.2%	98.4%	0.2%	1.2%	
2018-19			95.8%			4%
2019-20	0.2%	0.0%	99.8%			

As is consistent with the mission and values of LCPA, the school seeks to ensure that students who attend LCPA are among the first within their families to graduate high school and seek a degree beyond high school. Such a focus is integral to the operation of LCPA, as the majority of students are set to become first-generation college students attaining the highest level of education in their families to date.

Free/Reduced Lunch Eligible Students:

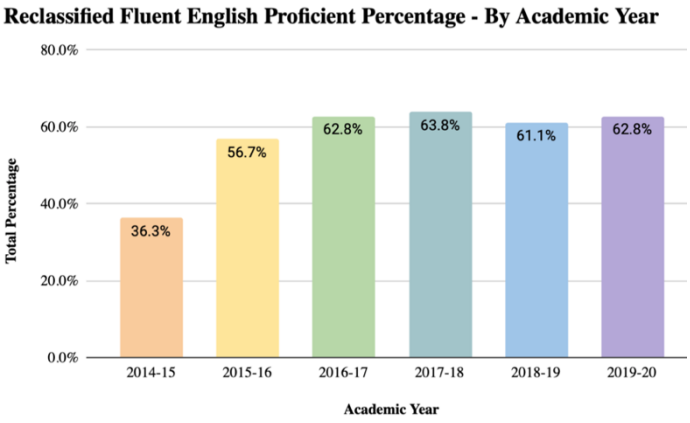


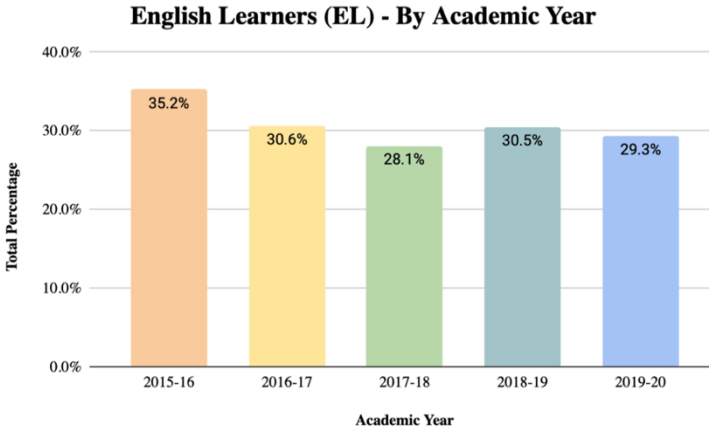
Per the California School Dashboard published by the California Department of Education (CDE), 90% of LCPA students are Socioeconomically Disadvantaged (SED) which is defined as "Students who are eligible for Free or Reduced Priced Meals; or have parents/guardians who did not receive a high school diploma". For the share of students that qualify for Free or Reduced Priced Meals, figures have ranged between 71.1% and 95% since the last Charter Petition Renewal. These students are representative of LCPA continuing to serve some of the most under-resoruced families in Santa Clara County. Accordingly, all services are provided with the lens of meeting not only instructional needs of students, but also the resource needs and access for families raising students in Silicon Valley.



For the student group that included as Special Education pupils, percentages have ranged between 8.3% and 11.6% since the last Charter Petition Renewal. All students in the Special Education program are served by the TFHE Department of Student Services, certified LCPA faculty members, and paraprofessional team members with alignment to the Student Services instructional plan.

Student Language Proficiency Status:





Given the demographics of East Side Union High School District (ESUHSD) and East San Jose, LCPA expects that a large proportion of current and future students will be classified as English Language Learners (ELL) at some point in their educational career. Consistent with the mission and focus of LCPA, the school site serves a student population that is predominantly belonging to the two following student groups: English Learner (EL) and Reclassified Fluent English Proficient (RFEP). This is evidenced with the year-by-year rate of student attendance with approximately 30+% classified as EL and 60+% classified as RFEP for an aggregated rate of 90%. In the most recent academic year, the figures at LCPA were 62.8% RFEP and 29.3% EL, respectively, for a total of 92.1%.

The school is dedicated to providing ELs with a comprehensive ELD program to accelerate their linguistic proficiency in English. In addition, the school takes pride in recognizing the importance of valuing students' native languages and reinforces an appreciation for the cultures and customs of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum. Accordingly, a primary section of the school's intent for operation and each department's instructional plan is set up to assist such students in succeeding in their time as LCPA students and beyond. Currently, all planning efforts are curated by TFHE Teaching & Learning staff with LCPA faculty members and the administration to meet student needs.

Instructional Day Structure:

A structured, predictable, and well-prepared instructional day is central to student success at LCPA for its students, parents, staff, and participating stakeholders alike. Accordingly, each preceding academic year, the LCPA administration works with its students, families, and internal stakeholders to set up an instructional calendar consistent with meeting student needs while complying with all state and local requirements for instructional time with final approval by the TFHE Board of Trustees.

Students attend school Monday, Tuesday, Thursday and Friday from 8:30 a.m. to 3:50 p.m. for 9th through 12th Grades with Monday designated as a standard six period day and all other days existing with a block schedule format. On Wednesday, all students attend from 8:30 a.m.to 2:05 p.m., with staff professional development training from 2:30 to 5:00 p.m. See Bell Schedule at **Appendix 18**.

A typical day for a LCPA student is broken down according to the following schedule:

2020-21 Bell Schedule

Latino College Preparatory Academy

M	T	W	Th	F
Period 1 8:30am – 9:30am (60 Inst. Minutes) Period 2 9:35am – 10:35am (60 Inst. Minutes)	Period 1 8:30-10:15 am (105 Inst. Minutes)	Period 4 8:30-10:10 am (100 Inst. Minutes)	Period 1 8:30-10:15 am (105 Inst. Minutes)	Period 4 8:30-10:15 am (105 Inst. Minutes)
Brunch 10:35am-10:50am (15 Minutes)	Brunch 10:15am-10:30am (15 Minutes)	Brunch 10:10am-10:25am (15 Minutes)	Brunch 10:15am-10:30am (15 Minutes)	Brunch 10:15am-10:30am (15 Minutes)
Period 3 10:55am – 11:55am (60 Inst. Minutes) Period 4 12:00pm – 1:00pm (60 Inst. Minutes)	Period 2 10:35am-12:20pm (105 Inst. Minutes)	Period 5 10:30am-12:10pm (100 Inst. Minutes)	Period 2 10:35am-12:20pm (105 Inst. Minutes)	Period 5 10:35am-12:20pm (105 Inst. Minutes)
Lunch 1:00pm-1:40pm (40 Minutes)	Lunch 12:20pm-1:00pm (40 Minutes)	Lunch 12:10pm-12:50pm (40 Minutes)	Lunch 12:20pm-1:00pm (40 Minutes)	Lunch 12:20pm-1:00pm (40 Minutes)
Period 5 1:45pm – 2:45pm (60 Inst. Minutes)	Period 3 1:05 pm-2:50pm (105 Inst. Minutes)	Period 6 12:55 pm-2:35 pm (100 Inst. Minutes)	Period 6 1:05 pm-2:50pm (105 Inst. Minutes)	Period 6 1:05 pm-2:50pm (105 Inst. Minutes)
Period 6 2:50pm – 3:50pm (60 Inst. Minutes)	ADV 2:55 pm-3:50pm (55 Inst. Minutes)		ADV 2:55 pm-3:50pm (55 Inst. Minutes)	ADV 2:55 pm-3:50pm (55 Inst. Minutes)
385	385	310	385	385

For the majority of the day, students are engaged in the standard curriculum areas of English, Mathematics, Natural Sciences, Social Studies/Sciences, Fine Arts, Language Other than English (Foreign Language – Spanish), Physical Education, and Health Education. A 30-minute lunch occurs, in which students are able to eat lunch, socialize with peers, work to set up office hours with their instructors, form study groups, or meet with a student organization for ongoing membership.

Lunchtime is also a time where students can participate in the National School Lunch Program (NSLP) and/or Seamless Summer Option with the certified nutrition vendor outlined in **Appendix 40.** Altogether, students participate in the 43,635 minutes of instruction each year over the course of 180 instructional days. See LCPA's Charter Instructional Minutes at **Appendix 19**. Beyond schedule instructional time, students are also actively involved in school culture building activities, academic enrichment, student clubs, community service efforts, athletics, student-parent engagement efforts, voluntary ambassador duties, and other facilitated activities with supervision from school site staff members.

Annual School Calendar:

The Latino College Preparatory Academy (LCPA) meets the California Department of Education minimum days as outlined by their requirements for instructional time The total number of regular instructional days per year is approximately 180; however, there is an additional week of supplemental instruction offered to incoming freshmen, during the summer, as part of their school's program called **Eagle Warrior Summer Bridge**. For other key dates, please reference the Annual Events at LCPA at **Appendix 11**.

LCPA works annually to align its Annual School Calendar with ESUHSD and other TFHE schools in order to facilitate joint professional development opportunities and to best serve parents with students through Latino College Preparatory Academy (LCPA), and district schools. Please see **Appendix 17** for the Board-approved Annual School Calendar.

2020-21 Academic Calendar – Latino College Preparatory Academy

July					August (16)					September (21)					October (19)					November (15)					December (14)				
		1	2	3	3	4	5	6	7		1	2	3	4				1	2	2	3	4	5	6		1	2	3	4
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
27	28	29	30	31	31					28	29	30			26	27	28	29	30	30					28	29	30	31	

January (18)					February (15)					March (21)					April (17)					May (20)					June (4)				
				1	1	2	3	4	5	1	2	3	4	5				1	2	3	4	5	6	7		1	2	3	4
4	5	6	7	8	8	9	10	11	12	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25
25	26	27	28	29						29	30	31			26	27	28	29	30	31					28	29	30		

8/10/20	**First Day of School**
6/4/21	**Last Day of School**

Student/Teacher Holidays (No School)	
Sep 7	Labor Day
Oct 12	Indigenous People's Day
Nov 11	Veterans Day
Nov 26	Thanksgiving Day
Nov 23-27	Thanksgiving Break
Dec 21-Jan 4	Holiday Break
Jan 18	Martin Luther King Day
Feb 15 - 19	Winter Break
Mar 29	Cesar Chavez (observed)
April 5-9	Spring Break
May 31	Memorial Day

Teacher Professional Development (No School)	
8/4/20 - 8/7/20	TFHE PD Week (3 Days)
8/7/20	Classroom Setup
10/8/20 - 10/9/20	TFHE PD
1/4/21	TFHE PD
3/8/21	TFHE PD
6/7/21	Classroom Cleanup

Grading Period	**End Date Weeks**		***Grades Due***
1	9/18/20	6	*9/21/20*
2	10/30/20	6	*11/2/20*
3	12/18/20	6	*1/4/21*
4	2/12/21	6	*2/22/21*
5	4/16/21	7	*4/19/21*
6	6/4/21	7	*6/7/21*

Assessments	
8/24/20 - 9/11/20	Local Pre-Admin.
10/17/2020	PSAT Day (Saturday)
11/10/20 - 1/29/21	(A)Local Mid-Admin.
1/26/21 - 1/29/21	(B)Local Mid-Admin.
2/1/21 - 3/5/21	ELPAC Speaking Window
3/9/21 - 3/19/21	Local Post-Admin. (A)
3/23/21 - 4/2/21	ELPAC Group Admin.
4/19/21 - 4/23/21	CAASPP Window
5/3/21 - 5/14/21	AP Administrations

Status: Board Approved 03/04/2020

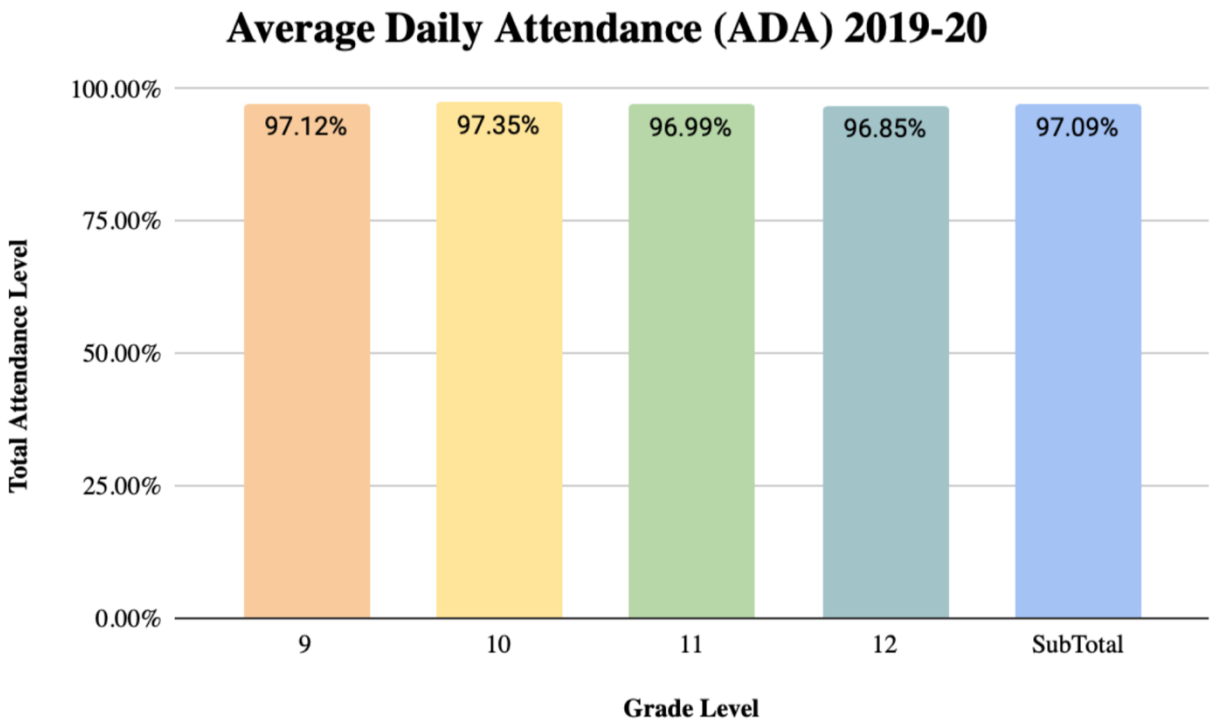
Semester 1: 85 Days

Semester 2: 95 Days **Total: 180 Instructional Days**

Attendance Requirements:

Regular attendance, arriving on time, and remaining in school for the entire day promotes academic success. Inconsistent attendance translates into lost learning time. While students may make up work, making up assignments or homework cannot take the place of class lessons and the dialogue that occurs between students and teachers during classroom lessons.

Therefore, it is expected that all students come to school every day on time, prepared, and ready to learn. LCPA understands that sometimes absences are unavoidable. In the event that an absence is unavoidable, parents/guardians should follow the procedures set forth in the Student and Parent Handbook. See Student/Parent Handbook at **Appendix 15**.



Since the 2015-16 academic year, LCPA has sustained an Average Daily Attendance (ADA) rate for students above 90% in aggregate and with a gradual increase of two to three percent per academic year. In the 2019-20 academic year, LCPA students demonstrated over 97% attendance with the lowest grade level attendance as a healthy rate of 96.85%. High attendance rates coupled with steady enrollment rates also bode well for ongoing retention of students and their progress in meeting core subject proficiency goals.

These outcomes are regularly supported through positive affirmation of strong attendance, check-ins with parents for students holding a high frequency of absences or tardies, and a school culture that used an open-door policy between students and its administration. Moreover, a use of Positive Behavior Interventions and Support (PBIS) by LCPA's administration, faculty, support staff, and school site supervision team has allowed for students to feel invested in, as well as allowed for engagement to be improved over time.

Generally, a student's absence shall be excused when it is due to the following:

(1) illness (for self or of a child for whom the student is the custodial parent);
(2) medical/dental appointment (for self or of a child for whom the student is the custodial parent);
(3) quarantine under the direction of a county or city health officer (for self or of a child for whom the student is the custodial parent with a self-isolation directive);
(4) attending funeral services of an immediate family member. Services conducted in California, no more than one day will be excused. For services conducted outside of California, no more than three days will be excused;
(5) Confirmed jury duty (for those eligible by age);
(6) Other justifiable personal reasons (as outlined in the Student/Parent Handbook).

Instructional Methods:

The Principal at Latino College Preparatory Academy (LCPA) works with teachers to select instructional methods that successfully maximize student learning. Students acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge. There are many educational theories and practices that have proven to be effective in the classroom environment; LCPA will not subscribe to only one approach.

LCPA believes in allowing teachers to incorporate different aspects of teaching strategies that are research-based. Teachers are encouraged to augment their own instructional approaches with elements of methods that can help them expand their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day.

Some instructional methods may include:

- Direct Instruction
- Collaborative Learning
- Seminar Style Learning
- Harkness Learning Method
- Independent Study
- Performance Assessment
- Community Service Opportunities
- Online Course Delivery
- Gradual Release of Responsibility
- ELL Strategies
- Literacy Across Content Areas

LCPA teachers differentiate instruction by crafting their teaching to meet students' learning needs, including but not limited to, small group tutorials or one-on-one tutorials, online classes, directed independent studies, distance learning opportunities and courses at the local community college. LCPA is committed to doing whatever it takes to ensure that 100 percent of students are prepared for success in college.

How Learning Best Occurs for LCPA Students:

Instruction is the core activity of all schools: public, private, elementary, secondary and post-secondary. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement. The content of the educational program at LCPA centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character qualities.

LCPA correlates its curriculum objectives to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) adopted by the California State Board of Education. LCPA provides age-appropriate curriculum from the state-adopted list for Mathematics, Science, English-Language

Arts/English Language Development, History-Social Science, and Visual-Performing Arts at each grade level. The California Common Core State Standards (CCSS) for English Language Arts/English Language Development Standards play a critical role in the development of complex skills in literacy, language analysis and linguistic applications. The language arts are integrated in all content areas to foster inquiry skills (through speaking, listening, reading, and writing). Language practice in all four domains, in all content areas, support linguistic development. Common strategies are used to support rigorous content and shared by content teachers to ensure students are exposed to high level tasks as they develop linguistically. The CCSS anchor and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

The Common Core State Standards' set requirements are not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades 9-12 are based on the expectation that teachers of ELA, history/ social studies, natural science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in those content areas. Pearson's Common Core English curriculum supports LCPA students in reading to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. They write to express, refine, and consolidate their understanding of new concepts, through argumentation, analysis, narration, text citation, and summary, using structures and language appropriate to the topic and audience.

Students conduct research projects to solve problems and to answer questions generated by community needs and interests. Students engage with peers in conversations to probe ideas, pose questions, investigate issues, consider and integrate multiple perspectives, summarize, evaluate, and elaborate on what they have heard or read, and present and synthesize arguments, ideas, and information. They develop projects and presentations collaboratively and independently to express their ideas, interpretations, analyses, evaluations, arguments, and experiences to others. While engaging in all these learning tasks, students acquire vocabulary, linguistic structures, and written language conventions they can apply to better understand and use precise and nuanced language appropriate to task, purpose, and audience. Ultimately, the standards aim to align instructional practices with content requirements so that more students can meet the requirements of college and career readiness.

Moreover, LCPA combines the Common Core State Standards (CCSS) with the pedagogical methodologies that have proven successful in student learning. For example, project-based learning approach has allowed teachers to identify key CCSS that are reflective in cohesive methods which support Backward by Design curriculum units. These CCSS aligned units culminate with engaging real-world project-based assessments.
The Common Core State Standards will be supplemented with character education, study skills, extra-curricular activities, technology, and community service. Clear and specific standards-based academic objectives will be mastered at each grade level as students move through the curriculum at TFHE schools' rigorous pace.

What It Means To Be An Educated Person in the 21st Century:

Latino College Preparatory Academy (LCPA) students will become 21st Century Learners through the implementation of the school's mission and vision statements and adherence to a rigorous, standards-based curriculum as implemented by TFHE's Department of Teaching & Learning in collaboration with LCPA Administration, Faculty, and Support Staff Members. The ultimate goal is for students to become self-motivated, competent, lifelong learners with skills leading them into post-secondary college and career opportunities in a prepared and competitive manner.

At LCPA, being a 21st Century Learner means:

- Demonstrating proficiency in all mathematical concepts and skills outlined in the California Common Core State Standards and College Board College readiness standards for Math II, Math III, Pre-Calculus and Calculus and Statistics.
- Demonstrating proficiency as well-resourced, knowledgeable, and proficient writers with specific emphasis on academic writing rooted in high-level critical thought.
- Demonstrating proficiency as critical readers of varying texts with an emphasis on canonical fiction, nonfiction, scientific, and modern world literature.
- Demonstrating competency and understanding in the application of scientific concepts, principles, reasoning, and theories with specific emphasis on developing advanced laboratory science skills.
- Understanding, analyzing and evaluating American and World history with a special emphasis on culturally sustaining history, geography, and social, economic, and political systems.
- Ensuring college readiness by taking and passing at least one Advanced Placement class.
- Developing the qualities, mindsets, and skills to be an effective leader.
- Striving for excellence in academic and non-academic endeavors.
- Accepting personal responsibility for their own actions and their learning; in addition, students will accept social responsibility for the social injustices within their community and the greater global community.
- Demonstrating resiliency when faced with difficult challenges throughout their high.

In order to graduate from the Latino College Preparatory Academy (LCPA) to meet post-secondary success, students will possess the skills to read, write, speak and analyze at or above grade level as follows:

- Students will possess the ability to identify, research, and access pertinent information, and determine its applicability to their courses.
- Students will possess the ability to apply knowledge to real world issues and tasks.
- Students will utilize a wide variety of media and technology to learn and demonstrate skill development and learning.
- Students will possess and demonstrate content knowledge and skills through the completion of course work that satisfies the CSU and UC A-G requirements.
- Students will learn to reflect and analyze their own learning and decision-making processes.

LCPA Foundational Tenets and Program:

A critical element in moving students through the academic pipeline and into college is providing the appropriate preparation and instrumental knowledge to make college a viable option. All students must

receive academic intervention in conjunction with the regular school program for all four years of high school.

In order to ensure that previously low-achieving students achieve in demanding courses, further attention is given to provide the educational and social support systems that help students adapt to new and rigorous academic requirements. Researchers who have studied educational reform have shown that educational innovations have the greatest chance of success when significant portions of the school culture are mobilized.

The following research findings (Cruz et al, 1979, Cummins 1992; Collier, 1996; O'Malley & Chamout, 1990; Oiler, 1993; Snow and Britton, 1997; etc.) serve as the pedagogical foundation for the Latino College Preparatory Academy (LCPA):

- Language acquisition is not one-dimensional.
- There are three processes in second language (L2) acquisition: linguistic, cognitive and socio-cultural.
- The linguistic process includes two types of language: social or BICS (2-3 years for development) and academic or CALP (7-9 years).
- The native language (L1) plays a very positive and powerful role in the L2 acquisition process.
- Continuing cognitive and academic development in L1 is considered to be a key factor for academic success in L2 during initial years of exposure to English.
- Student-centered discovery learning is the key to academic success.
- Two-way developmental bilingual education programs provide the most consistently successful academic achievement and Late-Exit or Maintenance bilingual programs also provide success in academic development.
- Use of technology complements and enhances language development.
- For ultimate academic success cognitive and academic development is a higher priority than exposure to the second language (Collier, 1995, 1997).
- Learning is accelerated when all language skills are developed simultaneously.
- L2 taught through meaningful academic content areas across the curriculum is considered crucial to L2 academic success.
- The role of L1 in the academic development of L2 is to provide uninterrupted cognitive development.
- Cognitive development in L1 should be done along with thinking skills development in ELD classes.

Curriculum Overview:
In order to ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum, all teachers are required to submit unit plans including embedded assessments. Teachers use a uniform unit template based on the 'Understanding by Design' curriculum framework. Teachers develop their curriculum keeping the end goal of mastery of Common Core State Standards (CCSS), New Generation Science Standards, as well as the college and career readiness skills.

Teachers design rigorous instructional tasks that challenge students to think critically about the subject at hand. Each unit includes a curriculum-embedded assessment that integrates a variety of formative and summative assessments that monitor student standard mastery and provide data for teachers to improve future instructional unit planning. The unit scope and sequence illustrate the instructional strategies, the learning progressions, and the lesson outcomes. Teachers submit these plans to their department chair/ administrator and engage in a process of revision to ensure rigorous instruction.

Adopted Standards-Aligned Curriculum (as of 2020 – 2021 Academic Year):

a. **Social Science: TCI** engages students in a diverse classroom by using teaching strategies and practices that bring education to life in order to achieve consistent and positive classroom results. TCI's Curriculum has been specially curated to meet standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises.

b. **English:** **Springboard** offers core instructional materials in prints and digital that are fully aligned to state standards, Advanced Placement (AP) coursework, and the SAT Suite of Assessments. The program features student materials. Teacher resources and formative and summative assessments.

c. **Math:** **College Preparatory Math (CPM)** engages students in problem-based lessons structured around a core idea. On a daily basis, students use CPM Core Connections employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the CPM instructional materials, students tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions.

d. **Science:** **Discovery Science** inspires students to investigate the marvels of science by changing the way students experience science with a comprehensive curriculum designed for students that brings a 3D learning to life. Students will activate their inner explorer with immersive hands-on activities and rich interactive resources that will get students thinking and acting like scientists as they strengthen their science and engineering skills and develop solutions to relevant and real world challenges.

Curriculum Framework:
LCPA firmly believes that matters of specific content, choice of texts and other readings and materials, and similar areas of preference within the clearly defined standards, rightly belong in the hands of the specialists who are hired as teachers of these courses. The school curriculum and scope and sequence are aligned to Common Core Standards, Next Generation Science Standards, A – G coursework, and is UC doorways

approved or pending approval to insure rigorous course offerings. Advanced Placement courses require syllabus approval from The College Board by assigned teachers.

Dual credit course offerings are listed on the Intersegmental General Education Transfer list from San Jose Evergreen Community College District (IGETC). The school will refer to the California Assessment of Student Performance and Progress, and AP test or SAT II Subject Test (depending on the exam offered for that particular course), as the end goal of the class, as well as Dual Credit Course completion as a measure of College Readiness. School curriculum, scope and sequence are Common Core and Next Generation Science Standards aligned. The lesson design is backwards mapped with a focus on instructional strategies that develop the Acceleration of Literacy and instructional strategies that support English Learners across all subject areas. Teachers continuously modify curriculum using the Cycle of Inquiry by department and grade level. In addition, under the direction of the Chief Executive Officer, TFHE will continue to provide professional development to science teachers.

Professional Development and Trainings:

Professional Development is an on-going process at Latino College Preparatory Academy (LCPA). LCPA focuses its year-round Professional Development calendar on curriculum, instruction, and assessment, which supports Common Core State Standards (CCSS) learning objectives. Please find the Annual Professional Development Overview and Calendar at **Appendix 21**.

LCPA wants to ensure that staff have knowledge and skills with a whole child focus (social-emotional and academic needs of students), including training on self-care and trauma-informed practices. Cultural competency, cultural responsiveness, and racial equity understanding, and practices are a foundational professional development need for all educators. Additional online curriculum professional development is also be provided to support all core areas implementing adopted curriculum and for new AP Teachers. Culturally responsive and trauma-informed practices are foundational. Multi-Tiered System of Supports (MTSS) practices will also reinforce impactful school systems.

Supporting educators in attending to self-care will also be necessary and skills around this may need to be developed. Assessment planning and coaching is also offered through professional development, particularly for NWEA's Measures of Academic Progress (MAP). Through the use of Measures of Academic Progress (MAP) benchmarks, 9th-grade freshmen leveled teachers review the data and establish learning goals, based on their individual classroom needs.10th grade leveled teachers are able to create individualized learning portfolios where 10th-grade students' progress and growth is regularly reviewed during 10th-grade student-led conferences.

LCPA teachers are also engaged and trained in utilizing Castify, Google Meets, Google Classrooms, Zoom, Go Guardian, and PowerSchool to support students effectively in their educational experience. Ongoing teacher support is available from the Director of Curriculum & Instruction and Director of Academics through a curated Learning Hub and through individual and/or small group coaching. School Site Principals in collaboration with the Director of Curriculum & Instruction collected learning feedback weekly from teachers, students, and parents in order to address student, parent, and teacher needs and make the necessary adjustments in a timely manner. Teachers have an opportunity to develop and offer students further support as needed as information was shared with them during weekly staff meetings. Student logs are also kept that allow for School Site Administrators to monitor progress and see specific needs.

Training typically includes modeling instructional shifts, providing lessons that are ready for teachers to immediately use, collaboration time, and resources to align with content new to the grade level. Professional

Learning Community (PLC) teams also provide a support for teachers as they transition to the Next Generation Science Standards (NGSS). During their PLC time, teachers work together to unwrap the standards, plan NGSS aligned lessons and then look at the data from student work to determine student learning. The PLC process will also help teachers identify effective teaching strategies. An instructional coach will also provide support to teachers as they transition to the NGSS. This can include modeling lessons, co-planning lessons, and working with teachers to shift their existing curriculum to align to NGSS.

Social-Emotional Services with Alum Rock Counseling Center (ARCC):
In contributing to the development of the entire student, LCPA and TFHE have partnered with the Santa Clara County Department of Public Health and the Alum Rock Counseling Center (ARCC) since the 2016-2017 academic year. The Partnership Agreement (refer to **Appendix 34)** includes the assignment of a bilingual/bicultural Master Level Therapist to LCPA maintaining a student caseload via the use of Transformational Care Planning for service delivery. All students are treated in compliance with ARCC's Department of Behavioral Health Services with six hours of treatment per month for ongoing students and referrals as needed. The goals of the partnership are measured by ARCC and the Social Emotional Academic Services (SEAS) Team from TFHE with targeted outcomes of 40% of youth demonstrating improvement in academic performance and school attendance. Confidentiality of students and families participating in the program is strictly maintained with all reporting tracked internally in aggregated reporting.

In addition to the ARCC partnership, the SEAS Department of TFHE is also led by a Director of Students Services and program staff to ensure implementation, continued growth, and success of the program as it pertains to state and county guidelines. Surveying and feedback from students and families is also a critical component of this iterative process through the Local Control and Accountability Plan (LCAP). Between 2017 - 2020, families have also requested de-escalation spaces for students, informational workshops for students and parents, and referral to other mental health services available digitally. Accordingly, such resources have been integrated into the Department's plan for accessibility to all families participating in the ARCC and SEAS Programs. Continuity of services continues to be maintained remotely even while school site operations are currently suspended with virtual/remote learning in effect.

Students Learning Environments:
Instruction is offered in guided and supportive small classes which typically average twenty-five students and do not exceed thirty students in most cases. The LCPA employs a dual strategy of teaching content with primary language support and technology integrated throughout the program design. The LCPA uses the best educational practices learned from research and field-tested experiences, especially those focused on language acquisition. In addition, the school focuses on completion of their high school requirements and preparation for post- secondary educational and employment options in the competitive Silicon Valley environment.

Presently there are twenty-three teachers with dedicated classroom facilities for each instructor and collaborative learning environments. There is a laptop and projector in each classroom to promote usage of current internet information in tandem with traditional textbook resources. There are student computer stations in many classrooms.

The Foundation for Hispanic Education's (TFHE) LCPA campus was fortunate to receive a major renovation which was completed at the start of the 2017-2018 academic year which enabled a substantial renovation to

Sobrato Hall West, which houses all of LCPA's instructional spaces. The prior and underutilized Library space was completely redesigned – resulting in seven new classrooms, a room for the Arts, 2 new administrative offices, a flex space, and a student lounge.

Student Technology Access:

Technology offers many tools to support high academic achievement at LCPA. While technology is not a core curriculum to be mastered for its own sake, modern technological tools are employed to achieve specific curricular goals with digital literacy existing as a core area to become proficient in as LCPA students. Utilizing technology tools actively enhance and improve instructional methods at LCPA.

The use of technology enhances individual achievement through access and completion of assessment technologies, enables teachers and students to effectively collaborate with others, enables new forms of student expression, and facilitates professional development opportunities and enhance instructional support, including the organization and distribution of teacher lesson plans.

A one-to-one Chromebook initiative has also been sustained for the course of the last five academic years with all curriculum now offered digitally with embedded unit assessments for students. Monitors and surround sound speakers have also been installed in each room to offer instructors the ability to use innovative aids in their instructional methods. While on campus or in their home environment, LCPA students have access to current technology that bridges access to key materials, addresses the digital divide, and with the goal is that these information skills enhance all content areas.

Latino College Preparatory Academy (LCPA)
Graduation Requirements and A – G Requirements:

LCPA Graduation Requirements & UC/CSU A-G Requirements

Subject	High School Graduation Requirements	UC and CSU (A-G Requirements*)
A Social Science	World History: 10 credits U.S. History: 10 credits Government/Economics: 10 credits **30 credits**	World History U.S. History **2 years required**
B English	English 9: 10 credits English 10 or (Honors): 10 credits English 11 or AP English Lang.: 10 credits English 12 ERWC or AP English Lit.: 10 credits **40 credits** from different level courses	English 9 English 10 or English 10 Honors English 11 or AP English Language English 12 ERWC or AP English Lit. **4 years required**
C Math	Integrated Math I, II and/or II **20 credits** from different level courses	Integrated Math I, II, III and/ or Pre-Calculus or AP Calculus **3 years required/** **4 years recommended**
D Science	Life Science: 10 credits (example: Integrated Science, Biology) Physical Science: 10 credits (example: Chemistry or Physics) **20 credits**	Life Science -1 Year Physical Science-1 year **2 years required/** **3 years recommended**
E World Languages	Spanish I Native Speaker or Non-Native Spanish II Native Speaker or Non-Native Spanish III AP Spanish Language AP Spanish Literature **20 credits** **Language other than English**	Spanish I Native Speaker or Non-Native Spanish II Native Speaker or Non-Native Spanish III AP Spanish Language AP Spanish Literature **2 years required/** **3 years recommended**
F Visual & Performing Arts	Art I, II AP Art, Aztec Dancing Digital Media, or Drama I, II **10 credits**	Art I, II AP Art, Aztec Dancing Digital Media, or Drama I, II **1 year required**
G Electives	**70 credits**	**College Preparatory Elective** **1 year required***
PE/Health	**10 credits**	**N/A**
Total credits required:	**220 credits**	

10 Credit = 5 Fall semester + 5 Spring Semester ("D" or "F" grades do not count toward A-G)
UNIVERSITY OF CALIFORNIA UC DOORWAYS

Standards for Instructional Offerings:

All courses are aligned with the Common Core State Standards, the Next Generation Science Standards, and College Board Standards. In addition, all courses have been approved by the University of California in order to guarantee students' eligibility for the UC system.

Course Design Process:

All courses utilize the Understanding by Design model in order to fully integrate the Common Core State Standards in its respective curricular design. This model guides teachers to plan curriculum using textbooks and engaging lessons or activities rather than deriving those tools from targeted goals or standards. The backward approach to curricular design begins with the end in mind – the desired results defined by CCSS.

The second stage in backward design is to determine acceptable evidence - how to measure the attainment of those targeted goals or standards. Creating assessments before the end of a unit not only helps to clarify goals, but also results in more sharply defined teaching and learning.

In the third stage, teachers plan learning experiences and differentiated instructional delivery. As a result of this backward design process, teachers make informed choices about which instructional techniques will facilitate student learning. Teachers and students perform better when the goals and expectations are well defined. The process ensures rigorous grade-level expectations.

The school's core curriculum includes, at a minimum, the following course offerings, which fulfill the A – G requirements. The curriculum is constructed around the core areas that comprise the University of California (UC) A - G requirements. All courses and descriptions can be found at **Appendix 16.**

A. <u>Social Science/History:</u>

LCPA's History and Social Studies Department believes that history is a process involving investigation and not a set of facts but rather a collection of fluid narratives that evolve over time in response to changing social, economic, and political conditions. LCPA students will learn to apply the following historical thinking skills when constructing accounts of the past. Such as, sourcing, contextualizing, corroborating, and close reading. The LCPA History and Social Studies Department is committed to creating democratic involvement that ensures that students will participate effectively in local, state, national, and international affairs; creating Americans who appreciate and understand the fundamental documents and ideals of the United States, and a respect for and knowledge of the diverse contributions to our national heritage; developing students who are responsible for the geographic, economic, and human resources through an understanding of their various relationships; and developing historians who can acquire the knowledge and skills related to the several subjects that study the motives, actions, and consequences of human beings as they live individually and interdependently.

In order to meet these goals, students will acquire the ability to use reasoning processes in economic, political, and social decision-making; comprehend the vocabulary, logic, and methodology of the several academic subject areas that make up the discipline of social studies; communicate ideas through speaking, listening, writing, and the use of other symbols with clarity and conviction; choose and use the most appropriate technology to research and develop social studies and historical understandings. While the requirement is two years through **Subject Requirement "A"**, LCPA assigns three years (equivalent to 30 units) for student graduation requirements. The core courses offered include World History, U.S. History, and American Government. Advanced Placement (AP) courses available include AP World History, AP U.S. History, and A.P. U.S. Government.

B. English Language Arts (ELA):

The California Common Core State Standards for English Language Arts/English Language Development Standards play a critical role in the development of complex skills in literacy and language analysis and applications. The language arts are integrated in all content areas to foster inquiry skills (through speaking, listening, reading, and writing). Language practice in all four domains, in all content areas support linguistic development. LCPA students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods.

They write to express, refine, and consolidate their understanding of new concepts, through argumentation, analysis, narration, text citation, and summary, using structures and language appropriate to the topic and audience. Students conduct research projects to solve problems and to answer questions generated by themselves or others. Students engage with peers in conversations to probe ideas, pose questions, investigate issues, consider and integrate multiple perspectives, summarize, evaluate, and elaborate on what they have heard or read, and present and synthesize arguments, ideas, and information. There are four years of English offered at LCPA consistent with standards in **Subject Area "B"**. Standard courses include English 9, English 10, English 11, and English 12 (Expository Reading and Writing Curriculum – ERWC). LCPA also offers sections of English Honors (10th Grade), AP English Language (11th Grade), and AP English Literature (12th Grade) to meet the **Subject Area "B"** requirements.

C. Mathematics:

The adopted Mathematics curriculum is Common Core Standards aligned and is used across grade levels in planning and instruction.

The research-based principles that guide the integrated math courses are:

- Students should engage in problem-based lessons structured around core mathematical ideas.
- Guided by a knowledgeable teacher, students learn in groups to foster mathematical discourse.
- Practice with concepts and procedures are revisited over time; and mastery comes as a result of the spiraling of challenging math content.
- CCSS Standards for Mathematical Practice are deeply and seamlessly interwoven into the fabric of the daily lessons.
- The courses balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

There are two years of Mathematics required at LCPA and three years recommended consistent with standards in **Subject Area "C"**. LCPA's Math department offers the Integrated Math I-3 series, which has provided problem-based instructional materials and professional development for teachers. The school site also offers Pre-Calculus and AP Calculus available to students eligible for the courses.

D. Laboratory Science:

LCPA Science Department emphasizes the students' ability to develop a broad base of knowledge in the sciences by providing science related information; the ability to think independently and critically, problem- solve creatively, work cooperatively and communicate effectively and clearly concerning matters of a scientific nature; and the ability to "find the answer" among the ever growing volumes of

scientific information. Students understand the nature of, and appropriate ways to apply, the scientific method. Science courses is designed to emphasize the interrelationships of biology, chemistry, physics and earth sciences. Classes also require an active involvement on the part of the student to develop critical thinking skills, problem-solving techniques, experimentation, observation, and analyzing skills and the ability to communicate these ideas clearly. LCPA offers two years of Science with a third year recommended in line with A – G requirements with courses including Life Science (Integrated Science and Biology) and Physical Science (Chemistry and Physics) for 9th through 12th Grade students.

E. Foreign Language:

The foreign language department at LCPA and TFHE schools has the following philosophy of teaching:

- To foster an attitude of openness and appreciation of language, culture, and history;
- To empower students to function effectively and appropriately in another language;
- To instill a disciplined and serious attitude toward language learning

LCPA offers Spanish for natives speakers and Spanish for non-native speakers. Students are required to study a foreign language for two years; however, the department encourages students to continue their study beyond this requirement in order to develop true proficiency and obtain the California State Seal of Biliteracy. LCPA offers Spanish I, II, III, AP Spanish Language, and AP Spanish Literature.

F. Visual and Performing Arts:

Latino College Preparatory Academy (LCPA) offers a varied set of choices for Visual and Performing Arts (VPA) classes. LCPA also offers art classes annually to emphasize cultural expression, awareness and connectivity, as well as a means to develop skills in technical design and an understanding of the tenets of various art forms. Courses currently offered for the **Subject Requirement "F"** of Visual and Performing Arts include Art I, Art II, AP Art, Aztec Dance, Digital Media, Drama I, and Drama II with one year require for graduation.

G. College Preparatory Elective:

The "G" requirement for a College Preparatory Elective is met by offering several choices to students such as Advisory (required each year), Ethnic Studies, Athletics, and Dual Enrollment coursework through San Jose Evergreen Community College District (SJECCD). One year of Physical Education/Health is also required for students graduation.

In addition to the course requirements above, LCPA students must successfully pass at least one Advanced Placement course with a grade of "C-" or higher. Each required course is certified to fulfill one of the University of California/California State University eligibility requirements. Upon graduation, all LCPA students have taken the necessary course work for admission to public universities in California

Multiple measures are used for course placement. Students are evaluated for class selection based on their high school counselor's and instructor's recommendation, Due to the importance of the need for all students to understand the standards/expected performance levels, all teachers provide a copy of their course description or syllabus to every student in their courses. Furthermore, all teachers post agendas, learning objectives, and CCSS to be easily viewed by students on their classroom boards. It is customary for teachers to take time and explain these items before a lesson or unit begins.

The school shall comply with requirements to provide students with information on how to properly

complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act application, as appropriate, at least once before the student enters grade 12 pursuant to Education Code section 51225.8, added by AB 2015 (2018). In accordance with AB 2121 (2018), the school shall comply with coursework and graduation requirements that have been extended to students who are a migratory child or students participating in an English language proficiency program for newly arrived immigrant students pursuant to Education Code sections 51225.1 and 51225.2.

Preparation for College and Post-Secondary Opportunities:

LCPA graduates are academic scholars who possess a lifelong love for learning. The academic program at LCPA prepares every student for the intensity and rigor of college academics. Students leave well-versed in canonical texts and bi-cultural literature consistent with the intent of the school's founding. For students to be prepared for college level mathematics, every student at LCPA takes Common Core-aligned Integrated Math courses and receive exposure to college-level content by the time they graduate to prepare them for college-level rigor. In addition, the science department ensures that students can effectively write research papers and participate in multi-hour science labs. All of the courses offered at LCPA are grounded in rigor, student engagement, responsbilitiy, and culturally sustaining practice as curated by the school's instructional team.

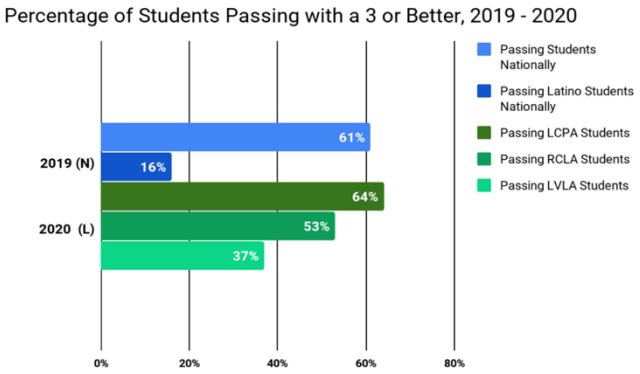
The LCPA teaching staff creates learning environments that actively engage the student body. LCPA ensures that students leave the school with an intellectual curiosity for all academic disciplines and the academic preparation to pursue whichever course of study they choose. When students enter college, they have experienced the level of exposure with dynamic content to engage with in a college-level classroom and have been exposed to a variety of academic disciplines. To ensure that students have the option to successfully study at the college level, LCPA offers a range of Advanced Placement (AP) courses in all subject areas. Some of the courses offered include English Language and Composition, English Literature and Composition, Environmental Science, Spanish Language and Culture, Spanish Literature and Culture, 2-D Art and Design, Drawing, United States Government, United State History, and World History (Modern).

Students use AP courses as an opportunity to challenge themselves in their ability to study complex coursework at an accelerated pace in further their preparation for a four-year university environment. For LCPA student AP Test Results in the 2019-2020 academic year, please see below in the graph for the corresponding courses, instructors, and students receiving a passing mark (3 or Above).

Advance Placement (AP) Results – 2019/2020 Academic Year

Teacher	Subject	Percent of 3 Above
Ms. Martinez	2-D Art and Design	50%
Ms. Martinez	Drawing	100%
Ms. Manoguerra	English Language and Composition	63%
Ms. Azevedo	English Literature and Composition	67%
Ms. Escobedo	Environmental Science	20%
Ms. Sanchez	Spanish Language and Culture	97%
Ms. Sanchez	Spanish Language and Literature	69%
Ms. Aguilar	United States Government and Politics	46%
Mr. Herrera	United States History	60%
Mr. Loredo	World History Modern	71%

Below, measurement of LCPA's pass rate of 64% for this past academic year has been placed against the national level of performance for all students and in comparison to other Latino students as well for the prior year (2018-19).



Cyber High Credit Recovery:

LCPA also provides credit recovery for those students who have failed courses or who need more remediation in subjects. LCPA offers this content through Cyber High. Cyber High is an online program through the Fresno County Office of Education. Originally students were only able to avail themselves of these courses during the summer, but most recently, LCPA students have had access to these courses, when appropriate, during the school year. LCPA teachers assist students with these courses as needed.

Cyber High is offered on a case by case basis for students in need of additional credits for graduation who demonstrate an ability to complete independent work in a timely manner. Cyber High is an online curriculum that is aligned with California State Content Standards and several of their courses meet UC A – G requirements.

Counseling Department:

Latino College Preparatory Academy's (LCPA) academic counseling department works in direct collaboration with LCPA advisors to ensure that every student has the opportunity to be on pace to graduate from LCPA and has a post-secondary education plan. The counseling department plays a lead role in supporting the Advisory program by analyzing student transcripts, determining A – G eligibility and preparing students to be successful in their college readiness process.

In addition, counselors play a major role in scheduling students in the necessary classes to ensure the vast majority of LCPA students graduate A – G eligible. LCPA counselors also meet with students to support them in developing preferred college lists and register for college courses. In addition, LCPA counselors lead the process for spring course registration in conjunction with the Chief Executive Officer to create the school's master schedule.

Abby Sobrato Center for College Success:

The LCPA Counseling Department in conjunction with The Foundation for Hispanic Education (TFHE) has worked to create the Abby Sobrato Center for College Success (ASCCS) to provide a variety of services under one dedicated center. College and career readiness is a pillar of our students' academic experience. Moreover, the Center guides each student through their academic journey from the summer prior to their freshman year

to graduation. The Abby Sobrato Center for College Success provides students services in:

- College Exploration (Research, in & out of state college visits, Alumni Panels, and other);
- Career Exploration (Research, Mentoring, Work-Site Field Trips);
- College Application Assistance;
- Financial Aid Application Assistance;
- Tutoring via TRiO Talent Search through Evergreen Valley College (EVC);
- Enrichment and Mentorship Activities through MESA Engineering;

Annually, the ASCCS awards the privately funded Abby Sobrato Scholarship to deserving graduates for their college expenses. The Abby Sobrato Center for College Success is a constant college and career readiness resource for our students. The main focus of the ASCCS is to ensure that each student is on track to graduate on time and be A-G compliant for admissions to UC/CSU schools. It is located on the 2nd floor of Sobrato Hall West in a beautiful 2,500 square foot learning space with a view.

TRiO Scholars Program/Talent Search via Evergreen Valley College (EVC):

Within the SSC is the TRiO Scholars Program. The TRiO Scholars Program, a federally funded Student Support Services TRiO project, is committed to assist students who are low-income; first in their families to graduate from college; and those with disabilities through the transition of graduating from high school and entering college. TRiO helps individual students overcome class, social and cultural barriers to higher education. Nationally, students who participate in the Student Support Services program are more than twice as likely to remain in college as those students from similar backgrounds who do not participate in the program. The purpose of TRiO is to develop students into scholars and transform them into professionals who will graduate from college. In addition to assisting students to graduate from high school, the center helps motivate students to get involved and utilize the resources on the TFHE campus and in the East San Jose community by modeling leadership, professionalism and perseverance.

TRiO participants benefit from the following services:

- Academic Tutoring;
- Study Groups;
- Assistance in Post-Secondary Course Selection;
- Financial Aid information (Scholarships, grant aid, etc);
- Cultural Enrichment Activities;
- Summer Bridge Program;
- Support towards Postsecondary School Graduation.

The Upward Bound Program (UBP) and Educational Talent Search (ETS) Program, which are two federally funded TRIO Programs, have served LCPA students continuously since 2002.

Commitment to Community Service:

LCPA students believe it is their responsibility to serve their community and the greater global community as both a means to give back to the local community as well as become involved in the civic engagement process. As informed and engaged citizens of the world, students and graduates of LCPA are committed to make positive change within their immediate community and the greater global community. LCPA students see it as their responsibility to educate themselves and address social injustices taking place against underrepresented groups. In addition to this subject being reflected in the school curriculum and practices for building a communal culture, students also take action in support of a myriad of social causes.

During their high school experience, students have the opportunity to explore multiple social advocacy and engagement career fields as a way to find their individual passion. These fields include but are not limited to teaching, policy development, social work, community organizing, non-profit administration, public health, nutritional planning, legal advocacy and studies, and restorative justice practices. LCPA does not require or mandate that students to participate in community service projects. Through intentional modeling and teaching, LCPA hopes that students make the choice to participate in projects with students strongly encouraged to volunteer for at least 25 hours per academic year in several highlighted fields with 80% coming with an off-campus cause (in-person or virtually) and 20% taking place in support of an on-campus cause. With all students with the option to partake in this supplemental offering and experience, below are the recommended areas of focus for each grade level's LCPA Community Service outline:

- **9th Grade:** Youth Engagement or Wildlife/Animal Care

  Sample Organizations: Happy Hollow Park and Zoo; Emma Prusch Park; Dr. Martin Luther King Jr. Central Library; Reading Partners; and Dr. B. Roberto Cruz – Alum Rock Library.

- **10th Grade:** Social Justice Causes and Advocacy

  Sample Organizations: Loaves & Fishes; Sacred Heart Community Services; Second Harvest Food Bank; Martha's Soup Kitchen; Somos Mayfair; Services, Immigrant Rights, and Education Network (SIREN); and City of San Jose Parks Recreation, and Neighborhood Service.

- **11th Grade:** Health Career Exposure

  Sample Organizations: The Health Trust; American Heart Association (AHA); Kaiser Permanente; American Diabetes Association (ADA); and Catholic Charities of Santa Clara County.

- **12th Grade:** Communities in Need

  Sample Organizations: Act for Mental Health; Parkview Nursing Center; HOPE Rehabilitation Center; Achieve Kids; Gardner Children's Center; and The Salvation Army.

Summer School Course Offerings:
LCPA offers a two-week Summer Bridge program during the summer for all incoming freshmen. The program provides students an orientation to Math and English standards, incoming assessments for all students, and class expectations. Summer Bridge also enables students to learn about school wide content standards and expected performance levels, and to understand the proper uniform policies and discipline protocols and procedures. In addition, LCPA recognizes the importance of parental support needed from home to ensure student success.

Through these two weeks of preparation, LCPA faculty and staff learn of students' strengths, weaknesses, interests, or other pertinent information that may be valuable to know before the regular school year begins in order to best support each student during their first year of high school. At the end of the Summer Bridge program students attend university tours and a two-day retreat to build confidence and school culture. In addition to the summer programs, students who need remediation in core content may get assistance at LCPA provided through the Hispanic Foundation of Silicon Valley (HFSV).

Additionally, LCPA 10th – 12th grade students can advance and accelerate by taking Dual Credit courses, provided by a local community college, on the LCPA campus in the summer. The course electives meet a-g high school requirements as well as serve students in earning college credits in high school.

The LCPA Class Recovery Program is an online program that is high quality, interactive and Common Core State Standards aligned. Students complete on line high school credit courses. The program is modular and offers a wide range of options for students. Coursework can be supplemented with additional content, resources, scaffolding, with the support of assigned teacher coordinators. The program meets "a-g" requirements and is college approved.

Extracurricular Enrichment and Activities:
LCPA recognizes that extracurricular activities enrich the educational and social development of students. LCPA's student clubs on campus and virtually include the following current activities: Anime Club, Art Club, Associate Student Body (ASB) Representatives, Chess Club, Dance Crew, Drama Club, Abroad Club, Gamers Unidos, Helping Hands Club, Link Crew, MESA Engineering Club, Social Justice Club, and Yearbook Club. Each activity is moderated by a faculty member or administrator.

Eagle Warrior Athletics:
For LCPA Athletics, seasonal sports are offered with verified coaches and chaperones in Fall, Winter, and Spring with the following scheduling breakdown:

- **Fall:** Cross Country, Volleyball, Flag Football.
- **Winter:** Soccer, Basketball.
- **Spring:** Track and Field, Lacrosse, Baseball, Softball.

To encourage and support academic excellence, LCPA requires that students be in school the day of an event/practice (or in attendance the day prior to any weekend events or practices) unless excused by the school principal in advance.

All students who participate in co-curricular or extra-curricular activities must maintain a grade point average of 2.0 in the preceding grading period and minimum progress toward high school graduation. The number of accumulated units toward high school graduation will be the standard for minimum progress toward graduation for all students in Grades 9-12.

Parent Engagement, Participation, and Involvement:
In order to better prepare students for college, LCPA needs to ensure that parents are educated about the college application process and college life. With the majority of students being first generation college students, parents need to know about financial aid forms, college loans, how to advocate for their children—who they should call when there is a problem, and the added sense of urgency for first-generation and undocumented students. Giving parents the tools to identify a potential problem, flag it, and find a solution will be the key objectives of our parent education classes.

Here are several offerings currently available to LCPA parents for their engagement in the educational process of their student:

Poder de Los Padres:
LCPA continues its effort on The Parent Leadership Involvement and Leadership Model, entitled, "Poder de Los Padres", whereby parents are invited to actively engage in their children's education. As a result, a monthly bilingual (Spanish and English) parent training program addressed the following topics: student success, college attendance, and admission, computer literacy, student information system (SIS) access, time management, handling academic stress, developmental issues, attendance and punctuality, the successful completion of A – G requirements, and student safety net programs available at LCPA.

In addition, parents learn more about college financial aid and help their students maintain focus and motivation. Concurrently, students are supported, in their academic endeavors, by receiving complementary information for each of the parent workshop items.

Parent University:
Parent University provides 12th grade families to become full partners in their student's last year of high school. LCPA offers workshops such as; assisting senior students with the requirements for FAFSA, college applications, personal statements, scholarships, skills development, and freshman year (college) support information. The Parent University's mission is to mobilize parent power and encourage greater family involvement in developing a lasting learning partnership in which parents support their children in achieving academic and personal success.

Legacy Leaders with American Heart Association of Silicon Valley:
The American Heart Association (AHA) of Silicon Valley's "Legacy Leaders" Program works with LCPA parents as well as their students to create a culture of health impacting by increasing access to healthy and affordable food through the teaching of good nutrition, providing culinary skills.

This program has worked to increase confidence in preparing and accessing healthy foods through the development and implementation of a healthy eating campaign created and implemented by the Legacy Leaders. Overall, this program was implemented to encourage healthier eating and address food insecurity by increasing access to food that is healthy, tasty, and affordable in Santa Clara Valley's most underserved communities such as East San Jose.

Promotoras with YWCA:
Promotoras of Silicon Valley, a chapter of the YWCA national organization that focuses on women empowerment and eliminating/combating racism. Promotoras effectively outreach to the Latina community, raise awareness of domestic violence and sexual assault and connect victims to services. The purpose is to be able to encourage survivor self-determination, and services are delivered through a strengths-based, non-judgmental and trauma-informed lens that aligns with the YWCA Silicon Valley's mission.

These resources exist in the LCPA community where our families receive the support to be able to find resources to cope, heal and become advocates in the community. Our LCPA women who were part of Promotoras were trained to then take the knowledge and information into their own communities to raise awareness about domestic and sexual violence, help at-risk individual's access resources, and empower their community members to have safe, healthier lives.

ESL Classes for Parents:
English Class for ESL LCPA families grew out of a community need for education for parents who wanted to have better communication with their children's school. The classes gave parents language skills and also knowledge and resources to navigate the school system as well as formal processes as required by state law. Parents were able to find information, navigation tools and resources by learning and practicing communication with the classroom community that is formed in the unique program for LCPA families.

Second Harvest Food Bank:
LCPA has been partnering up with Second Harvest Food Bank of Silicon Valley for nearly a decade to host a Food Bank on campus every first Monday of the month. Attendance includes served hundreds of school families as well as community members. Our families have contributed to this distribution by being yearlong volunteers by setting up tables, packaging food, distributing, and cleaning after each monthly distribution. As of the 2020 – 2021 year, distribution services are supported by school staff volunteers on a rotating basis.

Eagle Warrior Food Drive:
Trader Joe's has been giving back to our LCPA community and handling all requests for product donations since the 2017 -2018 academic year. Trader Joe's giving also aligns with their intent to never let food go to waste. It's been their long-running policy to donate 100% of products that go unsold but are safe for consumption. LCPA parents line up for these organic services that are provided every Tuesday so they can have an opportunity to eat organically in their household.

Student-Parent Conferences:
In order to keep parents informed about the academic performance of their children, LCPA holds student-parent conferences two times per year to review the student's progress in their Four-Year Plans. The Four-Year Plan is the path that students take from their first semester to their last that ensures that they are fully prepared to apply to and succeed in college. Parents are required to attend their scheduled student-conference once in the fall and once in the spring. All conferences will be planned and facilitated by students. Leading up to parent conferences, advisors support students as they plan their conference.

With their grades and narratives (an individualized summary of a student's performance in his/her classes), students prepare to lead a conference in which they highlight areas where they are doing well and areas where improvement is needed. All students set and discuss specific incremental and year-long individual performance goals for themselves in every class. The student's advisor and at least one classroom teacher is present at the conference.

If a child does not give a complete picture of their performance to date, teachers are present to fill in the blanks. During the conference, students also show parents their track to college readiness. LCPA expects that through these conferences, parents are more informed about their students' performance both academically and on their track to college. Conferences have a slightly different focus each year:

- **9th Grade:** Students highlight where they are doing well and where they are struggling. Conferences will focus on how the student, parents, and staff can work together to ensure the student makes continuous improvement.

- **10th Grade:** Students highlight where they are doing well and where they are struggling.Conferences will focus on student goals for the next quarter/semester. Students will state their goals; parents and staff will make sure that goals are measurable and feasible. Students leave with a plan to achieve goals and parents will leave with a plan of how to help the student.

- **11th Grade:** Students highlight where they are doing well and where they are struggling.Conferences will focus on the students' path to college. The student create a list of colleges and universities of their choice and explain where they are in terms of getting to these colleges. For students who are on the right path, they will acknowledge the skills, habits, and attitude that are making them successful and commit to staying on the right track. Those students who are off track will set up goals to get back on the rightpath.

- **12th Grade:** Students highlight where they are doing well and where they are struggling. For the fall conference, the focus is on the college application process. During the spring conference, the focus will be on the transition from high school to college. Students identify areas of confidence and areas of concern. Based on this conference, information is taken back to the alumni support program and college counseling department to ensure the student is set up for success.

English Learners (EL):

LCPA complies with all federal, state, and judicial mandates for English Learners with appropriate certificated staff members staffing the corresponding instructional positions with grade-level curriculum. The school has a trained staff member assess the English proficiency of students whose home language is other than English using the English Language Proficiency Assessments for California (ELPAC). ELs at LCPA will achieve proficiency in the English language as quickly as possible through the use of the school's programs and teaching methods.

Latino College Preparatory Academy's (LCPA) will ensure that EL students are integrated in core curricular and extra-curricular activities. Parents who are not fluent English speakers will receive translated notices and information from the school to encourage participation in the school by all members of the Latino College Preparatory Academy (LCPA) community. The LCPA directly provides the appropriate support services that may be needed by ELs in order to achieve and maintain a satisfactory level of academic performance.

Identification of EL Students:

The staff at LCPA will ensure that families complete the home language survey for every student. The language evaluator will assess the language proficiency of students using the ELPAC placement and annual test. If the student scores below the "well developed" proficiency level, the student will be classified as an EL student. If the student scores above the established "well developed" level, the student will be closely monitored to support a successful reclassification transition. LCPA teachers are also responsible for observing, identifying and supporting EL students. Any emergent bilingual student will be assessed to determine what level of services are necessary. Reclassified students will be monitored regularly.

All parents or guardians of students classified as English Learners are notified in writing of all EL assessment and placement decisions. The school translates materials to ensure that parents of EL learners understand all communications and are involved in all processes related to the English Language Development of their child. In accordance with AB 81 (2017), notices of assessment of a child's English proficiency shall include the information specified in Education Code section 313.2.

English Support Courses:

LCPA incorporates structures for supporting ELs based on the ELD programming our sister school Latino College Preparatory Academy (LCPA), has had good results using. Students are exposed to a robust ELD plan that leverages students' first language to support the acquisition of a second language. All LCPA teachers participated in 2 days of professional development prior to the first day of school, specific to structures and scaffolds to support linguistic development for emerging bi-lingual students. Common strategies for supporting rigorous content are shared by content teachers to ensure students are exposed to high level tasks as they develop linguistically.

Students who score at a newcomer, Level 1, Level 2, or Level 3 according to the ELPAC assessment, receive 45-minute sessions, at least 4 times per week for explicit English Language Development instruction. During this time, students improve their English skills by practicing using all four language domains. It is during this time that they are able to practice embedding content vocabulary into their speaking, listening, reading, and

writing skills. They have a variety of opportunities to become fluent in English and to improve their ability to communicate their understanding of content standards.

Supports remain in content classes until they master the English language to ensure student success. For students in the Reclassification process or Level 4 will be supported within content area classrooms. Students will be monitored on their linguistic progress with a benchmark assessment, specific to language development. This will inform the instructional plan and provide teachers with an understanding of the areas that require additional practice and support. ELPAC will provide data to monitor annual progress of students' growth.

Monitoring and Reclassification of EL Students:
EL students' English proficiency are monitored by teachers and qualified evaluators, and are measured at least annually using the ELPAC. At least, every 6-weeks, LCPA will use other measures, such as teacher and parent input, classwork, and benchmark assessments. Benchmark assessments monitor student progress towards proficiency. EL students ready for reclassification may be redesignated as Reclassified Fluent English Proficient (RFEP) utilizing the following policy. For information on the Reclassification Process, please refer to **Appendix 41**.

Pursuant to Ed Code Sec 313 the LCPA will reclassify ELL students once the following criteria are met:

1. Assessment of English language proficiency, using an objective assessment instrument, including but not limited to the ELPAC;
2. Teacher evaluation, including, but not limited to, a review of the student's standards mastery and a score of C- or better;
3. Parent opinion and consultation;
4. Student performance on the SBAC ELA exam on either the Writing or Reading sections must be at or above a score of Level 2. Alternatively, MAP scores may be considered.

All parents receive a re-classification meeting notification and are invited to a meeting to discuss their student's English proficiency and academic achievement, and possible re- designation to Fluent English Proficient status. Latino College Preparatory Academy (LCPA) evaluates each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in any academic area, modifications to the instructional support will be made. In addition, LCPA will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Transfer of Course Credits:

Parents will be notified of the A-G course eligibility for transferring into or out of Latino College Preparatory (LCPA). In addition, courses acceptable for college credit will be accessible to parents and available on the school's website. The policy adheres to these principles:

Parent Notification: Course Eligibility for College:

The Inter-segmental General Education Transfer Curriculum (IGETC) (or dual credit enrollment) provides an option for San José City College students to fulfill lower-division general education requirements before

transferring to a California State University (CSU) or University of California (UC) campus. Completion of IGETC will permit a student to transfer from a California Community College to a CSU or UC campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer.

Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower division general education requirements.

Parent Notification: Credit Transferability from Latino College Preparatory Academy (LCPA):

It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at the school, but are not part of the school's graduation requirements or approved by the UC/CSU.

Parent Notification: Credit Transferability to the Latino College Preparatory Academy (LCPA):

Parents of students seeking to transfer into LCPA are notified of their child's prospective credit transferability in person and via a detailed, mailed letter. If a course from a student's previous school is accepted as full credit at LCPA, students must still meet the school's graduation requirements, even if these requirements are higher than their previous school. Students may apply for waivers from the school on a case-by-case basis.

LCPA WASC Accreditation Cycle:
Latino College Preparatory Academy (LCPA) is a fully-accredited school by the Accrediting Commission for Schools Western Association of Schools and Colleges (WASC).

LCPA completed its Mid-Cycle review with a Visiting Committee in the 2017 – 2018 academic year (February 5 – 6, 2018). During the Mid-Cycle process, LCPA aligned its former Student Learner Outcomes (SLO) to the goals of its LCAP. Changes had to be made to adjust targets as well as the focus of certain student learner outcomes that were not easily measurable. All new SLOs had specific measurable targets attached to them. These goals were aligned to LCPA students:

1. Building trusting relationships with LCPA teachers, attend classes regularly, and achieve graduate status.
2. Being bi-literate in Spanish and English.
3. Being critical thinkers who demonstrate proficiency in Mathematics.
4. Pursuing post-secondary opportunities beyond LCPA.

The forthcoming full WASC accreditation visits for LCPA has been postponed to the 2020 – 2021 due to COVID-19 impacts on the review and visitation process.

Meeting the Needs of All Students:
The school implements comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. LCPA does not provide exemptions on state tests to English Learners or students with disabilities.

Students Behind Grade Level:
The school has many systems to support struggling students. In class, teachers use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and more time in school, struggling students not only spend more time learning in a small school environment, but staff members and local college student volunteers also have time during school, and after school to provide individualized and small group support to students requiring extra help. Students who are behind grade level or in jeopardy of retention are individually counseled and given extra help in their specific areas of concern. Students who continue to struggle are provided with tutoring from outside sources.The content of the LCPA curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. At LCPA, students who are not proficient require additional support. If necessary, as determined by student diagnostic tests taken at the start of the school year, LCPA uses state-adopted remediation programs and extra support from content area teachers to get students up to grade level. Additionally, LCPA provides reading intervention independently or in a co-teaching classroom.

Multi-Tier System of Support (MTSS):
In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

The California Department of Education's (CDE) definition of a Multi-Tiered System of Support (MTSS) provides a basis for understanding how California educators and educators within The Foundation for Hispanic Education and LCPA can work together to ensure equitable access and opportunity for all students to achieve Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI2).

Tier 1 is what "ALL" students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of TFHE'sCore Curriculum and is aligned with Common Core State Standards (CCSS). Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reachand/or exceed state proficiency levels.

Tier 2 is what "some" students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of

performance). Therefore, "effective" Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more "intense" (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.

Tier 3 is what "few" students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/ intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by TFHE and district of service. LCPA utilizes the MTSS process as described during the designated tutorial and advisory time. The LCPA process is conducted in a Lab setting with teachers assigned on a rotating basis. Through use of the schools School Loop system regular progress reports is reviewed for each individual student.

Special Education Students:

LCPA continues to operate as a local educational agency ("LEA") and as a member of the Sonoma County SELPA in accordance with Education Code Section 47641(a). (See Sonoma County Charter SELPA. Letter of Good Standing and Special Education Rights at **Appendix 28**) LCPA is in consultation with the Sonoma County SELPA and understands the special education responsibilities of the charter and the application of SELPA policies. LCPA is a member of the SELPA in good standing. Special education services are provided through a combination of internal staffing and contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs. A change in LEA status or SELPA membership shall not require a material revision of this charter.

LCPA receives federal and state special education funds from Sonoma County Charter SELPA. The SELPA is the recipient of both federal and state special education funds. LCPA bases state funding for LCPA on its current year P-2 ADA and for federal on prior year CBEDS enrollment. As an LEA pursuant to Education Code Section 47641(a), LCPA is solely responsible for the identification, assessment, development of IEPs, and IEP implementation of special education students enrolled at LCPA in accordance with State and Federal law and the local SELPA plan and/or policies and procedures. All students in the LCPA are instructed in a safe environment. LCPA receives State and Federal special education funds in accordance with the applicable Sonoma County SELPA fiscal allocation plan. LCPA is solely responsible for all costs above and beyond State and Federal special education funding.

Per Federal Law, all students with disabilities are fully integrated into the programs of the LCPA with the necessary materials, services, and equipment to support their learning. The school ensures that any student with a disability attending LCPA is properly identified, assessed and provided with necessary services and supports. LCPA meets all the requirements mandated within a student's Individual Education Plan (IEP). The school seeks to include all special needs students with nondisabled peers to the maximum extent appropriate according to their IEP.

However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with ESUHSD and/or the Sonoma County SELPA to provide an appropriate placement and services. LCPA works in collaboration with ESUHSD and/or the Sonoma County SELPA to make time and facilities available to meet the needs of the student's IEP. LCPA actively participates in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school makes available student's work products for analysis and evaluation of progress and participates in the IEP reviews conducted by the ESUHSD and/or the Sonoma County SELPA, where applicable. If a parent or faculty member feels the student's educational needs are not being met, they may request, in writing, a reassessment or a review of the IEP by the IEP team at any time during the year to LCPA. This written notice is then forwarded to ESUHSD and/or Sonoma County SELPA within two school days.

The school encourages open communication between the parents and ESUHSD and/or Sonoma County SELPA for any items related to the special education services. Students at LCPA who have IEP's will continue to attend the school, unless the IEP recommends otherwise. In order to comply with Child Find requirements as specified by law, LCPA established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails search and serve, a Student Success/Services (SST) Team, referral, assessment, and IEP review.

Interim and Initial Placements of LCPA Students:

If a student enrolls at LCPA with an existing IEP, LCPA will notify the SELPA (where applicable according to SELPA policies), ESUHSD, and the student's district of residence within 5 days. An IEP meeting would be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, LCPA would work with the SELPA to implement the existing IEP at LCPA or as otherwise agreed by the parent/guardian.

Search and Serve:

Latino College Preparatory Academy (LCPA) conducts Child Find activities for their entire student population so that children who may need special education are appropriately identified and, if necessary, referred for a further evaluation. LCPA follows California's specified instructions for charter schools with regards to Child Find. LCPA has an open admission policy for any student who wishes to enroll in the high school, regardless of their race, ethnicity, language, income-level, first-generation status, gender, and/or disability. After a student's admission to the school, school administration and/or staff asks for information

regarding past history of services and disability status as a means through Child Find, designed to meet their unique needs and prepare them for further education, employment and independent living while receiving a free and appropriate education.

The Student Success/Services Team's (SST) responsibility to work together to identify the student's learning strengths and needs, put strategies into action, and evaluate their impact in order that the student can succeed in the general education classroom. Students who have not made significant progress in general education in spite of the MTSS process, may be recommended by the SST to be evaluated and assessed for special education. Latino College Preparatory Academy (LCPA) insures that any student that is in need of assistance has every opportunity to succeed. First, within the general education classroom with modifications and adaptations, and if those efforts are exhausted, only then, is the student be referred for assessment for special education services. There is a concerted effort by LCPA administration, teachers and staff to keep the student in the least restrictive environment to meet their educational needs. Progress monitoring takes place every grading period. At this time, students' grades and benchmark assessments are reviewed by the Academic Counselors to determine which students have earned failing grades in one or more subject areas.

Teachers of these students provide an explanation for the failing grades and make recommendations for a Student Success Team (SST) meeting in order to determine what modifications are needed to assist student's success. LCPA engages in the pre-referral process when a student either has been self-identified or has been identified by a teacher, parent, or another educational professional as having learning or behavioral difficulties in one or more of subject areas. In this situation, a Pre-Referral Form is completed and submitted to the Academic Counselor in charge of the SST facilitation. Specific area(s) of concern, such as not turning in assignments, earning poor grades in a subject area, not paying attention, having trouble understanding homework assignments are noted on the Pre-Referral form as possible choices for the individual(s) completing the form. Once this form is completed and submitted, the SST process is initiated. As a general education function, the SST is facilitated by one of two academic counselor(s) and includes members required by law, such as a school administrator (Principal or their designee), all the student's high school teachers, and any other specialist (consulting speech-language therapist, etc.). LCPA seeks to attract and employ team members with the appropriate credentials in their profession, who are bilingual and familiar with the local Latino community. Although the law does not require parent participation in pre-referral discussion, LCPA staff invites the parents of the student and the student themselves to participate in the SST meetings. LCPA feels that the family and student perspective on support for an education is critical to the student's success and completion of high school and college. The family's input is also important to realize how the student's developmental milestones, cultural values, and language experiences affect and impact learning and behavior.

Referral for Assessment:

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. Latino College Preparatory Academy's referral for assessment process includes examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Special Education Director within 15 days. Parents

are informed via the Director of Special Education that special education and related services are provided at no cost to them. If Latino College Preparatory Academy team concludes that a referral for assessment is appropriate, the parent will receive an Assessment Plan. Assessments are completed only upon receipt of written parent permission.

Students Assessment:

At Latino College Preparatory Academy, pre-referral and Response to Intervention (RtI) activities are employed to screen students before more formal identification procedures are implemented. In general, before any formal referral to special education is made, teachers and family members work together through the SST process to see whether educational or behavioral difficulties can be resolved in the general education classroom. The assessments used during this step of the IEP process are intervention-based and are made in the student's general education class using direct measures of performance (McNamara & Hollinger, 2003).

The Latino College Preparatory Academy will avoid unnecessary assessments and placements in special education. During this pre-referral period, teachers try differentiated instructional approaches to determine a student's learning needs (Barnett et al., 2004). They also make basic accommodations to the instructional program. All LCPA teachers receive professional development on how to deliver differentiated instruction for all students, as well as English Language Learners (ELL) and students with other special needs. General education teachers receive both assistance and consultation from the LCPA's Special Education Teacher and/or the Director of Special Education who leads Professional Development Workshops such as, "Identifying Students with Learning Disabilities," "Modifications, Accommodations and Adaptations Using RtI," or "Language Difference or Language Disorder?".

Students whose learning remains challenged as determined by the SST are referred for assessment to the school psychologist and the IEP process is initiated. Assessment is one of the most critical pieces of the educational planning process. LCPA uses the Special Education Information System (SEIS) to identify if a student is being evaluated for an initial, annual, triennial, transition, interim or other purpose. The reason for referral is indicated and the evaluation area (academic achievement, intellectual development, post-secondary transition, etc.) is identified. In the case of a special education student at LCPA who is in need of a three- year re-evaluation, a complete psycho-educational evaluation and current assessments by the student's special and general education teachers and other specialists (as needed) are conducted.

At Latino College Preparatory Academy (LCPA), Special Education evaluations are conducted by a multi-disciplinary team, made up of professionals who have expertise in each area of concern. Each member helps to evaluate the student's unique strengths and needs. Special Education services are provided through a combination of internal on-site staffing and local contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs. This may include but is not limited to the following personnel: Psychologist, Speech and Language, Behavioral, Social-Emotional/ERMHS Counseling, Occupational Therapy, Adaptive Physical Education, etc.

For students who are 16 years old or older, Latino College Preparatory Academy provides evaluation and assessments related to the need for transition services provided by the Special Education staff who are trained

to conduct and implement Individual Transition Plans in support of each student. Assessment information can come from a broad range of sources, including the student's parents and family members. The professional who coordinates the identification process is the Special Education Teacher at LCPA. At this step, many different types of data are used to inform the team about the student's abilities. Medical history, information about social interactions at school and at home, adaptive behavior in the community, educational performance, and other relevant factors are considered. Evaluations include an array of assessment instruments and procedures.

Information is collected, usually from family members, about the student's major life activities: performance at home, at school, in interpersonal relationships, and during leisure time. Formal tests—tests of intelligence, academic achievement, and acuity (e.g., vision and hearing)—are part of the information used to make decisions about students and their potential special education status. Tests about a student's learning style are often included to help identify accommodations that may be effective to support the individual's successful access to the general education curriculum. Less formal assessments (school observations of social behavior, examples of academic assignments, direct measurements of academic performance, and portfolio samples of classroom performance) are also important pieces of evidence for this step in the IEP process. One result of the evaluation step of the IEP process can be determination that the student does not have a disability.

In these instances, the IEP process is discontinued and/or considered for a 504 placement. For those students who do have disabilities, this phase of the process results in a baseline of performance that guides the development of the individualized program plan and later will help evaluate the program's effectiveness. The information from the assessment step is used to identify students who actually have a disability and qualify for special education services. The psychologist will make this determination and recommendation to the IEP team. For those students, the IEP team then determines what components of the full range of special education and related services are needed so that an offer of FAPE can be made and implemented. The education of those students who do not meet the eligibility requirements remains the responsibility of general educators.

Development and Implementation of IEP:

Every student who is assessed by the school will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, LCPA provides those services according to the student's IEP, which specifies the instruction and services the student will receive. Students at the school who have IEP's are served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP.

The IEP team at LCPA consists of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Director of Students Services;
- The Principal;
- A General Education teacher (teachers-including all student's teachers at the high school level) who is familiar with the curriculum appropriate to that student; (or the Regular Education Teacher will fill out a Form 20, IEP Team Member Input into the Development of the IEP – if the teacher decides

not to attend the meeting a written input is required before the IEP meeting).;

- Special education professionals qualified to interpret assessment results; and
- A District representative, as appropriate.

Other professionals familiar with the student may be invited as needed. LCPA views the parent as a key stakeholder in these meetings, and will make every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. The school provides an interpreter, when necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation by using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP, along with a copy of

Parents Procedural Safeguards:
Parents Rights, are given to the parent. See Special Education Rights at **Appendix 28**.

In accordance with IDEA, all Latino College Preparatory Academy IEPs for each student with a disability will use the IEP template of the of the (SEIS system) of the Sonoma County Office SELPA that include the following:

- A statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in the general curriculum;
- A statement of measurable annual goals and, only if the student takes an alternate assessment, benchmarks or short-term objectives;
- A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student;
- An explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class;
- A statement of any individual modifications in the administration of state or district- wide assessments of student achievement that are needed in order for the student to participate in the assessment and, if the IEP team determines that the student will not participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the student, and how the student will be assessed;
- The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications;
- A statement of how the student's progress toward the annual goals will be measured, how the student's parents will be regularly informed of their student's progress toward the annual goals, and whether that progress is sufficient to enable the student to achieve the goals by the end of the year.

The IEP is not to be a curriculum for the student. Rather it is to serve as a guide for how to "open the doors" to improve access to the general education curriculum and the necessary special education and related services that will allow the student to progress in the general education curriculum. All Latino College Preparatory Academy teachers, staff and administrators will complete an online IEP Training Based on State Standards

available through California Services for Technical Assistance and Training (CalSTAT). Details and a link to the training are available atwww.cde.ca.gov/sp/se/sr/ieptraining.asp.

To be eligible under IDEA, Latino College Preparatory Academy students must meet the criteria of one of the specific disability categories as defined in the law. Latino College Preparatory Academy is responsible for providing a free appropriate public education (FAPE) for each student with a disability in accordance with the local plan of the Sonoma County SELPA. Students with disabilities will have available to them a continuum of placements in the setting that will meet their individual needs.

However, students who are not eligible under IDEA may qualify as students with disabilities under Section 504. Latino College Preparatory Academy has a procedure in place to determine how the 504 student are served. Section 504 and the ADA define disability much more broadly than does the IDEA. They include any individual who has a physical or mental impairment that substantially limits one or more life activities, or who has a record of such impairment, or who is regarded as having such impairment. Reasonable accommodations are required by both of these laws, and Section 504 goes further by specifically requiring the provision of educational and related aids and services that are designed to meet the individual educational needs of the child.

It is the responsibility of the school to provide eligible students with 504 services IEP meetings are held according to the following schedule:

- Annually (Annual IEP) review the student's progress and make any necessary changes;
- Every three years (Triennial IEP) to review the results of a mandatory comprehensive reevaluation of the student's progress and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review:

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Latino College

Preparatory Academy will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents are informed four times a year, over two semesters, (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP are attached to the general progress report. This serves to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing:

Latino College Preparatory Academy (LCPA) continues to work the Sonoma SELPA to contract with independent providers to provide special education compliance review, assessment and all services including Designated Instruction and Service as specified in California Education Code and IDEA. LCPA employs a Director of Special Education. This person is responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP.

The Director of Student Services and any other appropriate school personnel attend staff development, in-services, and/or trainings sponsored by the Sonoma County Charter SELPA and/or District in compliance with IDEA regulations, California Education Code and Sonoma County Charter SELPA guidelines.

The Director of Student Services will continue to ensure that all aspects of the IEP are followed;

- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Director to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.

Non-Public Placements/Non-Public Agencies:

LCPA is solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students. LCPA immediately addresses all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Reporting:
Latino College Preparatory Academy collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test accommodations and the types and the number
- of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from LCPA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of the Latino College Preparatory Academy Special Education Director. The Director of Student Services ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards:
Parents or guardians of students with IEP's at Latino College Preparatory Academy are given written consent for the evaluation and placement of their child, are included in the decision-making process when change in placement is under consideration, and are invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. The school provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

Dispute Resolution:
In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Sonoma SELPA and LCPA shall work together to defend the case. LCPA reserves the right to make arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures:
Parents or guardians also have the right to file a complaint with ESUHSD and California State Department of Education (CDE) if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services:

Latino College Preparatory Academy complies with the federal mandate of the "least restrictive environment", meaning that the school makes every attempt to educate special education students along with their non-disabled peers. Latino College Preparatory Academy mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Latino College Preparatory Academy's extended day and year.

Each student's IEP requires different kinds of accommodations for instruction and services, therefore the educational strategies of the IEP is built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP is delivered by personnel qualified to do so. Latino College Preparatory Academy's Special Education teacher oversees all students with IEPs to ensure their needs are met and they are successful. The Education Specialist will work with regular education teachers to ensure that there are appropriate modifications for students with IEPs and 504 plans in every core and elective class.

Curriculum Adaptations for Addressing the Needs of Special Education Students:

General Guidelines:
Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

What are accommodations?
Accommodations are adaptations that enable a student with a disability to participate in educational programming and complete schoolwork or tests with greater ease and success. Accommodations DO NOT fundamentally alter the curriculum or lower expectations or standards in instructional level, content or performance criteria. Accommodations are changes made to the curriculum in order to provide equal access to learning and equal opportunity to demonstrate what is known.

What are modifications?
Modifications are adaptations that provide a student with meaningful and productive learning experiences based on individual needs and abilities. Modifications DO fundamentally alter the curriculum or lower expectations or standards, in instructional level, content or performance criteria to meet the student's needs.

Adaptations to Assessments:
Accommodations and modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

Grading when adaptations have been made to the curriculum:
Because accommodations do not fundamentally alter the curriculum, student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum. If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students.

However, any modifications to programming, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973. No student otherwise eligible to enroll in the charter school will be denied enrollment due to disability, or the charter school's inability to provide necessary services.

How to determine the appropriate adaptations to curriculum?:
The IEP team may use the Nine Types of Curriculum Adaptations (Diana Browning Wright, Teaching and Learning, 2005) matrix to determine the most appropriate adaptations required for a student with a disability to gain access to the general curriculum. Once the team has agreed upon the necessary adaptations, they need to be shared with teachers and service providers to ensure that the accommodations, modifications, and supports written into the child's IEP are being implemented.

Compliance with American Disabilities Act (ADA):
LCPA and TFHE schools operate in observance and compliance with all conditions of the American Disabilities Act (ADA) with any accommodations being provided as determined under law. Each LCPA facility has undergone inspection and confirmation of ADA compliance from the City of San Jose Department of Planning, Building, and Code Enforcement. Furthermore, all applicable changes are subject to the agency's review prior to any revisions or updates with ADA as a primary criterion for approval.

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Element B: MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served, or the nature of the program operated, by the charter school. — California Education Code Section 47605(b)(5)(B.)*

LCPA is committed to providing all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by national, state, local, and LCPA measures must be achieved. Goals for student and school outcomes are continually refined and developed to reflect the changing needs of the school and are aligned to the state priorities as well as the allocation of resources under the Local Control Funding Formula. All of the following measurable pupil outcomes applies to all LCPA students including subgroups.

In accordance with AB 2878 (2018), the School's LCAP shall include in the state priorities family engagement pursuant to Education Code section 52060. In accordance with AB 1808 (2018), the School shall develop a summary document that shall be known as the local control funding formula budget overview for parents, in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP pursuant to Education Code section 52064.1 with LCFF requirements for public participation.

State Priority #1— Basic Services *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; CHRC and Human Resources Generalist will annually review credential status.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
UPDATED PERFORMANCE LEVEL	As of the 2020 – 2021 academic year, 100% of LCPA Teachers are certificated with a Teaching Credential in their respective subject in instructing LCPA students. This total is up from 83% during the last LCPA Charter Petition Renewal. Accordingly, this goal has been achieved and met for two consecutive years.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
UPDATED PERFORMANCE LEVEL	As of the 2020 – 2021 academic year, 100% of LCPA students receive a Chromebook with fully digitized curriculum and the ability to receive Wi-Fi connecvity via hotspot. This total has been maintained at 100% since the last LCPA Charter Petition Renewal. Accordingly, this goal has been achieved and met for five consecutive years.
METHODS OF MEASUREMENT	Principal and faculty review all instructional materials before purchase pursuant to E.C. § 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards and emergency services; School will conduct monthly emergency drills and annual safety training for staff; School will develop a Safety Manual and review with staff each year; School will conduct quarterly school shooter drills; School will work with local authorities to ensure school is kept abreast of local threats; School will maintain a system of screening visitors to the school;
MEASURABLE OUTCOME	Annually, 90% all items on monthly campus inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed. 100% of all drills will be conducted
UPDATED PERFORMANCE LEVEL	As of the 2020 – 2021 academic year, 100% of LCPA related drills and inspections have been completed at Sobrato Hall West (14271 Story Road, San Jose, CA 95127) via the Operations/Facilities Department with permitted renovation construction completed. This total has increased from 80% during the last LCPA Charter Petition Renewal. Accordingly, this goal has been achieved and met for three years.
METHODS OF MEASUREMENT	Monthly Resource Center inspection documents prepared by Director of Operations; Annual Facility Inspection Reports Monthly review of safety drills records

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS), for example, Project Based Learning (PBL).
ACTIONS TO ACHIEVE GOAL	Identify and participate in professional development and trainings on the CA CCSS.
UPDATED PERFORMANCE LEVEL	As of the 2019 – 2020 academic year, 100% of LCPA teachers engage in ten (10) dedicated professional development days with TFHE Teaching & Learning. This total has increased from new implementation during the last LCPA Charter Petition Renewal. Accordingly, this goal has been achieved and met for at least two years.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of English Learner (EL) students will gain academic content knowledge through the implementation of the CA CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CA CCSS.
UPDATED PERFORMANCE LEVEL	Over the last Charter Petition Renewal Term, an average of 38.46% of LCPA EL students reached proficiency. This total has increased from new implementation during the last LCPA Charter Petition Renewal. This goal is of key importance to be achieved and completed during this Renewal Term with gradual growth to be built upon.
METHODS OF MEASUREMENT	EL student performance on the statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; and annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum,
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CA CCSS, LCPA curriculum and related instructional strategies.
UPDATED PERFORMANCE LEVEL	Over the last Charter Petition Renewal Term, an average of 38.46% of LCPA EL students reached proficiency. This total has increased from new implementation during the last LCPA Charter Petition Renewal. This goal is of key importance to be achieved and completed during this Renewal Term with gradual growth to be built upon.
METHODS OF MEASUREMENT	Student performance on ELPAC Assessment, *MAP* curriculum assessments, ELD folder, and reclassification documentation

STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOALS TO ACHIEVE SUBPRIORITY	Implementation of the Poder de los Padres Program; Continuation of Cafecitos with the Principal; Parent committees that include the School Site Council (SSC), ELAC and Poder de los Padres to hold two Open House events each year; Create and distribute bi-monthly newsletters.
ACTIONS TO ACHIEVE GOAL	Schedule two Open House events and announce dates in advance; Schedule and hold weekly parent workshops(Poder de los Padres), that include academic, college/career, and social emotional topics; Coordinate monthly Cafecito and monthly SSC meetings for parent committees.
MEASURABLE	50% of parents will attend the above-mentioned programs.
OUTCOME	100% of the parents will receive the newsletters bi-monthly.
UPDATED PERFORMANCE LEVEL	As of the 2020 – 2021 academic year, over 75% of parents attend annual Open Houses, approximately 70% of parents respond to regular survey efforts, weekly Eagle Warrior newsletters are distributed by the Principal to 100% of families, and a once per month SSC/ELAC Meeting is held. Each measure is up from the last LCPA Charter Petition Renewal.
METHODS OF MEASUREMENT	Parent involvement event conducted; Newsletters distributed; Program evaluation; Parent satisfaction survey.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Promoting and engaging families in the TFHE Parent Education Programs.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Community Outreach Liaison and teachers to recruit parents via flyers, classroom newsletters, Cafecitos, automated phone calls home, and bi-monthly parent meetings.
MEASURABLE OUTCOME	Annually, at least 60% of parents will attend at least two parent events.
UPDATED PERFORMANCE LEVEL	As of the 2020 – 2021 academic year, nearly 100% of parents attend at least two events per year including but not limited to Back to School Night, Second Harvest Food Bank, Holiday Celebrations, Graduation, and others. This goal has been met and achieved for the last three years.
METHODS OF MEASUREMENT	Meeting agendas, sign in sheets and minutes identify parents who attend various parent events.

SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via monthly satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Monthly, administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the TFHE Board of Trustees through their Monthly Updates.
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 45% unduplicated community members.
UPDATED PERFORMANCE LEVEL	As of the 2020 – 2021 academic year, nearly 100% of parents attend at least two events per year including but not limited to Back to School Night, Second Harvest Food Bank, Holiday Celebrations, Graduation, and others. This goal has been met and achieved for the last three years.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents/families, TFHE Board of Trustees, and staff upon completion of its results and analysis.

SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	LCPA will co-sponsor at least three (3) community events annually in conjunction with the Poder de Los Padres Program participants.
ACTIONS TO ACHIEVE GOAL	Administration will meet with Leadership of the Poder de Los Padres to identify opportunities and events to create and nurture community on campus including field trips and educational enrichment opportunities.
MEASURABLE OUTCOME	At least 14 campus community events will be held throughout the academic year.
UPDATED PERFORMANCE LEVEL	As of the 2019 – 2020 academic year, LCPA held 35 one-time events, five monthly events, and two quarterly events. This goal has been met and achieved for the last four years.
METHODS OF MEASUREMENT	As demonstrated throughout our eighteen year history, the calendar of school events has included events such as Open House, Back to School Night, college visits, and presentations..

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

CA Measurement of Academic Progress and Performance statewide assessment The

Academic Performance Index (API)

Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

EL reclassification rate

Percentage of pupils who have passed an AP exam with a score of 3 or higher

Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CA SBAC: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	50% of students at every applicable grade level, including all student subgroups, score standard met or higher on the statewide assessment in the area of English Language Arts (ELA) and 25% in Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; implementation of an Intervention program to assist at-risk students; teacher led tutorials and workshops for students needing remediation.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the statewide assessments; at least 50% in ELA and 25% in Math of students at every applicable grade level, including all subgroups, score proficient or higher on the statewide assessment in the areas of English Language Arts/Literacy and Mathematics
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, 38% of students met standard or higher for English Language Arts (ELA) on the CAASPP Tests for ELA and 22% for Math with 22% and 28.5% nearly meeting grade level standards, respectively.
METHODS OF MEASUREMENT	Standardized Test Score reports; evidence of student learning as demonstrated on MAP assessments and teacher made assessments.

SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	85% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for CA SBAC.
MEASURABLE OUTCOME	85% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, 38% of students met standard or higher for English Language Arts (ELA) on the CAASPP Tests for ELA and 22% for Math with 22% and 28.5% nearly meeting grade level standards, respectively.
METHODS OF MEASUREMENT	CA SBAC Score reports; CA Data Quest summary and API Reports or equivalent as Determined by the CA Department of Education

SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	58% of students, including all student subgroups, will complete the requirements for UC/CSU admissions.
ACTIONS TO ACHIEVE GOAL	Implement rigorous curriculum with UC A-G course approval.
MEASURABLE OUTCOME	58% of students, including all student subgroups, will complete the requirements for UC/CSU admissions. 100% of all core courses will be A-G approved.
UPDATED PERFORMANCE LEVEL	In the last five academic years, this goal has been met four of five times with an average A – G completion rate of 59.36% annually. In the most recent academic year with data available, the rate was at 39.7% with expected upward trajectory.
METHODS OF MEASUREMENT	Increase in number of students having passed UC/CSU courses as measured by the School Pathways Student Information System.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students who have not been reclassified will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	70% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
UPDATED PERFORMANCE LEVEL	In the last five academic years, between 23% and 27% of students have attained this goal with expected future upward trajectory.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by Testing Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA SBAC statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA SBAC statewide assessment.
UPDATED PERFORMANCE LEVEL	In the last five academic years, between 5% and 17% of students have attained this goal with expected future upward trajectory.
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and California SBAC statewide assessment scores.

SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	100% of students who take the AP exams will receive a 3 or above on the exam 10% of students will take at least one AP course each year.
ACTIONS TO ACHIEVE GOAL	Provide additional tutorials and workshops to assist AP students.
MEASURABLE OUTCOME	100% of students who take the AP exams will receive a 3 or above on the exam 10% of students will take at least one AP course each year.
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, 71% of students met this goal with an increase from 37% logged in the previous LCPA Charter Petition Renewal process.
METHODS OF MEASUREMENT	AP Score Reports; student information system (SIS) course reports.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Increase number of students who take the PSAT as an indicator of college readiness and for early identification of AP potential. All 11th grade students participate in the EAP as part of the SBAC testing.
ACTIONS TO ACHIEVE GOAL	Coordinate school-day administration of the PSAT to all 10th and 11th graders
UPDATED PERFORMANCE LEVEL	In the last three academic years, between 90% to 100% of LCPA students have taken the PSAT Test each year across 10th and 11th grades.

STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable: School attendance rates* *Chronic absenteeism rates* *Middle school dropout rates (EC§52052.1(a)(3)) High school dropout rates* *High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	LCPA will maintain an 80% ADA rate.
ACTIONS TO ACHIEVE GOAL	LCPA will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled through workshops and tutorials and one on one tutoring
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 80%.
UPDATED PERFORMANCE LEVEL	Since the 2015-16 academic year, LCPA has sustained an Average Daily Attendance (ADA) rate for students above 90% in aggregate and with a gradual increase of two to three percent per academic year. In the 2019-20 academic year, LCPA students demonstrated over 97% attendance with the lowest grade level attendance as a healthy rate of 96.85%. This goal has been met for five consecutive years.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.

SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year.
UPDATED PERFORMANCE LEVEL	Since the 2015-16 academic year, LCPA has sustained an Average Daily Attendance (ADA) rate for students above 90% in aggregate and with a gradual increase of two to three percent per academic year. In the 2019-20 academic year, LCPA students demonstrated over 97% attendance with the lowest grade level attendance as a healthy rate of 96.85%. This goal has been met for five consecutive years.
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	LCPA will promote or retain 95% of high school students.
ACTIONS TO ACHIEVE GOAL	Provide expedited intervention services based on PBIS to retain students.
MEASURABLE OUTCOME	95% of high school students will be promoted and either return to their high school of residence or LCPA annually.
UPDATED PERFORMANCE LEVEL	For the last five years, LCPA has retained and promoted 100% of its students with the goal met each of these years and to be maintained.
METHODS OF MEASUREMENT	CALPADS; student information system (SIS).
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of students enrolled in LCPA for four years will graduate from LCPA. Increase number of students who attend LCPA for all four high school years
ACTIONS TO ACHIEVE GOAL	LCPA will offer an academically engaging learning environment for all its students, including members of all subgroups through small group instruction, tutorials and workshops.
MEASURABLE OUTCOME	95% of students, including subgroups, who are enrolled in LCPA for four years will graduate high school. 85% of students who attend LCPA in their 9th grade year will remain at LCPA for 4 years
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, 96% of students graduated and 78% of the graduating cohort students remained at LCPA for all four years. The former will be maintained while the latter will be elevated to the level of 85% over the next two academic years.
METHODS OF MEASUREMENT	CALPADS; student information system (SIS).

STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *Pupil suspension rates Pupil* *expulsion rates* *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Lead teachers and Dean of Students will provide safe and supportive learning environments and uphold LCPA Code of Conduct.
MEASURABLE OUTCOME	Annually, 5% or fewer of all enrolled students will be suspended.
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, according to the California School Dashboard, 0% of LCPA students have been suspended. Accordingly, this goal has been met and will be maintained annually.
METHODS OF MEASUREMENT	CALPADS report and Incident Reports will be used as evidence.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Lead teachers and Dean of Students will provide safe and supportive learning environments and uphold LCPA Code of Conduct.
MEASURABLE OUTCOME	Since 2009 no student has been expelled from LCPA.
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, according to the California School Dashboard, 0% of LCPA students have been expelled. Accordingly, this goal has been met and will be maintained annually.
METHODS OF MEASUREMENT	CALPADS; student information system (SIS).

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	LCPA students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly Fire, Earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least two hours of Safety School Training; Students will participate in at least eight fire, earthquake or safety drills annually.
UPDATED PERFORMANCE LEVEL	As of the 2019 – 2020 academic year, 100% of staff members have received and completed greater than two hours of training via CharterSafe SafeSchools Training as assigned by the Department of Human Resources. This goal will be maintained each academic year for all LCPA staff.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars.

SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community.
ACTIONS TO ACHIEVE GOAL	LCPA Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community.
MEASURABLE OUTCOME	Annually, at least 95% of students eligible to re-enroll will be retained.
UPDATED PERFORMANCE LEVEL	For the last five years, LCPA has retained and promoted 100% of its students with the goal met each of these years and to be maintained.
METHODS OF MEASUREMENT	Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community. Attendance and participation by students in campus events will evidence their sense of belonging and engagement. Annual reenrollment documentation and class lists will reflect a return rate of at least 95%

STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
GOAL TO ACHIEVE SUBPRIORITY	LCPA students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.
UPDATED PERFORMANCE LEVEL	In the 2019 – 2020 academic year, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the school's charter
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules.

STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS *From the subject areas described above in #7, as applicable.*	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts (ELA).
ACTIONS TO ACHIEVE GOAL	Instructional strategies implemented throughout writing workshops and literacy courses include: small group work, one-to one tutoring and reading intervention program.
MEASURABLE OUTCOME	Annually, at least 50% in ELA of students at every applicable grade level, including all subgroups, score standard met or higher on the statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, 38% of students met standards or scored higher on the CAASPP Tests for ELA with 28.5% nearly meeting grade level standards,.
METHODS OF MEASUREMENT	CA SBAC test results, MAP benchmark assessments and pre and post unit testing.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Provide additional math tutorials and workshops based on Apex and Compass assessment results.
MEASURABLE OUTCOME	Annually, 25% of 11th grade students will score at standard met or higher each academic year, as evidenced by CAASP. Further progress of at least 3% per year will be evident in the future.
UPDATED PERFORMANCE LEVEL	As of the 2018 – 2019 academic year, 22% of students met proficiency standard or higher on the CAASPP Tests with another 22% nearly meeting grade level standard.
METHODS OF MEASUREMENT	CA SBAC test results, MAP benchmark assessments and pre and post unit testing.

Core Academic Skills for Exit Outcomes:

All students will maintain progress towards the mastery of CCSS and NGSS through the demonstration of proficiency on benchmark assessments in each subject area in line with WASC accreditation standards. In addition, all college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A – G" requirements. The following are some highlights of the school's aligned curriculum standards:

English-Language Arts:

Students will...

- Analyze literature to find its shared general themes that express the common human condition (including the clash of loyalties, the tension between who we are and who we would like to be, and the process of self-discovery) as well as the particular themes of a local culture/society.
- Critique the writing and speech of others for effectiveness of rhetoric, argument, style, and support.
- Deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).
- Student speaking demonstrates a command of standard American English and organizational and delivery strategies.
- Demonstrate familiarity with recognized and foundational works of literature and with key literary, rhetorical, and oratorical structures and themes.
- Demonstrate understanding and ability to implement style conventions, grammar and usage appropriate for research and academic papers.
- Make appropriate use of primary and secondary sources of various kinds and origins in research projects and presentations.
- Read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. These works clarify the ideas and connect them to other literary works.
- Read and understand grade-level-appropriate material.
- Read annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
- Understand how tone in language is created and manipulated (through diction, imagery, use of details, sentence structure, and grammar) for particular effects.
- Use the "writing process" effectively as a basis for generating, critiquing, and revising one's work.
- Write clear, coherent, and focused essays.
- Write narrative, expository, persuasive, and descriptive texts of at least 1200 words in each genre.

Mathematics:

Students will...

- Be able to recognize patterns and use their understanding to solve problems.
- Collect, organize, and analyze data according to commonly accepted criteria.
- Construct simplified models of real-world situations in mathematical language.
- Demonstrate an understanding of the difference between conjecture and proof.
- Manipulate mathematical symbols according to commonly accepted rules.
- Understand the difference between exact and approximate methods/solutions and use each appropriately.
- Apply and analyze math models appropriately.
- Use formal logic to develop conclusions from axioms and definitions.

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Element C: The Method by Which Pupil Progress in Meeting Outcomes Will be Measured

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. —California Education Code Section 47605(b)(5)(C.)*

Assessment Overview:
Latino College Preparatory Academy (LCPA) utilizes a variety of data and assessment platforms in order to ensure that its students are academically proficient, and that its school is guided by data-driven decision making. Embedding and cultivating a data-driven culture at LCPA is critical because it allows for the identification of gaps and areas of instructional improvement, the determination of the most effective instructional approaches, and pushes LCPA educators to become more intentional practitioners. These data sources work in tandem with one another and form the core of the information LCPA faculty analyze over the course of an academic year. Student assessment results are discussed through weekly teacher meetings with their Principal and via Professional Development sessions pre-scheduled in the academic calendar between school site grading periods and following instructional breaks.

To facilitate and build capacity of the staff to utilize and act on data, TFHE created the Department of Teaching & Learning. This Department is composed of instructional and data specialists. The Department of Teaching & Learning works in partnership with teachers to ensure that they take advantage of the variety of assessment and data sources at their disposal, adjust curricular approaches and strategies where appropriate, and facilitate the building of common assessments that align to the objectives of TFHE Schools.

The assessment plan for Latino College Preparatory Academy (LCPA) is designed to be a tool for external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what Latino College Preparatory Academy expects students to learn, assignments are aligned with the school's pupil outcomes and curriculum. Assessments are used to meet the following objectives:

- to help teachers respond instructionally according to student needs;
- to give parents and students meaningful, useful feedback on student progress;
- to compare the school's progress to that of all schools, including those with similar student demographics; and
- to monitor the school's progress in meeting its missions and to revise its activities accordingly.

School Accountability Report Card (SARC):
LCPA will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency families, The Foundation for Hispanic Education (TFHE) Board of Trustees, and community at large. The methods for measuring pupil outcomes are consistent the school's method of

reporting information on its School Accountability Report Card (SARC) and other compliance reports requiring data fidelity in the interest of serving students. Numerous assessments are listed here that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement.

Local Control Accountability Plan ("LCAP"):

LCPA will use the multiple forms of data collected to assess progress toward the goals outlined in Elements A and C of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, LCPA will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter petition regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCPA shall submit the LCAP to ESUHSD annually on or before July 1, as required by Education Code Section 47604.33.

Assessment Plan Objectives and Goals:

1. Raise student proficiency rates for the Smarter Balanced Assessment Consortium (SBAC) and California Science Test (CAST) examinations by a minimum of 3% in English Language Arts, a minimum of 3% in Mathematics, and a minimum of 3% in the Sciences year over year.
2. Ensure that the freshmen and sophomores of each TFHE School meet their growth projections on Local Assessments in ELA, Mathematics, Science, and Language. Meeting growth targets indicates that students are experiencing accelerated growth, are getting closer to grade level proficiency, and will be best prepared for their end of high school CAASPP exams.
3. The percentage of English Learner (EL) students making progress toward English Language proficiency, as defined by the California School Dashboard, increases by 5% year over year.
4. Teachers provide for regular formative assessment of their students and that their assessment practices align with the Common Core. Using intentional teaching methodologies, instructional strategies are adjusted over the course of an academic year to meet the needs of students and ensure that they are college-ready.

Analysis for Consistent Student Performance.

In order to maintain LCPA's commitment to high achievement, student performance data is analyzed and disaggregated according to major ethnic groups, grade levels, language proficiency, and gender. This enables the Latino College Preparatory Academy (LCPA) to determine needs of both individual students and groups, and tailor programs and instruction in response to needs identified through data analysis. The end goal is to build programs that result in strong, consistent performance across all grade levels.

TFHE Key Data and Assessment Platforms:

Latino College Preparatory Academy will conduct all required state assessments per Education Code § 47605(c)(1) in compliance with the California Assessment of Student Performance and Progress ("CAASPP") program. Staff will help translate results, so their meaning is accessible to students, parents, and teachers.

Currently the school is using a wide variety of methods and modalities to assess student academic progress. They generally fall into three categories: 1) real-time online assessments, 2) teacher generated assessments, and 3) state mandated assessments. A wide variety of assessments are being used while preparing and implementing CCSS. LCPA had always used CSTs as a means of assessing students, and driving instructional decisions, but this new form of online assessment has pushed the school to assess students in a variety of ways

in order to properly prepare them for the SBAC. LCPA will also evaluate school performance based on UC/CSU readiness as evidenced by A – G completion rates for graduating seniors, A – G alignment for all students, and acceptance to four-year universities. To offer and make accessible rigorous content to students, Advanced Placement (AP) coursework is offered in each primary content area of English Language Arts (ELA), Mathematics, Social Sciences/History, Natural Sciences, and Spanish Language studies. All of the measurable pupil outcomes stated in section II of Latino College Preparatory Academy (LCPA) are measured by the tools as outlined in the tables presented in that section.

PowerSchool:

PowerSchool serves as LCPA's student information system (SIS) and works as a data "warehouse"; a system that aggregates a variety of data sources. Whether it is state assessment data or information that is reported to the expansive California Longitudinal Pupil Achievement Data System (CALPADS), like demographics, attendance, and historical grades. In past years, LCPA used the Schoolzilla platform as the schools' aggregate data tool, but Schoolzilla discontinued that functionality during the 19-20 academic year. Over the course of the past year the Director of Data and Information Systems has worked to bring some of the reporting functionality of Schoolzilla "in house" with PowerSchool. LCPA believes that despite the loss of Schoolzilla, the PowerSchool SIS will position LCPA to understand and identify the successes and challenges within TFHE Schools.

CAASPP Exams (SBAC, CAST, CSA, & ELPAC):

Raising the proficiency rates of LCPA students on these major state exams is one of the foremost goals of LCPA schools and is directly tied to LCPA's missions and visions. These exams assess end-of-high-school proficiency in English Language Arts, Mathematics, the Sciences, Spanish language acquisition, and English Language Development. Collectively, these exams are some of the strongest indicators of a student's preparedness to engage with college level work and persevere in post-secondary. LCPA schools will continue to dedicate a significant amount of effort to raise student proficiency rates on these critical indicators of student performance. In the context of the current COVID-19 pandemic, LCPA will await further guidance from CDE as to which forms of state assessment will be operational for the 20-21 academic year. LCPA will modify and adapt their plan accordingly.

Local Assessment Platforms (MAP & Alloy):

LCPA uses two different real-time online assessment programs in order to collect, disaggregate, analyze, and report student performance. These two different programs are Northwest Evaluation Association (NWEA) MAPS and Alloy Fusion. In order to better track student achievement levels and growth throughout their four years in high school, LCPA uses these local assessments. If LCPA were to solely rely on data generated from CAASPP exams to inform instruction and programmatic considerations – this would not be sufficient for meeting the needs of LCPA students responsively and proactively.

CAASPP data is only available at the conclusion of an academic year with no regular measurement of progress over the course of the year. This fact is a major reason why LCPA has adopted local assessment platforms like MAP and Alloy. MAP is an CAASPP aligned assessment platform for freshmen, sophomores, and juniors that assesses their proficiency in English Language Arts, Mathematics, and Science. This allows TFHE Schools to track growth during a student's formative high school years and be more certain in LCPA's projections for student achievement. Most critically, MAP assessments are adaptive (change difficulty level depending on a student's responses to questions) and student scores can be translated into grade level

proficiency. MAP's limitation as an assessment platform stems from its focus on select content areas, and that it is not customizable for all content areas.

NWEA MAP are online assessments in language usage, reading, and mathematics. They are CCSS aligned assessments used for all students. They are administered 3 times a year to collect "snapshots" of students' growth. NWEA MAP scores are grade independent and are based on the RIT scale which is longitudinal. The higher one is on the scale, the higher level concept knowledge the student has on the tested subjects. Although grade independent, NWEA provides charts that equate a range of scores to grade levels. Another important characteristic of NWEA MAP assessments is the adaptive nature of the test. The goal is not to ascertain the student's mastery level, but to understand the student's instructional level. This is done by the test adjusting to students' responses. If the student gets a question wrong, the next one will test simpler concepts, and so forth. The end score should have an average of fifty percent of questions answered correctly. NWEA then provides a variety of reports and data for stakeholders to use. These reports can be used to suggest individualized learning for each student. This is critical, because it supports LCPA's efforts in collecting and using data to individualize the students' education. The Math Department is using student data to align instruction with the new course sequence.

To help fill any existing gaps in the MAP Assessment, the Alloy assessment platform is also utilized. Alloy Fusion was developed by the company Alloy Learning Inc., and is also another online program that provides SBAC style assessments. The difference with Alloy Fusion is that it allows all disciplines (English, Math, Science, Social Science, and Spanish) to create custom questions that mirror the styles presented on SBAC and California Common Core assessments. All questions that are created can be linked directly to both skills and standards to assess mastery of a particular subject. This allows a teacher the freedom to tailor these real-time assessments to what is actually done in the classroom day-to-day, while also providing students invaluable experience and confidence in taking these new kinds of online assessment. A portion of the faculty began implementation of Alloy Fusion during the first semester last year, and all students have taken a baseline benchmark in essay convention proficiency.

During the 2nd semester, all teachers administered a regular benchmark to track progress throughout the term. Those who are more tech savvy also converted pen and paper exams and quizzes to this new format as well, to give students additional practice. While the Alloy platform is not adaptive, it is extremely customizable and can replicate most exams teachers give to students : be they CAASPP practice exams, Content Area Growth Assessments, or teacher crafted unit exams. Its customizability also enables LCPA schools to administer locally developed placement exams to better support students with the classes they most need when they transition in. Even for courses which use a significant amount of secure materials, like Advanced Placement courses, the platform allows users to score work with a rubric tool and upload only the results for disaggregation, thereby protecting the security of the exam materials themselves.

Alloy also grants users the ability to disaggregate data using the same data points that LCPA tracks in CALPADS, because the platform syncs with PowerSchool each night to populate the latest and most accurate data for the teachers (demographics, GPAs, class rosters, etc.). The platform provides clean data visualization, possesses robust filtering abilities that allow users to drill down to as granular level as they wish, sort results by attached common core standards or skills, and understand more deeply what aspects of a given content area the students are gaining proficiency in. In these ways LCPA teachers can better ensure that the progress of all students is accounted for, and through cycles of inquiry, better understand how to drive better student

outcomes.

In addition to these newer forms of real-time online assessment, teachers also use a variety of self- generated assessments to gauge student progress and attainment of mastery. These forms of assessment include quizzes, unit exams, portfolios, research essays, oral presentations, group tasks, lab reports, and other performance tasks. These vary from classroom to classroom, department to department, and depending on the personal preference of the teacher. These varying forms of assessment help direct instruction by signifying what concepts are still unclear or where students still have misconceptions. These assessments then help to drive specific pedagogical shifts in instruction to meet students' needs. In general, all department teachers (English, Math, Science, Social Science, Spanish, and Electives) also utilize the following grading scale for their review of student engagement, work, and mastery of content:

LCPA Grading System School -Wide 2020-2021:

ATTENDANCE 10%	ENGAGEMENT 30%	HOMEWORK 10%	Formative ASSESSMENTS 25%	Summative ASSESSMENTS 25%
Minimum 10 recordings per grading period Students are expected to have cameras on to be considered present for the entire duration of 100 min.	**Minimum 10 Engagement Markings** per grading period May Include: • Class participation • Regularly Submit Assignments • Assigned tasks outside of class	**Minimum 10 Homework** markings per grading period May Include: • Homework assignments • Assigned tasks outside of class • Daily Reading/media logs under homework • Revisions	**Minimum 3 Formative Assessments** per grading Period May Include: • Do Nows • Quick Check • Quizzes • Exit Tickets • Mini Presentations • Self-Assessment • Checking for understanding, • Peer Evaluations	**Minimum 1 Summative Assessment** per grading Period May include: • Projects • Research papers • Final Exam

LCPA Grade Distribution:

A traditional grading scale is used to assign grades based on the percentage of total points earned as follows:

Grade Distribution Rubric		
A+ 98-100	**A** 94-97	**A-** 90-93
B+ 87-89	**B** 84-86	**B-** 80-83
C+ 77-79	**C** 74-76	**C-** 70-73
D+ 67-69	**D** 64-66	**D-** 60 - 63

F	0-59

With traditional grading systems, which prioritize summative assessment and the attainment of a rigid standard, students often give up after the first progress report is distributed. They see that the bar has been set at an unreachable level, and as a result, opt out of engagement in class because they don't view success as a realistic possibility, given where the finish line is set. This is especially true at LCPA, where the majority of the school population comes in vastly below grade level, and unprepared for the workload.

With the current grading scale, while the finish line is still set at the same point, the journey there is not as insurmountable for a a struggling student. That is because students are assessed based on the skills they had when they came in, and are rewarded for growth and making progress in the attainment of these standards on different assessments. While students still attempt the same performance tasks and assessments that many of their peers at other schools do, a student's level of effort and dedication are factored in, and this component is what sets this grading system apart from others. For a school like LCPA, a grading system such as the 3Ps is essential, and the impact of having so many struggling students has directly informed the basis for establishing the 3Ps in the first place.

CollegeBoard Exams (Advanced Placement, PSAT):
Student achievement on CollegeBoard Examinations is also an important focus for TFHE Schools. LCPA holds itself to the robust level of access that it offers for Advanced Placement (AP) courses and administers AP exams so that our students may earn college credit and make themselves more competitive when applying to elite universities. TFHE Schools also administer the Preliminary Scholastic Aptitude Test (PSAT) to our students who are on the A-G track. This provides an opportunity for LCPA's four-year college bound students to practice for the SAT and receive early feedback on how prepared they are for the actual exam.

Assessment Plan Takeaways:
Latino College Preparatory Academy (LCPA) measures the impact and success of its academic programs utilizing all the aforementioned forms of evaluation and assessment. LCPA is committed to conducting some form of assessment on an annual, quarterly, weekly, and daily basis in all core curricular areas. The proactive nature of these assessments will serve as an opportunity for teachers and administrators to critique their program, modify instructional approaches, and establish new goals and expectations to better serve the student population. Latino College Preparatory Academy will also administer all state and national tests required for grades 9–12. Whenever appropriate, the English Language Proficiency Assessments for California will also be administered. As Latino College Preparatory Academy does not test (e.g., SBAC) with the district, Latino College Preparatory Academy hereby grants authority to the State of California to provide a copy of all test results directly to the district as well as the charter school.

In collaboration and as its oversight agency/authorizer, ESUHSD has developed a visitation process to enable the district to gather information needed to validate the school's performance and compliance with the terms of this charter. The charter school agrees to and submits to the right of the district to make random visits and inspections in order to carry out its statutorily required oversight. [Education Code Section 47604.3: the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent

of Public Instruction.

There also is a clear and rational basis for LCPA's incorporation of real-time online assessments. As California Schools shift toward the Common Core, online assessment is increasingly becoming a part of how a student is assessed at school. The basis for the incorporation of online assessment, outside of more traditional methods, is that the new Common Core (SBAC) assessment will be conducted online in real- time. In order to ensure that LCPA students are making progress toward achieving success on this new exam, their performance on these real-time online assessments must be ascertained. Therefore, LCPA has decided to implement similar types of assessment methods (MAPS, Alloy Fusion) as well, in order to ensure that LCPA students are well prepared for the future. LCPA believes that the new demands created by the coming Common Core serves as a sound basis for implementing these new forms of assessment.

Assessment of student work and progress at LCPA is used for a variety of evaluative purposes to provide ongoing review of individual student progress towards meeting student learning outcomes. In addition, student assessment allows for continual reflection and analysis of effective teaching and learning strategies at the classroom level, and the consideration of altering governance policies regarding the budget, schedule, and staff development priorities. Rubrics are created for LCPA core content areas so that students and teachers have a shared understanding of what level performance is acceptable throughout the school. Reliable and valid evaluation instruments and procedures have been employed for the Latino College Preparatory Academy. The evaluation design adheres to the technical standards specified in all statutes and regulations. In addition, the evaluation instruments referenced in Section II consistently and accurately measure progress toward accomplishing the objectives of LCPA.

LCPA is accountable to multiple constituencies: students and their families, its Board of directors, ESUHSD, and ultimately the California Department of Education. Accountability to each of these constituencies includes both fiscal and academic performance. Throughout each school year, staff and the Board of directors analyze collected student data (as highlighted in the school success section) including test scores, daily attendance records, parent surveys, and staff surveys; evaluate identified strengths and weaknesses; and chart a course for school wide improvement and growth for the upcoming year. Additionally, the school's fiscal health is examined monthly. LCPA maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from district and other authorized reporting agencies.

Classroom and Schoolwide Assessment:

The Latino College Preparatory Academy (LCPA) staff is held accountable for assessing their students, classrooms, and the school as a whole. In addition, classroom-based and school-wide evaluation is on-going, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment includes the use of the following data:

- Graduation rates and Drop-out rates;
- AP Test Scores;
- Percentage of students who meet University of California requirements;
- Pre- and post-assessments of class performance using subject-specific criteria (e.g., scored essays, mathematics assessments, and standardized test scores from SBAC, CAST, PSAT, SAT I and II, and AP;
- Participation in co-curricular activities;
- Student, parent and teacher satisfaction (as determined by surveys and retention rates); and

- Percentage of graduated students enrolled in higher education.

Use and Reporting of Data:

As discussed above, assessments are used to evaluate progress. Staff reviews assessment results and recommends modifications, if needed, to the school's curriculum and other programs. In addition, and progress reports are submitted to the TFHE Board of Trustees. Parents are kept apprised of their students' progress via meetings/ conferences with teachers and progress reports. Reports will be user-friendly and provided in the families' native language.

Element D: Governance Structure

***Governing Law**: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.* — California Education Code Section 47605(b)(5)(D).

Organizational Legal Status:
The Latino College Preparatory Academy (LCPA) is a directly funded public charter school which is governed by the Board of Trustees (the "Board") of The Foundation for Hispanic Education (TFHE), formerly known as the National Hispanic University Foundation (NHUF). TFHE is a California 501(c)(3) non-profit public benefit corporation. In accordance with AB 406, LCPA shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Legal Role of TFHE Board of Trustees:
The TFHE Board of Trustees complies with all applicable federal, state and local laws applicable to independent public charter schools and operations and is consistent with the guidelines of authorizing district East Side Union High School District (ESUHSD). The Board abides by an adopted conflicts code with retention of their own legal counsel when necessary, duties-related purchases strictly as necessary and disclosed, general liability, officers and directors, property, workers compensation and unemployment insurance policies. See **Appendix 5** for the Conflict of Interest Policy.

The TFHE Board of Trustees, as authorized by its Second Amended Bylaws, acts as the Governing Board of LCPA and all TFHE schools with the authority to carry out the responsibilities of a Governing Board. TFHE Board of Trustees meets through for pre-scheduled and publicly accessible Quarterly Meetings or more often if needed through Special Meetings also accessible to the general public. The Foundation for Hispanic Education Board of Trustees holds such regular Board meetings to discuss the state of LCPA and TFHE schools, including, but not limited to, reporting on the performance of the schools with data regarding: enrollment, attendance, academic performance, financials (including budget reports, etc.), parent/student satisfaction, withdrawals, suspensions, and dismissals.

Per California Education Code 47604 (b), the Governing Board of the school district that grants the charter for the establishment of the charter school (ESUHSD) is entitled to a single representative on the board of directors of the nonprofit benefit corporation. The LCPA faculty members, students, parents, support staff, and general public are given notice of each TFHE Board of Trustees Meeting and the information discussed and are encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the Quarterly School Satisfaction Survey as well as participating on school councils when appropriate. TFHE Board of Trustees Meetings are held in accordance with Ralph M. Brown Act requirements and any other requirements for the location of governing board meetings, including the Public Records Act, Government Code 1090, the Political Reform Act of 1974, and Education Code section 47604.1 as added by SB 126 (2019).

Organizational Material Revision (2019 – 2020):
Prior to June 30, 2019, the Charter School Committee (CSC) Governing Board of The Foundation for Hispanic Education (TFHE) was the duly appointed TFHE Board of Trustees of The Foundation for Hispanic Education for school site oversight. Effective June 30, 2019, the Bylaws ("Second Amended Bylaws") of TFHE were amended to (a) eliminate the Charter School Committee (CSC) and vest all authority directly in

the Board of Trustees (formerly the members of the NHUF Board of Trustees) and (b) to provide that the Latino Education Advancement Foundation, a not-for-profit public benefit corporation, ("LEAF") would be the sole member of TFHE. LEAF's corporate purpose is to operate in support of the activities of TFHE with no authority or involvement in the operation of the TFHE or its schools. Effective July 1, 2019, TFHE would be operated independently through its Board of Trustees. See Articles of Incorporation at **Appendix 5**.

The Board of Trustees of The Foundation for Hispanic Education has, pursuant to Article IV of its Bylaws (In **Appendix 5**), the full authority to govern and conduct the business of the school in full compliance with all laws, rules and regulations applicable to charter schools in the State of California, including, but not limited to, compliance with Ralph M. Brown Act, (See **Appendix 7**) as amended by Government Code Section 54954 (relating to meeting agendas) as well as laws relating to Conflicts of Interest (**Appendix 5**). **Appendices 1 and 2** contain the listing and resumes of the seven (7) members of TFHE Board of Trustees.

The Foundation for Hispanic Education operates its schools autonomously from the authorizing school district ESUHSD, with the exception of the supervisory oversight authority as required by law. TFHEBoard of Trustees shall also comply with all rules and regulations of the authorizing school district in the exercise of its oversight authority including, but not limited to, the requirement that ESUHSD be entitled to a representative on TFHE Board (upon notice by the District of its intent to occupy such a position).

Service Role of TFHE Board of Trustees:
A continuation of the role of the Board is to guide TFHE in its effort to fulfill the two parts of its mission—the quality education of English Language Learners (ELL), and the improvement of education for all of its students while generally for ELLs. The Board oversees the knowledge structure of TFHE and its schools. The Board has authorized the creation of an extensive, interlocking suite of technological and software tools that permit data to be the guiding force in decision making at all levels of the organization from the students and their parents to the teachers to the administrators to the Board of Trustees itself.

The TFHE Board of Trustees may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, any law or in conflict with the purposes for which charter schools are established. In accordance with Education Code Section 47604.3, LCPA shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from authorizing school district ESUHSD and shall consult with ESUHSD regarding any such inquiries.

It works toward fulfillment of the mission through oversight of all domains of Foundation activity. The Board facilitates strategic planning and oversight for operation of the schools and its associated functions to support the students of East San Jose. Individually, the Board Members are people who have been highly successful in their own fields of endeavor. In the course of working in varied industries and enterprises, the initiated individuals have made contacts with other individuals and organizations capable of helping the school meet its responsibilities on behalf of students by supporting them financially, programmatically and through in-kind assistance. Moreover, partnerships providing college readiness and career exposure are also instrumental to the time contributions made by the TFHE Board to enrich students' academic achievement and pathway trajectory.

Management Responsibilities:
The Board of Trustees hires, evaluates, and dismisses a Chief Executive Officer (CEO)who is responsible for hiring and evaluating each School Principal and is the liaison to the Board of Trustees of TFHE (formerly the Charter Schools Committee). The Principal and the CEO jointly hire the school staff through a collaborative process. The Board of Trustees also exercises quality control over all aspects of the operation. It reviews personnel, curriculum, professional development, and major management decisions to assure that each aspect for the operation continues to move toward fulfillment of the mission of the organization. Finally, the Board sets and oversees the budget for each of the schools operated by TFHE.

The duties of the TFHE Board of Trustees also include, but are not limited to the following:

- Approve and monitor the implementation of general policies of the school as required by the California Department of Education, authorizers, and other operational standards;
- Approve and monitor the LCPA's annual budget and budgetary revisions with a fiduciary responsibility to TFHE and its schools;
- Hire, promote, discipline, guide, review, and dismiss the Chief Executive Officer;
- Approve the school calendar, instructional minutes, Student Family Handbook, Employee Handbook, Student Service offerings, nutrition services, and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Work in collaboration with the Chief Executive Officer and Union of Foundation Educators (UFE) to negotiate the Collective Bargaining Agreement (CBA) for all school sites;
- Strategic planning in programmatic, alignment, and financial projections.

The TFHE Board is responsible for hiring the auditors and reviewing and approving the audit reports and any actions that may need to be made to respond to audit findings. The school continues to be operated in accordance with the provisions of Education Code Section 47604 and pursuant to Education Code Section 47604(d) the ESUHD shall not be liable for the debts and obligations of its schools or TFHE for claims arising from the performance of acts, errors, or omissions by the school so long as the ESUHSD has complied with all oversight responsibilities required by law.

The organizational structure under TFHE as led by its Board of Trustees allows for non-duplication of certain functions such as Finance, Lease Management, Payroll Processing, Data Management, Professional Development, and Management of Technology in collaboration with the Chief Executive Officer (CEO). By centralizing such functions at TFHE with the CEO in tandem with the Board's advisory for any significant additions or revisions, the Principal of LCPA is free to be fully devoted to facilitating quality education. Moreover, the faculty members are free to concentrate their commitment to work on matters of direct relevance to the students rather than needing to be involved in direct administrative support. The organizational structure builds expert advising into the fabric of the institution. TFHE retains a team of consultants as needed only to supplement the existing Departments of Teaching & Learning, Operations, Human Resources, Finance, Student Services, Social/Emotional Support, Facilities, Information Technology, Assessment, Community Outreach, Compliance, and College/Career Readiness. With the assistance of select consultants and their significant experience in education research whose expertise will guide academic decision making at the school, the school is very adequately prepared to engage in

continuous quality improvement in Instructional Services and Supplement Support Services.

Parental Governance and Involvement:

LCPA operates under the premise that the teachers, parents, and students must work together as partners to create the offerings for a quality education. Parents are a vital part of this partnership. LCPA involves parents as key stakeholders in the school. It is important to LCPA that parents feel part of the high school and college readiness process for their child. LCPA wants students to go home and talk about the college application and financial aid process with their parents just as much as they do with their college counselor. More importantly, LCPA wants parents, especially those who never graduated from high school or college, to feel confident in assisting their child in the college application process and to help students make informed and smart decisions about their future. Parents participate in School Site Council (SSC), English Learner Advisory Committee (ELAC), Poder de Los Padres, Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter.

Usually any meetings have a specific topic such as college applications or visits, school funding for assisting specific students requiring supplemental support, the vision and mission of the school, or presentations by third-party organizations. Approximately 100 - 150 parents participate each month in at least one school site effort as overseen by the Principal. The meetings are focused on getting the parents involved in the student's education with parents at LCPA on campus quite frequently.

School Site Council (SSC):

The School Site Council (SSC) is formed through a set of elections and with the intent for school stakeholders to have an active, representative voice in LCPA's decision-making processes around program funding and academic planning efforts. The School Site Council (SSC) is comprised of the LCPA Principal, a representative number of teachers (three members), a representative of the support staff (one to two members), a representative number of students (two to three members), a representative number of parents (three members), and/or a public representative who is appointed based on background and willingness to serve. The Chief Executive Officer (CEO) of TFHE may serve as an ex officio member. SSC members are an integral part of developing the School Plan for Student Achievement (SPSA), as well as the Local Control and Accountability Plan (LCAP) each year with the TFHE Administration and the LCPA Principal.

The SSC is expected to:

- Review LCPA's Strategic Plan and LCAP Goals.
- Review and analyze student data.
- Solicit community input and develop a needs assessment.
- Assist the principal in developing the Academic Plan and school site budget.
- Monitor the implementation and effectiveness of the Academic Plan on an ongoing basis.
- Approve the Academic Plan and school site budget before it is submitted to the Foundation for final review and approval.

The SSC is advisory to the Principal of the school. Its decisions and recommendations are made by consensus after thorough examination of the issues, projects, and opportunities placed before it. While the Principal is not bound to fully implement the recommendations of the Council, the Principal is advised to offer strong considerations for the vocalized needs of LCPA staff representatives, students, and families

alike as a full participant in the decision-making process of the SSC. This means that in most instances, the Principal will act positively on the recommendations of the SSC because they are full participants in the process that led to the recommendations. The SSC meets once per month in a public setting with required attendance by all sitting committee members, which are elected to hold their position by academic year. Meeting Agendas and Minutes are publicly posted at the school website (sjlcpa.org) for tracking discussion, stakeholder areas of concern, and contributions to developed Governance-related reporting documents.

English Learners Advisory Committee (ELAC):
The purpose of the English Learners Advisory Committee (ELAC) is to advise the Principal, School Site Council (SSC), and school staff on programs and services for English Learners. Parents of English learners (ELs) together with other parents, staff, and community members meet to learn about services and programs for English Learners and offer advice to improve the education of ELs at LCPA. The ELAC will meet at least eight times a year.

The elected ELAC parent representatives will advise the Principal and staff on:

- Programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement.
- Assist the school in the development of: The school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance.

Training in Effective Governance Practices:
Each year, The Foundation for Hispanic Education (TFHE) Board of Trustees undergoes formal training via legal counsel and subject matter experts in the fields of Governance Practices, Conflict of Interest Training, and Ralph M. Brown Act Compliance Training. For training materials, please refer to Appendix Section 6. Also, TFHE is a continued member of the California Charter Schools Association (CCSA). As members in good standing, the Foundation is entitled to have members of all of its boards and committees participate in the suite of board training activities offered by the Association. School Site Council Members are also permitted to participate in such trainings as well as sessions on Roberts Rules of Order.

For new members of the The Foundation for Hispanic Education (TFHE) Board of Trustees, the Election Process can be found in Sections 6.03 (Number and Election of Trustees), 6.09 (Annual Meetings), and 7.04 (Election of Officers) in the Second Amended Bylaws under **Appendix 5**. Per the Election of Trustees Section, "The Board shall consist of a minimum of five (5) and no more than nine (9) Trustees, with the exact number to be determined from time to time by a resolution of the Board. Trustees shall be elected at its Quarterly Meeting by the vote of a majority of Trustees then in office." For new Trustees inducted receiving onboarding information pertaining to Organizational Governance, see **Appendix 3** with the TFHE Board of Trustees Orientation Packet.

The Foundation for Hispanic Education (TFHE) Board of Trustees:

TFHE Board of Trustees Resumes:

The Foundation for Hispanic Education is a nonprofit public benefit corporation which operates the Luis Valdez Leadership Academy, the Latino College Preparatory Academy and the Roberto Cruz Leadership Academy, whose mission is to provide high-quality education for low-income, English Language Learners. The majority of the current members of the Board of Trustees have guided these schools over the past several years and believe that the economies scales achieved through the expansion of these three schools has allowed for the implementation of effective curriculum, professional development and instructional strategies. As of the end of the 2018-19 academic year, the five TFHE Board of Trustees Members will serve as the reconstituted Board of Trustees for The Foundation for Hispanic Education.

Ramon Jimenez, M.D.
TFHE Board Member (Since 2008)
TFHE Chair (Since 2017)

Dr. Ramon Jimenez is a board-certified orthopedic surgeon who for 35 years specialized in total joint replacements and arthroscopic surgery, serving patients in San Jose, the city where he was born and raised. He is a product of Jesuit education having graduated from Bellarmine College Preparatory, Santa Clara University and the Saint Louis University School of Medicine.

Locally he served on the Board of Trustees of both Regional Medical Center and O'Connor Hospital. He has held many leadership positions in orthopedic organizations, including President of the California Orthopedic Association and the Western Orthopedic Association (14 western states). He is currently the President of Orthopedic Research & Education Foundation, a national organization that raises funds for orthopedic research and education initiatives. The main thrust of his work has been the education of the orthopedic and medical community in diversity and the elimination of muscular-skeletal healthcare disparities.

Dr. Jimenez is committed to mentorship at all levels from students of middle school through medical school. His objectives are particularly directed at decreasing barriers in the educational pipeline for Hispanic/ Latino and marginalized minority students. He practices and advocates a lifelong commitment to "Give Back".

Sarah Valencia
TFHE Board Member (Since 2017)
TFHE Board Secretary-Treasurer (Since 2017)

Ms. Sarah Valencia is vice president of finance at Silicon Valley Community Foundation and is responsible for developing and monitoring the annual budget, financial reporting, internal controls and overseeing the annual audit and tax preparation process. Sarah first joined the foundation in 2005 and held various positions within accounting until her promotion to vice president of finance in 2014. Sarah holds a bachelor's degree in Finance from Santa Clara University and serves as an audit committee member of American Civil Liberties Union of Northern California as well as Northern California Grantmakers.

José Iglesias
TFHE Board Member (Since 2012)

Mr. José Iglesias is an experienced executive in the software and services business' having held a wide variety of positions including general management of an over half a billion-dollar business, growing businesses profitably, managed off-shoring initiatives, product and portfolio management, and product & services development among others. Iglesias was an executive at Hewlett-Packard (HPQ) Software division Consulting & Education Services where he led a team of Chief Technology Officers, Content Developers, and Marketing to develop a winning strategy to successfully turn the business around into profitability while ensuring high customer satisfaction.

He holds a bachelor's degree in mathematics and a master's degree in computer science, both from Stanford University. Iglesias spent three years on the Board of Directors for the Sustainable Silicon Valley (SSV) organization, before transitioning onto its Advisory Board, and he currently serves on the TFHE Board of Trustees for The Foundation for Hispanic Education. He is a member of the Society of Hispanic Professional Engineers, the Institute of Electrical and Electronics Engineers (IEEE), and the Stanford Alumni Association.

Eva Blanco Masias
TFHE Board Member (Since March 2020)

Eva Blanco Masias has been with Santa Clara University's Undergraduate Admission Office since 2003. As Vice President for Enrollment Engagement, she is responsible for setting and leading the strategic direction of all admission and recruitment efforts for first-year and transfer students, including oversight of all technical and marketing initiatives. Eva holds a Bachelor of Arts degree in Economics from Yale University and a Master of Education Administration from Santa Clara University.

Eva worked for ten years in Latino media as a leader in ad sales and marketing for several start-up operations launching into Latin American and the U.S. Hispanic market, including Fox Latin American Channel, USA Networks, Discovery Networks, and El Sition.com. She has served on several boards and committees of local and national non-profit organizations and is currently President of the National Catholic College Admission Association. Originally from Venice Beach, Eva lives in San Jose with her husband and young daughter.

Betty Jimenez
TFHE Board Member (Since September 2020)

Beatríz (Betty) Jiménez is a Senior Physical Microchip Designer at Intel Corporation with more than 20 years of experience on high-speed analog, digital and mixed circuits. Currently, she works on a team-base environment where she leads, supervises, and supports other peers on technical issues, floor-plans the complete hierarchical layout and delegates tasks maintaining a goal-based schedule. She first began her work after college in the tech industry working at the largest data center in Latin America at Bancomer as a Technical Support for IBM Mainframes Operating Systems (MVS) in Mexico City. Soon after, she immigrated to the United States and started working at Intel ever since. She has received different awards including few Intel Divisional Awards for delivering different microchip layouts.

She received her Bachelor of Science degree in Actuarial Science with a focus in Computer Science from

Universidad National Autónoma de Mexico (UNAM) with honors. Betty went back to school to study Physical Design at the Institute of Business and Technology (IBT). She is currently a member of the Intel Latinx network and volunteers her time helping women in homeless shelters. Betty believes that higher education, continuous self-directed learning, persistence, and hard work are imperative to be successful in today's Technology Industry.

Jesus J. Rocha
TFHE Board Member (Since September 2020)

Jesús a first-generation graduate, holds a BA with a major in Biology from the University of California at Santa Cruz (UCSC). At UCSC, he tutored Spanish for Spanish speakers and also worked at multiple local elementary and high schools in Monterey and Santa Cruz Counties through the Mini-Corp Migrant Teacher Assistant Program. While at Mini-Corp, Jesús worked and tutored migrant students in different subjects. Through a sponsored UCSC internship in 1992, he volunteered at an urgent care medical clinic in Salinas CA, where different multi-specialty MD's used him as an interpreter and that's where he fell in love with interpreting. Soon after graduating in 1993, Jesús started an interpreting agency (JR Interpreting, Inc.) serving the Limited English Proficient (LEP) communities in Northern, Central, and Southern CA.

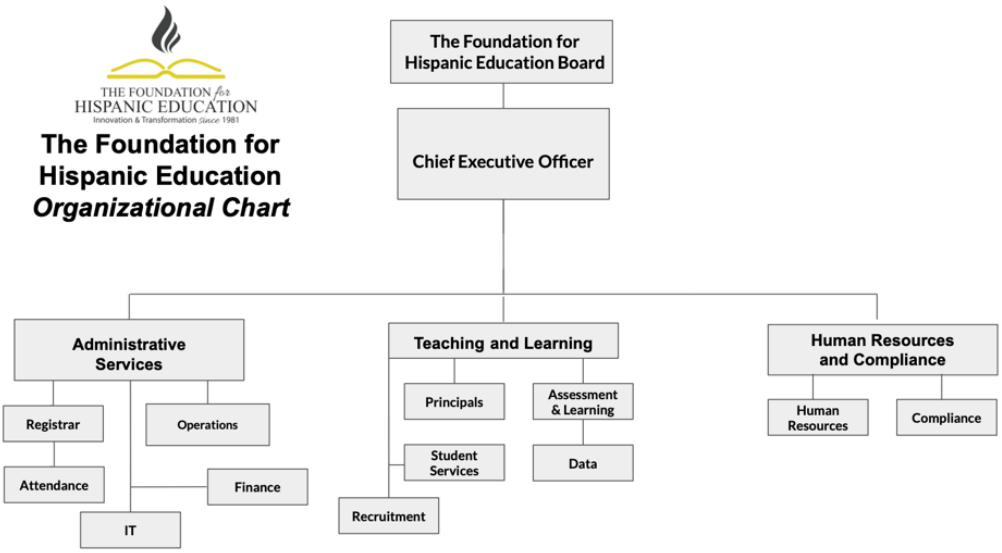
Jesús then became a certified medical interpreter in 1994, an administrative hearing interpreter in 2002, then acquired the State of California Court Interpreter certification in 2013, and is currently working towards becoming Federally certified. He has interpreted at a Spanish local radio station addressing workers' compensation-related issues and concerns. His interpreting travels have taken him as far as México City to interpret at the México City Shriner Hospital's Board of Directors Meeting.Jesús is currently serving as an officer and steering committee member for The Coalition of Professional Translators and Interpreters of California (CoPTIC) to achieve an exemption from AB5 for all professional interpreters and translators in California. His objective is to inspire the new generations and create a sense of self-pride in being multicultural and bilingual.

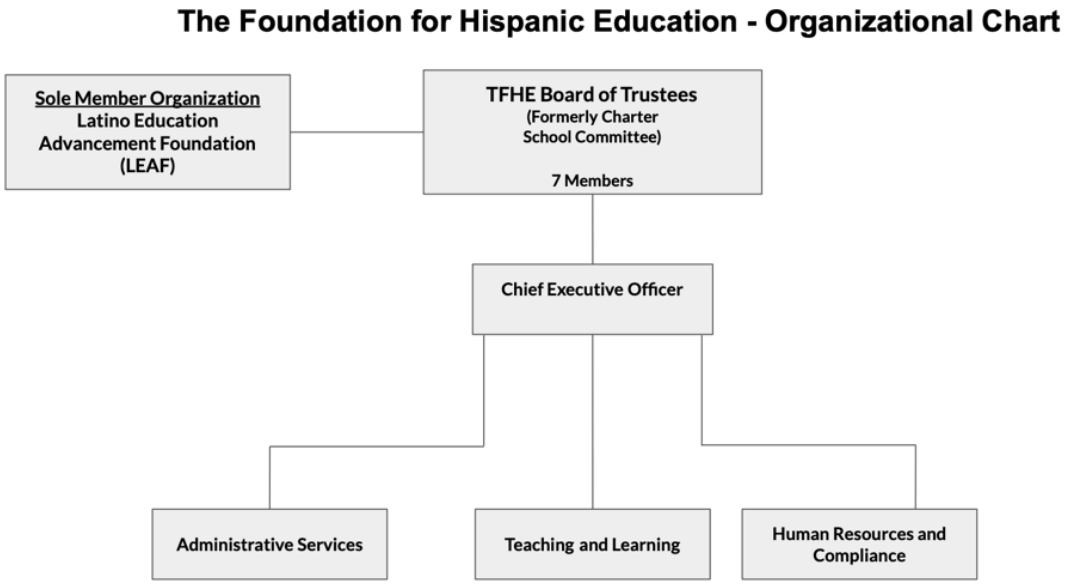
David Orozco
TFHE Board Member (Since September 2020)

Mr. David Orozco was born in Jalisco, Mexico, and immigrated with his parents at the young age of four. His family immigrated to San José and David attended school at all grade levels in this area. David Orozco attended the Latino College Preparatory Academy (LCPA) when it first opened at the current site. Graduating in 2005, he is a member of the first LCPA graduating class. David also achieved eligibility to attend a four-year university having met the requirements and vision of the late Dr. Roberto Cruz.

After graduating from LCPA, David moved to Los Angeles to pursue his dream of playing music. Knowing it was a risk, he networked and made friends identify rock bands to play in as he strived to become successful playing his guitar. He remained in Los Angeles until 2009 when he decided to move back to San Jose.
At the age of 24, with an interest in being an entrepreneur, David opened a small business called, "Bravo! House of Enchiladas" in 2012. Today, he has achieved success and worldwide recognition for the cuisine.

OPERATING STRUCTURE AND SCHOOL ORGANIZATION:





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Element E: Qualifications to be Met by Individuals to be Employed by The School

Governing Law: *The qualifications to be met by individuals to be employed by the school. — California Education Code Section 47605(b)(5)(E.)*

LCPA Employee Qualifications Overview:
Latino College Preparatory Academy (LCPA) shall be nonsectarian in its employment practices and all other operations. LCPA shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability or immigration status or any of the characteristics listed in Education Code Section 220.

LCPA retains and employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers teach the core academic classes of Mathematics, English Language Arts, Science, and History/ Social Studies. These teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

LCPA may also employ or retain instructional staff for non-core classes. Non-certificated dinstructional staff will not assign grades or approve student work assignments without the approval of a teacher, except in non-core or non-college preparatory courses and activities. Currently Physical Education and Advisory and/or Tutorial are considered a non-core, non-college preparatory course within which the LCPA may exercise this flexibility.

The following job qualifications apply to key personnel. These qualifications may be modified at LCPA's discretion without any need to materially revise the charter as long as any changes are consistent with the law. All LCPA employees shall be subject to a background check that includes passing Federal Bureau of Investigation (FBI) and Department of Justice (DOJ) Live Scan fingerprinting clearance. LCPA employees also need to present proof of tuberculosis clearance.

Staff Qualifications Criteria:
The staff of the Latino College Preparatory Academy is made up of professionals with a wide range of skills and leadership qualities, teaching and administrative experience, and represents the diverse cultural and ethnic backgrounds of the students whom they serve, preferably bilingual in Spanish and English.

The TFHE Chief Executive Officer shall be responsible for the oversight, hiring, and evaluation of the LCPA Principal, Faculty, and other staff are hired after consultation with the TFHE and LCPA Administration. For certificated staff members working as teachers, The Foundation for

Hispanic Education is seeking qualified teachers that are passionate about working with our demographic and committed to student success. The following qualifications are required, a valid secondary teaching credential in subject area or state authorizing Permit.

Other relevant qualifications include: demonstrated leadership in a school setting; the ability to work effectively within a team; mastery of instructional approaches and strategies for teaching ELD/SDAIE; the ability to integrate technology in the classroom; strong verbal and written communication skills; and an interest in seeking productive collegial interaction and professional growth within an academic setting (California Education Code Sec. 47605 ((b) (E)).

Application Process:
LCPA will not discriminate against any employee on the basis of race, color, creed, age, gender, national origin, disability, religion, sexual orientation, or marital status. LCPA will adhere to Federal and California State laws, including fingerprinting and prohibitions regarding the employment of any person not eligible to work in an instructional, school-site environment.

All Employees Must Furnish or Provide:

- Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB in accordance with Education Code Section 49406;
- Fingerprinting for a criminal record check. The Foundation will process all background checks as required by Education Code Section 44237;
- Documents establishing legal employment status;
- Copy of Transcripts. Official transcripts must be submitted following employment offer;
- Credential Copy;
- English Learner Authorization.

Classified Staff Evaluation Plan:
The Principal is responsible for evaluating support staff. School staff evaluation is performed during the employees 90 day probationary period, 6 month check-in and annually. Classified staff evaluation is performed at least annually.

A critical part of classified staff evaluation and retention will be based on performance outcomes, measuring ability to complete essential job duties. The evaluation of teachers will be consistent with the Collective Bargaining Agreement which currently outlines the evaluations as:

The primary purpose of evaluation is the improvement of the competence of all unit members and thereby the improvement of the quality of education for all students of LCPA. The evaluation process shall apply to all unit members uniformly. The intent of the evaluation process is to develop a formative process by which the unit member may improve his/her teaching methodology and practices in a positive environment. The establishment of any required improvement or other remediation plans under this procedure will not alter any rights of the employer under Article 6 of the Agreement.

TFHE Administration Members:

In addition to the site administrators, The Foundation for Hispanic Education benefits from prominent public school leaders – the Chief Executive Officer and the LCPA Principal, who have the breadth and depth of experience to support LCPA's staff, programs, services and community at-large. See their resumes under **Appendix 4** for job qualification purposes.

Chief Executive Officer (CEO) (Dr. Sherry Segura):

Position Purpose:
The Chief Executive Officer (CEO) is responsible for the successful instructional leadership and operational management of TFHE's charter high schools: Latino College Preparatory Academy, Luis Valdez Leadership Academy and Roberto Cruz Leadership Academy. In doing so, the CEO will be responsible for designing curriculum, pathways, and actively leading professional development for all administrators and teachers in all areas of effective pedagogy, instruction, and classroom management. The CEO will also oversee and supervise the LCPA Principal in their role of leading LCPA's instructional program, day-to-day operations, and management.

This Position Reports to: TFHE Board of Trustees

Primary Duties and Responsibilities:
This position is a full-time position. As a minimum performance requirement, the work schedule for Employee shall be Monday through Friday, during regular school hours. For retirement purposes only, Employee will work a minimum of 221 days per year. As this position is a senior level position, it is Employer's expectation that the actual hours required to carry out the duties and responsibilities of the position in a satisfactory manner will materially exceed the regular school hours, and therefore it is Employer's expectation that the actual hours worked will exceed the above referenced minimum performance requirement. As this position is exempt from overtime, additional duties of the Employee may need to be performed outside of the schedule.

Employee is hired for the position of Chief Executive Officer for Employer and will report to the Employer's President. In her position, Employee shall be responsible for the oversight of Employer's three high schools, which includes all duties customarily performed in such position, including but not limited to, conducting all meetings of TFHE Board of Trustees liaising with the charter sponsor and oversight agencies, entering into employment agreements subject to approval by the Board of Directors ("Board") and consultation with Employer's President.

Employee will prepare a job description within 60 days of the effective date of this Agreement, which shall be incorporated into this Agreement by reference following approval of the President. Employee will also perform all other such duties as may be assigned from time to time. Employee will devote her time and energy to the business of the Employer, will use her efforts to promote the success of the Employer, and will cooperate fully in the advancement of the best interests of the Employer. Employee shall comply with all Employer policies and procedures including those specified in the Employee Manual and Charter.
Qualifications:
Employee represents that Employee has and will maintain throughout the course of this Agreement

all requirements and qualifications established by the Employer for this position. Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials or other requirements. Failure to maintain the credentials and qualifications for Employee's position or satisfy other requirements may result in immediate termination.

Minimum Qualifications and Experience:

- Bachelor's Degree, Master's Degree, and Clear Administrative Service Credential required. Doctorate preferred.
- Strong management skills, natural leader with the ability to identify, support and develop school leaders.
- Data and results driven; with ability to analyze and interpret data, identify areas of improvement and design implementation plans based on blended learning models
- Excellent written, verbal communication and public speaking skills. Fluent in Spanish preferred.
- Understanding of California charter schools.
- Minimum five years prior experience as a school administrator.
- Senior management level experience preferred.

Latino College Preparatory Academy (LCPA) Principal (Jesus Rios):

Position Purpose:
The Latino College Preparatory Academy seeks to employ a Site Principal who demonstrates the qualities and abilities to lead its school site instructionally, operationally, and strategically.

Reports to: Chief Executive Officer.

Duties and Responsibilities:
The primary responsibilities of this position are as follows:

- Instructional Leader.
- Supervise the school's educational program.
- Supervise and evaluate all certificated, classified, and administrative staff.
- Promote and align the school mission, within the school and greater community.
- Promote a college and career going culture.
- Oversee, implement, and manage a process for analyzing data to increase student achievement and data driven classroom instruction.
- Develop orientation, in service, collaboration, and professional training for school staff.
- Align school budgets to student achievement.
- All other duties as assigned.

Minimum Qualifications and Experience:

- Possession of a valid Professional Clear/Life Credential from the California Commission on Teacher Credentialing and/or a graduate degree in Education or a related field;
- At least three years' experience of effective full-time classroom teaching, administrative experience, or school counseling/advising;
- A demonstrated effectiveness in leading a team toward school improvement;
- Demonstrated management skills;
- An ability to communicate effectively with students, parents, staff, and community;
- Knowledge of educational reform and research of effective teaching/learning strategies;
- Bilingual/Bi-literate in Spanish/English (preferred);
- Possession of a valid Administrative Credential from the California Commission on Teacher Credentialing (preferred);
- A commitment to uphold the mission and vision of the LCPA.

Teacher Qualifications:

The Latino College Preparatory Academy (LCPA) employs teaching faculty who hold valid California teaching credentials. In addition, LCPA seeks teachers who hold BCLAD/CLAD certificates or credentials in the appropriate subject areas. Each teacher may also hold additional responsibilities beyond the classroom assignment. For a comprehensive Certificated Staff/Teacher Evaluation Form, please refer to **Appendix 9** of the LCPA Charter Petition.

Reports to: LCPA School Principal.

Teacher Qualifications:

Description of Position:

The Foundation for Hispanic Education is seeking dynamic and passionate teachers who can develop our students as critical thinkers and literary scholars. As a teachers at our charter schools, educators will work closely with the Principal, Assistant Principal and department teachers to execute the department's mission and vision and support our schools' in graduating bi-literate students. We are seeking teachers who are passionate about working with our demographic and committed to student success.

Duties and Responsibilities:

Develops and presents curricular units and lessons to students; evaluates students' progress; maintains positive and well managed learning environment; serves as an Advisor; serves as a role model and motivator to students, promotes a college-going culture and works collegially with other staff members to fulfill the mission of the school.

- Using a variety of instructional techniques and materials, develops and presents lessons which are part of larger curricular units of instruction that demonstrate planning, preparation, and that are consistent with the school's course of study, and relevant to the students.
- Utilizes culturally relevant pedagogy to develop lessons whose performance objectives are understood by the students and are supportive of school goals.
- Lesson planning and also provides clear lessons for substitutes, when teacher is out of the classroom.
- Evaluates student progress based primarily on achievement of performance objectives and common core standards.
- Establishes and maintains a positive, clean and effectively managed classroom suitable for all students to learn.
- Maintains current records of student progress/grade book, using current school systems, and frequently communicates with parents, families and school stakeholders regarding student progress and achievement.

- Embraces the role of an advisor and works to cultivate positive relationships with the students and their families.
- Has knowledge of the functions of the various community agencies including referral services and refers students and/or families when necessary.
- Demonstrates and promotes punctuality and community responsibility.
- Records student attendance accurately and on time.
- Supervises the proper use of equipment and facilities with the students' safety in mind; cooperates in the use and care of all equipment and materials.
- Supervisory responsibility over classified personnel assigned to assist in class
- Treats students with courtesy and respect, and gives them an opportunity to provide feedback regarding the course and teaching; and analyzes results to improve teaching and learning.
- Demonstrates an awareness of the socio-economic and ethnic background of the school's parent and student community; as well as student's social, psychological, emotional academic needs.
- Participates with fellow staff members in the development and implementation of curriculum and instruction and other departmental activities; including attendance at staff and grade-level meetings.
- Has a growth mindset, is committed to professional growth and is aware of trends and research that impacts teaching and content area; attends conferences and reads professional literature.
- Participates in peer-class observations and is comfortable with being observed and observing others for the purpose of sharing ideas, techniques and materials; demonstrates willingness to offer and receive feedback.
- Acknowledges professional responsibility to support and supervise co-curricular activities.
- Adheres to approved TFHE course of study, policies and procedures.
- Demonstrates awareness of the total school's educational program.
- Keeps informed of social, political and economic developments at the local and state level.
- Demonstrate flexibility and ability to adhere to a growing and changing environment.
- Other duties as assigned by the Principal

Minimum Qualifications:

- A demonstrated concern for their students and successful learning for all;
- Expertise in at least one subject area;
- Appropriate secondary teaching credential in subject area;
- Minimum college degree to satisfy credential requirements;
- Three (3) years of experience in education;
- Carrying a growth mindset with commitment to professional development;
- Effective teaching practices that provide access to the core curriculum for all learners;

- Knowledge of educational reform and research of effective teaching and learning strategies;
- Willingness to promote the vision and mission of the LCPA;
- Bilingual/Bi-literate in Spanish/English (preferred).

Compensation:
Consistent with the collective bargaining agreement. The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:
While performing the duties of this job, the employee is frequently required to stand, walk, sit and talk or hear. The employee is occasionally required to reach with hands and arms. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The employee is continuously interacting with the public, staff and students. The employee frequently must meet multiple demands from several people. The employee is regularly required to sit and stand. The employee is required to walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk and hear. Occasionally the employee must use hand/grip strength to operate office equipment. Ability to withstand long term use of video display terminals is required.

Mental Functions:
While performing the duties of this job, the employee is regularly required to use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate and negotiate.

Work Environment:
The noise level in the work environment is usually moderate. The employee is required to regularly interact with the students, staff and the public.

Reasonable Accommodations:
To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Foundation will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the Foundation. An applicant or employee for this position who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Site Principal or Chief, Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. The Foundation will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request. The information contained in this job

description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

The Foundation for Hispanic Education (TFHE) is an Equal Opportunity Employer. It is the policy and practice of TFHE to decide all matters relating to employment solely on the basis of the applicant's ability to perform the essential functions of the position. TFHE ensures equal employment opportunities regardless of race, creed, sex, color, national origin, religion, age, or handicap. Any individual needing assistance in making application for opening should contact the Human Resources Generalist at jparedes@tfhe.org.

The Latino College Preparatory Academy (LCPA) employs teaching faculty who hold valid California teaching credentials, certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. In addition, LCPA seeks teachers who hold BCLAD/CLAD certificates or credentials in the appropriate subject areas. Each teacher may also hold additional responsibilities beyond the classroom assignment. Teachers must be able to develop and present lessons to students; evaluate students' progress;
maintain proper classroom control and learning environment; assist in curriculum development; and support and supervise co-curricular activities.

ELA/ELD Teacher:

Position Description:
The Foundation for Hispanic Education is seeking a dynamic and passionate English Language Development teacher who can develop our English Language Learner students to deepen their understanding of the language though reading, writing and speaking. We are seeking teachers who are passionate about working with our demographic and committed to student success.

Reports to: LCPA School Principal.

Duties and Responsibilities:

- Develops and presents curricular units and lessons to students; evaluates students' progress; maintains positive and well managed learning environment; serves as a role model and motivator to students, promotes a college-going culture and works collegially with other staff members to fulfill the mission of the school.
- Using a variety of instructional techniques and materials, develops and presents lessons which are part of larger curricular units of instruction that demonstrate planning, preparation, and that are consistent with the course of study, and relevant to students.
- Utilizes culturally relevant pedagogy to develop lessons whose performance objectives are understood by the students and are supportive of school goals.
- Evaluates student progress based primarily on achievement of performance objectives and common core standards.
- Lesson planning and also provides clear lessons for substitutes when teacher is off site.
- Establishes and maintains a positive, clean and effectively managed classroom suitable

for all students to learn.

- Maintains current records of student progress/grade book, using current school systems, and frequently communicates with parents, families and school stakeholders regarding student progress and achievement.
- Embraces the role of an advisor and works to cultivate positive relationships with the students and their families.
- Has knowledge of the functions of the various community agencies including referral services and refers students and/or families when necessary.
- Demonstrates and promotes punctuality and community responsibility.
- Records student attendance accurately and on time.
- Supervisory responsibility over classified personnel assigned to assist in class
- Treats students with courtesy and respect with an opportunity to provide feedback regarding the course and teaching; and analyzes results to improve teaching and learning.
- Demonstrates an awareness of the socio-economic and ethnic background of the school's parent and student community; as well as student's social, psychological, emotional academic needs.
- Participates with fellow staff members in the development and implementation of curriculum and instruction and other departmental activities; including attendance at staff and grade-level meetings.
- Has a growth mindset, is committed to professional growth and is aware of trends and research that impacts teaching and content area; attends conferences and reads professional literature.
- Participates in peer-class observations and is comfortable with being observed and observing others for the purpose of sharing ideas, techniques and materials; demonstrates willingness to offer and receive feedback.
- Acknowledges professional responsibility to supervise co-curricular activities.
- Adheres to approved district course of study, policies and procedures.
- Demonstrates awareness of the total school's educational program.
- Keeps informed of social, political and economic developments at the local/state level.
- Demonstrate flexibility and ability to adhere to a growing and changing environment.
- Other duties as assigned by the Principal.

Minimum Qualifications:

- Valid, secondary teaching credential in subject area or State-authorizing Permit.
- Bachelor's degree minimum, Master's Degree preferred.

Other Key Support Staff Members:

The Latino College Preparatory Academy (LCPA) employs Classified Staff Member that serve in a non-instructional capacity with demonstrated expertise in a given function to serve enrolled students year-round. For a comprehensive Classified Staff Evaluation Form, please refer to **Appendix 8** of the LCPA Charter Petition.

School Registrar:

The registrar assists students and parents with enrollment and withdrawal from classes.
Major duties for which this position is responsible include:

- Maintaining student records and test score.
- Supervising kitchen operations.
- Working with families and teachers as required.

Reports to: Executive Director of Operations.

Minimum Qualifications and Experience:

- High School Diploma or GED required
- Fluency in English and Spanish desired.

Accountant:

Position Purpose:

The Accountant will be responsible for leading all day-to-day finance operations, including functional responsibility over general ledger accounting, accounts payable, accounts receivable, payroll, and cash management. To coordinate, organize, and perform complex professional accounting and budgeting work in the computation, recording, and reporting, auditing and statistical review of financial transactions. The Accountant will work closely with program leaders, and their staff, to provide technical and procedural support.

Primary Duties and Responsibilities:

Finance and Accounting:

- Oversee all accounts, ledgers, and reporting systems ensuring compliance with appropriate GAAP standards and regulatory requirements to ensure timeliness of reconciliations & closing of books on a monthly and annual basis.
- Maintain internal control and safeguards for receipt of revenue, costs, and program budgets and actual expenditures.
- Provide accurate, timely, and relevant recording, reporting, and analysis of financial information, including preparing special financial reports by collecting, analyzing, and summarizing account information and trends.

- Coordinate interim and year-end financial audit, 403(b), and 990 reporting by preparing for annual audit schedules and submissions and act as the primary point-of-contact for auditor requests.
- Oversee all financial, project/program accounting; ensure that expenditures are consistently aligned with program budgets throughout the fund period.
- Manage organizational cash flow forecasting by working in partnership with leadership; collaborate with leadership to assess the financial efficacy of program operations and establish finance and administrative systems to support site operations.
- Identify areas for improvement and implement improvements to processes.

Team Leadership:

- Provide leadership in strengthening internal communications with staff at all levels throughout the organization; create and promote a positive and supportive work environment.
- Supervise, evaluate, and provide guidance and support to the Accounts Payable/Payroll Clerk.

Other Functions:

- Assist with special projects and other duties as assigned by the Chief Executive Officer.

Minimum Qualifications and Experience:

- Personal qualities of integrity, credibility, and unwavering commitment to TFHE mission; a proactive, hands-on strategic thinker who will own, in partnership with the EVP, the responsibility for Finance.
- Minimum of a BA; CPA and/or MBA preferred.
- Technology savvy with experience selecting and overseeing software installations and managing relationships with software vendors; advanced knowledge of accounting and reporting software.
- Keen analytic, organization and problem-solving skills which allow for strategic data interpretation versus simple reporting.
- Ability and desire to translate complex financial concepts to individuals at all levels including finance and non-finance managers.
- Maintain the security and confidentiality of specified records and information.

Human Resources Generalist:

Position Purpose:

The Human Resources Generalist contributes to the accomplishment of Human Resources practices and objectives that will provide an employee-oriented, high performance culture that emphasizes empowerment, quality, productivity and standards, goal attainment, and the recruitment and ongoing development of an exceptional workforce at The Foundation for Hispanic Education.

Duties and Responsibilities:

The Human Resources Generalist helps with the implementation of services, policies, and programs and assists Foundation/charter school managers with HR issues.

Development of the Human Resources Department:

- Administers programs, procedures, and guidelines to help align the workforce with the strategic goals of the Foundation.
- Participates in developing and tracking department goals, objectives, and systems.
- Prepares and maintains reports that are necessary to carry out the functions of the Human Resources department.
- Participates in administrative staff meetings and attends other meetings and seminars as necessary and to represent the department.
- Maintains a high level of confidentiality.
- Maintain professional and technical work knowledge by attending educational workshops. Human Resources Information Systems (HRIS).
- Maintains the HRIS database and generates requested reports to assist management.
- Updates employee phone directory and company organization chart.
- Maintains a database of substitute teachers' contact information.
- Periodically audits the database to ensure accuracy.
- Assists in the development and updating of the Human Resources section of the website.
- Keeps employee records up-to-date by processing employee status changes in a timely manner.
- Maintains personnel files in compliance with applicable legal requirements.

Benefits Administration:

- Assists in the scheduling of benefit orientations and other benefit training, as needed.
- Processes enrollments, changes, and terminations of participants in all benefit plans and programs.
- Reconciles monthly billing statements against payroll deductions.
- Assists employees with any benefit claim issues or concerns.
- Administers the day-to-day transactions of the 403B plan and processes employee loans

and applications.

- Has a basic understanding of the California State Retirement System (CalSTRS).
- Provides support as needed for the employee benefit programs, including 403B plan, answer employee questions, support claim resolution, and maintain related systems and third party relations.

Training and Development:

- Schedules participants into training sessions.
- Tracks participants and training records; provides reports as necessary.

Employment:

- Advertises employee job openings. Assists in managing the logistics of the recruiting process.
- Writes and posts ads on the Internet in places appropriate to the open position including job boards, college career services offices, professional associations, and on the company's website.
- Sorts and reviews resumes as they arrive on a daily basis.
- Schedules interviews as needed.
- Follows up with candidate after an offer letter has been issued and tracks return.
- Makes sure that the work space, computer and other equipment, mailbox, and appropriate installed software are ready for the new employee's start day.
- Conducts new employee orientation.
- Implements fingerprint-supported background checks and teaching certification of all applicable employees; serves as custodian of records for the purpose of receiving background check information on all new hires.
- Answers inquiries regarding openings and hiring procedures.
- Coordinates with the Business Department on matters affecting salaries or benefits; coordinates with IT/Data department for systems access and equipment release to new employees.
- Provides final review of payroll prior to processing; update payroll system with salary changes; manage Paycom.
- Manages the preparation of employment advertisements, organizes applications, administers tests, and schedules interviews.
- Updates, tracks and maintains current credential information for compliance purposes.
- Maintains all required eligibility records for all staff members, substitutes and volunteers.
- Tracks and maintains employee records on salary credit and professional growth.
- Coordinates with administrators the employee lists for evaluations and maintains classified and certificated employee evaluations.
- Maintains official personnel files.

Employee Relations:

- Assists with new personnel policies and procedures.
- Files incident reports.
- Assists with the implementation and tracking of TFHE's emergency preparedness plan

Organization Development:

• Participates in TFHE Support Staff meetings to provide HR information to monitor activities and completion of goals.

• Participates in planning and implementing various employee relations and employee satisfaction initiatives.

Information Technology Coordinator

Position Purpose:

Under the supervision of the Chief Financial Officer, the primary focus of this IT Coordinator position is to implement and support networks and be tasked with support and build-outs including VoIP, wireless, video and other communication/collaboration related technologies. The IT Coordinator at TFHE has the critical task of: evaluating, designing, implementing, and maintaining the network infrastructure for TFHE.

Minimum Qualifications and Experience:

- Required: BS in Computer Science;
- 3 to 5 years of Network Administration;
- **Preferred:** Network Certification (Network+, CCNA, etc.).

Community Outreach Liaison:

Position Purpose:

The Community Outreach Liaison develops strong student and family/school site partnerships, supports school compliance measures, coordinates events, and is responsible for administering monthly parent meetings and training sessions for all school sites (LCPA, LVLA, & RCLA) located in East San Jose, CA.

Reports to: Director of Compliance & Equity.

Position Responsibilities:

- Collaborates with the organization's administration and site principals to oversee the development of measurable objectives, and coordination of quarterly Local Control and Accountability Plan (LCAP) meetings and monthly School Site Council (SSC) & English Learner Advisory Committee (ELAC) meetings.
- Supports the organization's administration with the coordination of LCAP, SSC, ELAC compliance meetings, including taking and sending out reminders and minutes.
- Facilitates compliance-based parent workshops and outreach in both English and Spanish.

- Serves as the organizer and manager of the monthly food distribution efforts with third-party providers.
- Develops ongoing calendar of events and promotions and coordinating communications plan for each school and maintains a Master Calendar for TFHE
- Supports school-wide/community events including, but not limited to, school site testing, dances, fundraisers, and student recruitment.
- Supports organization's administration with student enrollment and recruitment
- Attends school and organization events to capture video and images for outreach use.
- Coordinates all communications with school community stakeholders, including mass messaging efforts and social media account posts.
- Provides updated information for website and social media postings on a weekly basis.
- Coordinates volunteers and materials as needed.
- Collaborates with the organization's administration and site principals to support enrollment efforts.
- Supports each site with student attendance and student welfare related issues.
- Perform other duties as requested by the Chief Executive Officer or designee

Job Knowledge, Experience, and Skills Required:

- Demonstrated experience in community outreach and marketing/communications, including website content, newsletters, print collateral, social media posts/blogs in organizations of similar size and demographics required.
- Undergraduate Degree in Marketing, Communications, Social Work, Human Development, or Nonprofit Management preferred.
- Must possess strong interpersonal and public speaking skills with a commitment to provide respectful, culturally-competent communication, including an awareness and acceptance of cultural differences.
- Bilingual/biliterate (Spanish and English) preferred.
- Basic knowledge of diverse cultures and environments; and the skills to adapt communication skills to fit cultural context.
- A working knowledge of schools and the local human services community, including familiarity with local history, organizations, agencies, neighborhoods, and systems is strongly preferred.
- Knowledge of and ability to use computer | database systems including Microsoft Office.
- Ability to work evenings and weekends as required for supporting duties.
- Exceptional communication and organizational skills, including the ability to develop and implement meeting agendas, events, action plans and projects/programs.
- Demonstrated ability to manage multiple projects simultaneously with minimal supervision and in a timely fashion.
- Demonstrated ability to employ critical thinking and effective communication skills, work independently, and make recommendations for new opportunities to advance the mission of The Foundation for Hispanic Education and its school sites.
- Must be able to lift at least 25 lbs.

Pathway to College Program and Career Readiness Director:

Position Purpose:
The Pathway to College Program Director provides leadership, coordination, direction, and vision for Pathway to College program – a high school reengagement program serving students ages 14 to 18. The Director will act by working in collaboration with instructional staff at TFHE (Pre-College, Advanced Placement and Dual Credit Programs, Enrollment, Tutoring Center, Outreach, and Student Services) to define educational objectives, set program goals, provide the necessary resources and training for learning, and working with underrepresented and underserved students.

This position's activities have a direct impact on every facet of Pathway to College student and program success, including marketing and communication outreach with the community at large.

Reports to: Executive Director of Operations.

Minimum Qualifications and Experience:

- Bachelor's Degree (required);
- Master's Degree (preferred);
- 3 to 5 years delivering a high school academic advising program preferred;
- Knowledgeable of college admissions and "a-g" requirements.

Program Coordinator:

Purpose of Position:
The Foundation for Hispanic Education is searching for a Program Coordinator who will report to and support the College Program and Career Readiness Director. Their primary role will be to implement, oversee, and manage an online mentoring and college preparation program with our high school students.

Reports to: Pathway to College Program and Career Readiness Director

Duties and Responsibilities:

- Work with the Director to develop a comprehensive plan and implementation strategy to ensure that students engage in the online mentoring and college preparation program effectively and stay on track throughout their time in the program, in order to successfully apply to and enroll in college.
- Coordinate activities of support staff, families, faculty, and/or volunteers engaged in implementation and administration of program objectives.
- Develop and implement a comprehensive tracking system to monitor students' progress. The role will also support the students to meet individual goals.
- Writes, edits, and coordinates development of course catalogs, promotional materials, educational materials, training manuals, newsletters, and/or brochures, as appropriate to the program.

- Work with the development & engineering team from the mentoring program organization to adopt the platform as necessary.
- Work with school site level administration and staff to ensure necessary content and reminders are delivered effectively.
- Planning and executing informational sessions and workshops as necessary to inform and prepare students and families.
- Collect, monitor, analyze and act on data related to the college application process, in order to improve processes and keep students on track.
- Regularly report to College Program and Career Readiness Director with program progress, outcomes, etc.
- Performs or delegates clerical and administrative support tasks, including creation, typing, and editing of program correspondence, purchasing documents, reports, program handbooks, and other publications.
- May perform specialized activities of a programmatic nature in direct support of the accomplishment of program objectives and protocol.
- Other duties as assigned.

Knowledge, Skill, and Abilities:

- Ability to make administrative/procedural decisions and judgments.
- Ability to coordinate and organize meetings and/or special events.
- Clerical, word processing, and/or office skills.
- Skill in the use of personal computers and related software applications.
- Skill in organizing resources and establishing priorities.
- Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a diverse community.
- Records maintenance skills.
- Ability to lead and train staff and/or students.
- Ability to interact with students, faculty and/or staff in a team environment.
- Knowledge of communication principles, media, and marketing techniques.
- Bilingual in Spanish highly preferred.

Schedule:

- Full Time.
- Hours may be flexible to accommodate occasional evening and weekend work schedule.

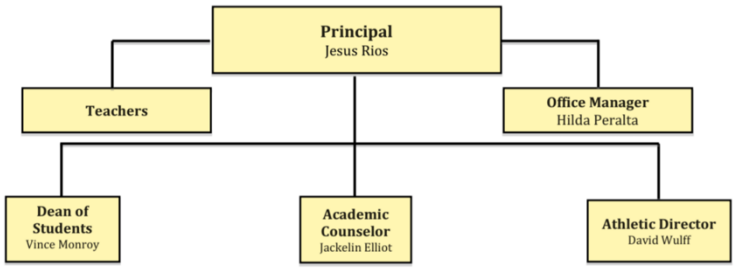
Benefits:

Medical, dental, vision, life insurance, and short term/long term disability, and 403b.

Organizational Charts (LCPA and TFHE):

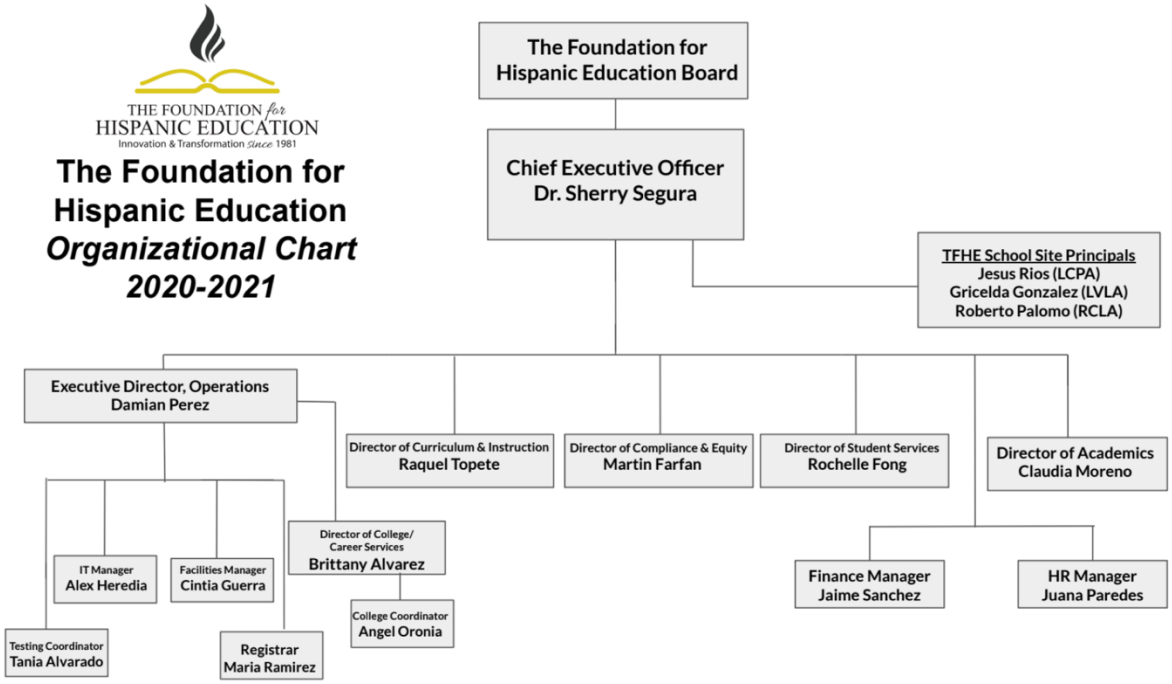
LATINO COLLEGE PREPARATORY ACADEMY

Latino College Preparatory Academy
2020-2021 Organizational Chart



THE FOUNDATION for HISPANIC EDUCATION
Innovation & Transformation since 1981

The Foundation for Hispanic Education
Organizational Chart
2020-2021



Professional Development and Trainings:

All staff are also expected to take Mandatory Training Sessions as identified and administered by CharterSafe's SafeSchools (Insurance Provider – **Appendix 25**) with TFHE's Department of Human Resources tracking completion. Sessions include Mandated Reporter Training (**Appendix 22**), Bloodborne Pathogen Training, Child Abuse Neglect Prevention, Sexual Harassment Prevention (Staff to Staff and Staff to Student), First Aid Training, FERPA Training, and other pressing compliance trainings. For reference, please refer to **Appendix 10** for all highlighted training sessions.

Element F: Health and Safety Procedures

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.* —California Education Code Section 47605(b)(5)(F).

Provisions for Health and Safety of Students and Staff:
TFHE schools have available a guide that includes, but is not limited to, health, safety and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster. See Emergency Preparedness Plan under the School Site Safety Plan in **Appendix 24**. These policies and procedures have been incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

In order to effectively follow such procedures, LCPA and TFHE Departments such as Administration, Operations, Compliance, School Safety/Supervision, and Community Outreach undergo training sessions through CharterSafe (Insurance Provider) annually. The focus areas include Bloodborne Pathogen Handling, Lead Safety Awareness and Management, Youth Suicide Awareness and Training, First Aid Training, Mandated Reporter Training, and other emergency response efforts found in **Appendix 10.**

Criminal Background Checks for Employees:
Employees, volunteers, and contractors of LCPA will be required to submit fingerprints via a Livescan to complete the criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must clear a Livescan with the California Commission on Teaching Credential. This will require clearance from both the California Department of Justice (DOJ) and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary.

The Human Resources Generalist or any other position designated and confirmed by the Department of Justice's as the Custodian of Records shall monitor compliance with this policy and report to TFHE's TFHE Board of Trustees on a Quarterly basis through an official Board Meeting on public record. The Chief Executive Officer, Human Resources Generalist, and Director of Compliance of the TFHE shall monitor the fingerprinting and background clearance of the site. Volunteers who will volunteer outside of the direct supervision of a credentialed employee, if any, shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at the proposed school:

- A valid and current California State Teaching Credential for core academic teaching staff;
- State and federal fingerprint clearance to work with children;
- Criminal record summaries, which will be maintained by the Chief Executive Officer/ Principal in a confidential secured file separate from personnel files, as required under the law;

- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification;
- A completed Employment Application for all staff;
- Copy of teaching credential
- Cover Letter;
- Resume;
- Complete W-4;
- DE-4 Income Tax forms.

Role of Staff as Mandated Reporters:
All LCPA employees, including non-certificated/classified and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. LCPA provides Mandated Reporter Training to all employees annually through CharterSafe's SafeSchools platform.

Tuberculosis Risk Assessment and Examination:
Faculty and staff shall be assessed and examined as required upon hire for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Scoliosis Screening for Students:
California law requires screening for scoliosis in grade seven for girls and grade eight for boys.
Scoliosis screening will not be offered at the school because it is expected that the screening will have occurred before students enter the school.

Immunization:
Latino College Preparatory Academy (LCPA) complies with California law and California Department of Education (CDE) standards requiring that parents/guardians of all children must submit completed immunization records prior to admittance of their children to school. The proposed school will require written verification from a doctor or immunization clinic of the following immunizations:

a) Diphtheria
b) Haemophiles influenzae type b
c) Measles
d) Mumps, except for children who have reached the age of seven years.
e) Pertussis (whooping cough), except for children who have reached the age of seven years
f) Poliomyelitis
g) Rubella
h) Tetanus
i) Hepatitis B
j) Varicella (chickenpox). Persons already admitted into California public or private schools at Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry.

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period.

Medication in School:
The school adheres to Education Code Section 49423 regarding administration of medication in school.

Vision:
California law requires vision testing of students entering grade one and recommends additional testing every third year through grade eight. The school is a high school and begins with grade nine. It is assumed, therefore, that vision testing will have been done prior.

Emergency Epinephrine Auto-Injectors:
LCPA adheres to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Blood Borne Pathogens:
LCPA meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Foundation for Hispanic Education Board of Trustees shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment:
LCPA function as a drug-, alcohol-, and smoke-free environment.

Facility Safety:
LCPA complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. LCPA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. LCPA conducts fire drills as required under Education Code Section 32001.

LCPA is currently located at 14271 Story Road, San Jose, CA 95127, in the three-story, 67,000 square foot building of Sobrato Hall West. The campus building consists of instructional spaces, office areas, parent engagement rooms, nutrition spaces, and recreation areas intended to serve students and families year-round. With the relatively recent Tenant Improvement (TI) taking place in 2017 as authorized by the City of San Jose Department of Planning, Building, and Code Enforcement, the state of the Mechanical, Electrical, Plumbing, and Emergency systems are all Good to Excellent condition. A quarterly review is done for the Mechanical and Emergency systems with inspection and maintenance agreements set up to ensure their long-term sustainability. Communication protocol for urgent matters as notified by Emergency notification systems is for Operations/Facilities staff to work in tandem with the TFHE Administration, LCPA Principal, and designated site team to enact the Emergency Response Measures.

To ensure a safe, predictable school environment, the school site holds a team of site supervisors and custodial staff with an emphasis on security and student health considerations. Annual site inspections and occupancy requirements are maintained in conjunction with San Jose Fire Department and certified vendors. For the site's ongoing cleanliness, the instructional space receives full-service six (6) days per week after-hours with a dedicated Facilities/Operations staff member attending to its day-time needs in maintenance. During school breaks, select non-work days, and before or after hours, deferred maintenance is performed to address required repairs, deeper cleaning applications, and any significant site or system additions.

Continued use of the space is coordinated with the school's Principal, Office Manager, Support Staff, and the

Facilities/Operations Team. With regard to site security, measures enacted to maintain student safety include surveillance 18 high-quality and intuitive cameras, a robust keying system, an elevator key fob system, a security triage desk, and regular practice of emergency drills with interchanging once per month (Fire, Earthquake, Lockdown). Exterior modifications are ongoing to create more outdoor instructional spaces for students in light of current health advisory measures.

School Safety Plan:
Pursuant to AB 1747 (2018), LCPA will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1, of every year by LCPA. See Emergency Preparedness Plan in **Appendix 24**.

Emergency Response Plan:
LCPA shall adhere to an Emergency Response Plan drafted specifically to the needs of the school site in conjunction with law enforcement, the City of San Jose Department of Planning, Building, and Code Enforcement, occupancy requirements and standards, and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, violence threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent (**See Appendix 24**).

Lead Testing:
In accordance with AB 476 (2017), LCPA will comply with lead testing procedures pursuant to Health and Safety Code section 1162.

Asbestos Hazard Emergency Response Act (AHERA):
The federal Asbestos Hazard Emergency Response Act (AHERA) requires schools and school districts to protect students, teachers, custodial staff and other school employees from exposure to asbestos in school buildings. AHERA applies to all public and non-profit private elementary and secondary schools. The U.S. Environmental Protection Agency (EPA) is responsible for enforcing the law. The AHERA standard is posted at: www.epa.gov/asbestos/pubs/asbreg.html (as of August 2012).

AHERA – Annual Notification:
In compliance with Title 40 CFR Part 763, Subpart E (Asbestos Hazard Emergency Response Act: AHERA), The Foundation for Hispanic Education (TFHE) provides notification of the AHERA Management Plan. The plan includes the information below:

- Inspections;
- Response Actions;
- Removal;
- Environmental Sampling;
- Training ;
- Warning Labels;
- Cleanup;
- Notifications;
- Record Keeping.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures:

LCPA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

LCPA maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies. See Uniform Complaint Policy at **Appendix 32**.

Sexual Health Education and HIV Prevention Education:
LCPA shall ensure that students receive comprehensive sexual health education and HIV prevention education in accordance with Education Code sections 51931, as amended by AB 2601 (2018) and 51934, as amended by AB 1861 (2018).

Human Trafficking Prevention Resources:
LCPA will identify the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources and implement the identified methods by January 1, 2020, pursuant to Education Code section 49381, added by SB 1104 (2018).

Procedures for Preventing Acts of Bullying, including Cyberbullying:
In accordance with AB 2291 (2018), LCPA will adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. LCPA will annually make available the online training module development by the California Department of Education to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.

Immigration and Citizenship Status:
In accordance with AB 699 (2017), LCPA shall comply with requirements concerning immigration and citizenship status.

Feminine Hygiene Products:
In accordance with AB 10 (2017), LCPA shall comply with Education Code section 35292.6 regarding feminine hygiene products in public school restrooms.

Youth Suicide Prevention:
LCPA is committed to support the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license. See Youth Suicide Prevention Policy in **Appendix Section 33**.

Free or Reduced-Price Meals:
Commencing with the 2019-2020 school year, LCPA shall provide each needy pupil, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in subdivision (a) of Section 49553, during each school day pursuant to Education Code 47613.5, added by AB 1871 (2018). For the current contract with vendor Better 4 You Meals, please refer to **Appendix 40**.

Written Emergency Plan and AED:
If LCPA elects to offer any interscholastic athletic program, LCPA will comply with requirements for a written emergency action plan and automated external defibrillator pursuant to Education Code sections 35179.4 and 35179.6, added by AB 2009 (2018).

Student Mental Health Services:
LCPA shall notify students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus or in the community, or both, as provided in Education Code section 49428, added by AB 2022 (2018).

Information about Healthcare Coverage Options:
In accordance with AB 2308 (2016), LCPA shall include an informational item in its enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance pursuant to Education Code section 49452.9.

COVID-19 Response:
As of the 2019 – 2020 academic year leading into the 2020 – 2021 academic year, a set of policies pertaining to COVID-19 and pandemic response efforts are active as passed by the TFHE Board of Trustees. These policies are including but not limited to TFHE COVID-19 Site Measures (**Appendix 37**), TFHE Face Covering Policy (**Appendix 38**), and TFHE Social Distancing Protocol (**Appendix 39**).

All related direction and requirements as determined by the California Department of Education (CDE), Santa Clara County Department of Public Health, Santa Clara County Office of Education (SCCOE) and ESUHSD are being followed with Essential Services Staff, Remote/Distance Learning, and implemented mitigation measures. Documented response efforts can also be found in LCPA and TFHE's COVID-19 Operations Written Report (**Appendix 13**) with organizational investments as informed by stakeholder input in the LCPA's Learning Continuity and Attendance Plan (**Appendix 14**). Related Leave policies such as the Families First Coronavirus Response Act (FFCRA) are included in the TFHE Employee/Staff Handbook (**Appendix 23**).

Parental Rights Under FERPA to Inspect, Review, and Request Amendment of Records:
FERPA gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students. Except under certain specified circumstances, FERPA affords parents/guardians or eligible students the right to inspect and review the student's education records. Parents/guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school does not amend the record as requested, the school must offer the parent/guardian or eligible student a hearing.

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Element G: Means to Achieve a Reflective Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.* —California Education Code Section 47605(b)(5)(G)

Racial and Ethnic Balance Overview:
All races, ethnicities, and students deriving from various backgrounds are welcome at Latino College Preparatory Academy (LCPA) for intent to register, registration, and attendance. LCPA's program is actively working and dedicated to reverse the pattern of low socio-economic and high ethnically diverse populations underperforming and becoming susceptible to the active opportunity gap for underrepresented groups. As such, LCPA has instituted a school outreach and community engagement program in part for recruitment purposes designed to educate and inform potential students and their families about its instructional program. Thus, LCPA seeks to recruit students who traditionally have been underserved and/or have underperformed in their middle school environments, in order to prepare them for strong high school, collegic, and post-secondary performance through tailored academic programming.

Local Region Composition Context:
LCPA is a neighborhood school with over eighteen (18) years of operation in service to East San Jose. Historically, it draws most of its students from neighboring public elementary and middle schools that serve the neighborhood at the middle school level. The schools are located within proximity to the LCPA Campus and are primarily operated under Alum Rock Union School District (ARUSD), Franklin McKinley School District (FMSD), and Mount Pleasant Elementary School District (MPESD). As a result, LCPA achieves a racial and ethnic balance among its students that is reflective of the general population residing within the jurisdiction of the ESUHSD and East San Jose's zip codes of 95127, 95122, and 95116. Furthermore, LCPA is open to all students, on a space available basis, and does not and will not discriminate on the basis of ethnicity, national origin, gender, disability, immigration status, racial background, or any other identity. LCPA maintains an accurate accounting of the racial and ethnic makeup of the school on an ongoing basis.

Racial and Ethnic Historical Data:

Ethnicity/Race:	**14-15**		**15-16**		**16-17**		**17-18**		**18-19**		**19-20**	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	1	0.2%
Asian	0	0.0%	0	0.0%	2	0.5%	1	0.2%	0	0.0%	0	0.0%
Hispanic	405	98.5%	416	98.6%	434	98.4%	423	98.4%	392	95.8%	432	99.8%
Native American	0	0.0%	0	0.0%	1	0.2%	1	0.2%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	5	1.5%	6	1.4%	2	0.5%	5	1.2%	0	0.0%	0	0.0%
Two or more Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	4%	0	0.0%

School Outreach and Community Engagement Practices:
The LCPA outreach and community engagement program continues to include a focus on the following means to ensure that the school site continues to serve a diverse clientele with racial and ethnic composition reflecting the local community, but is not necessarily limited to:

- Developing promotional material, such as brochures, online materials, and banners in English and Spanish with visibility to the local community.
- Partnering with community centers, well-established not-for-profit organizations, and public agencies as well as park and recreation facilities where appropriate events are held.
- Attending and participating at local neighborhood events consistent with LCPA's mission and service objectives to the community to promote the school and meet prospective students.
- Developing partnerships with local community organizations representative of local neighborhoods surrounding LCPA as a source of referrals for prospective students.
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the school program.
- Using teachers and staff to develop referral network from other schools for prospective students.
- Engaging with community members and interested parties in community forum settings to best meet the needs of LCPA's community.

In addition to recruiting students from neighborhood middle schools, LCPA will also engage in the following student outreach practices to assure that its student body reflects the ethnic and racial distribution of its service area:

- Open houses delivered in English and Spanish.
- Community meetings.
- Home visits.
- Enrollment drives.
- Online publicity efforts.
- Community-driven sharing efforts (i.e., word-of-mouth).
- Responsible mass messaging via multilingual collateral.

Element H: Admission Policies and Procedures Consistent with 47605(e)(1) and 47605(e)(2)(b)

Governing Law: *"Admission Requirements, if applicable.* —California Education Code Section 47605(b)(5)(H).

Admissions Policies and Procedures Overview:

Latino College Preparatory Academy (LCPA) is non-sectarian in its programs, admission policies, operations, outreach processes, and employment practices in compliance with public charter education requirements. LCPA accepts all students and will not discriminate on the basis of race, ethnicity, gender, gender identity, gender expression, religion, sexual orientation, national origin or disability or any other characteristic described in Education Code Section 220. Accordingly, LCPA provides the assurance that no practices conducted in its Admission Policies and related procedures restrict students from applying, registering, and attending the school site. The school is a public high school and does not charge tuition. LCPA is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student residing within the boundaries of the East Side Union High School District shall be required to attend the charter school, and alternative school choices are available at other schools within the District. All students who are interested in enrolling at the school are required to complete an application for admission. Moreover, volunteerism is not required for student acceptance, attendance, and continued enrollment in LCPA's programs.

No specialized admission tests are required. Tests, such as the 9th Grade Mathematics Placement Test located in **Appendix 35**, may be administered to determine the proper placement of students. All students who wish to enroll in the school are enrolled unless the number of applications exceeds the number of seats available. An open enrollment period is held to determine the amount of applications for enrollment. If the number of admission applications exceeds the enrollment capacity by an enrollment deadline established by the TFHE Board of Trustees, a public random drawing is held. Existing students of LCPA have an automatic right to continued enrollment in the school should they wish to do so and shall not need to be included in the public random drawing.

Student Admissions Application and Interest Forms:

Families wishing to enroll a child in the school will receive an application packet for admission. LCPA works to safeguard against the exclusion of students, parents/guardians, and families that are limited English proficient by providing all materials, announcements, and meetings in English and Spanish to meet the needs of interested parties. The packet will include information that allows students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the school.

Among the items that will be included in the packet will be:

- A brief description of what a charter school is and how it differs from regular public schools.
- A description of the school and its instructional offerings.
- The mission statement of The Foundation for Hispanic Education and a summary of the school's educational philosophy.
- A description of the school's programs including the school calendar, daily schedule, core curriculum,

enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards.

- An invitation to parents to become involved in the school.
- A description of the school's governance structure.
- A listing of the rights and responsibilities of parents, teachers, and students.
- Descriptions of admission criteria, public random drawing preferences, and conditions of enrollment.
- A description of school capacity in line with the allowable maximums (430 students) as outlined in the LCPA Charter Petition with East Side Union High School District (ESUHSD).

All admissions forms, including lottery information, can be found in **Appendix 27**.

Admissions and Enrollment Timeline:

The below timeline of Recruitment and Admissions activities is a general outline of the sequence and timing of the general activities relating to new students. The general order of the events will remain; however, the details of the events (including enrollment targets) may be modified over time in accordance with best practices. All modifications will be communicated to ESUHSD and on the school's website (sjlcpa.org) in the interest of transparency.

August – February:

- Application period officially opens;
- Application materials sent to target students (contact information from first semester presentations);
- Enrollment target of 30 – 40% (30-40 students) of entering freshman class;
- Bilingual (English and Spanish) open houses, middle school presentations, tabling sessions, parent meetings community events, home visits and enrollment drives with interested families;
- Intent to enroll forms and interest cards collected. In school presentations will be ongoing.

End of February:

- Bilingual (English and Spanish) open houses, middle school presentations, tabling sessions, parent meetings community events, home visits and enrollment drives with interested families;
- Enrollment target of 60% (60-80 students) of entering freshman class.

March – May:

- Registration seminars to complete enrollment (lunch application, student records acquisition);
- Family Orientations and Summer School Enrollment.

June:

- Enrollment target of 100 - 115 with a projected 95 - 105 ADA.
- Enrollment figures less than 80 and more than 120 are considered a material change and will be communicated to ESUHSD.

June 30th:

- Application deadline, if the waitlist is achieved. Otherwise, applications will be accepted continuously.

<u>The first week of July:</u>

- Public random drawing held, if necessary (more than 120 applications).
- Status of application mailed to families;
- Placement Exam testing.

Lottery System in Place (If Needed):
Parents of prospective LCPA attendees will be informed by means of the school application process upon contact with a school site representative of the school's capacity and the possibility of a lottery if demand for LCPA slots exceeds the number of slots available. This is strictly followed in accordance with the numbers set and authorized by ESUHSD, as well as in line with historical attendance rates to maintain a consistent student body number. The packet of information will apprise prospective school families of the order of preference in selection of students.

The order of preference in selection of students is:
- **First Priority:** Current families.
- **Second Priority:** Families within the East Side Union High School District (ESUHSD).
- **Third Priority:** Non-district students.

If such a lottery becomes necessary, it will be held as many days from the start of the school year as is possible from the time it becomes clear there will be more applicants than slots. This will be done to give those students not admitted to the charter school sufficient time to register in another school.

Any applications not accepted through this public random drawing due to capacity limitations are used to develop a wait list pool of applicants should space become available in the order in which they were randomly drawn. Additional applications are accepted on an ongoing basis and are added to the wait list pool until there is aneed for a second lottery when a space becomes available. The waitlist does not carry over from one school year to the next.

In accordance with AB 1360 (2017), each type of preference shall be approved by the District at a public hearing. Preferences shall be consistent with federal law, the California Constitution and Education Code section 200. Preferences shall not result in limiting enrollment access for students with disabilities, academically low- achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. In accordance with Education Code section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with AB 1360 (2017), LCPA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the School. For the most recent version of the Student/Parent Handbook, please refer to **Appendix 15**.

Element I: Financial Audit

Governing Law: *The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.* —California Education Code Section 47605(b)(5)(I).

Financial Audit Overview:
An annual independent Financial Audit of the books and records of Latino College Preparatory Academy (LCPA) will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records LCPA will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The TFHE Board of Trustees in conjunction with the Finance Committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a Certified Public Accountant (CPA) and educational institution audit experience with approval by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Audit Monitoring Policies and Procedures:
The Board of Trustees of The Foundation for Hispanic Education (TFHE) set and monitor policies and procedures to ensure the most effective use of the funds of TFHE and its school sites (including Latino College Preparatory Academy) to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The TFHE Board of Trustees formulates financial policies and procedures, delegates administration of the policies and procedures to the TFHE's Finance Committee for review operations and activities on a regular basis.

2. The CEO of TFHE has responsibility for all operations and activities related to financial management of TFHE and its schools. This includes financial planning, the audit process, meeting financial reporting requirements, determining allocation of Finance/Accounting staff time, and updating policies/procedures based on local, state, and federal regulation updates.

3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, discretionary spending, financial policy development, approval of expenditures over $50,000, and reconciliation of bank accounts.

4. All documentation related to financial matters will be completed by computer, smart phone, or ink with effective record-keeping practices in place to limit any loss of documentation.

5. The Board of Trustees in conjunction with the Finance Committee will commission an annual financial

audit by an independent third-party auditor who will report directly to them. The Board of Trustees will approve the final audit report, and a copy will be provided to the East Side Union High School District and any other charter granting agencies. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Trustees and the charter-granting agency. For the most recent audit report, please refer to **Appendix 26**. For five-year financial projections, please refer to **Appendix 25.**

See below for the auditor selection process as defined by TFHE's fiscal control procedures:

Annual Financial Audit Timeline and Process:

1. The Board of Trustees will annually appoint an audit committee by March 1st to select an auditor.
2. The committee will annually contract for the services of an independent certified public accountant (CPA) holding qualifications in experience with public school audit work to perform an annual fiscal audit in compliance with the standards set forth by all authorizing agencies.
3. The audit shall include, but not be limited to:
    - An audit of the reasonable accuracy of the financial statements.
    - An audit of the attendance accounting and revenue accuracy practices.
    - An audit of the internal control practices.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, ESUHSD Finance, and to the California Department of Education (CDE) by the 15th of December of each academic year (in compliance with AB 1137). Moreover, the Unaudited Financial Statements will be prepared by the 30th of June of each academic year. The TFHE Finance Committee, including the Chief Executive Officer (CEO) and Accountant, will review any audit exceptions or deficiencies and report to the TFHE Board of Trustees with recommendations on how to resolve them.

The Board will submit a report approved during a preceding Quarterly Board Meeting to East Side Union High School District (ESUHSD) describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of ESUHSD along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of LCPA is public record to be provided to the public upon request with inclusion in **Appendix 26** of its Charter Petition.

The audit findings will include separate reporting sections for each of the following areas:

- Organizational structure (Board Members), Staff, History;
- Schedule of Average Daily Attendance (ADA);
- Schedule of Instructional Minutes;
- School Statement of Financial Position;
- School Statement of Activities;
- School Statement of Cash Flows;
- Auditor's report of compliance with State laws and regulations.

The current approved auditor for Latino College Preparatory Academy (LCPA) and TFHE Schools can be found below with accompanying contact and location information:

***Auditor Selected*:**

Name: Eide Bailly, LLC

Partner Representative: Ahmad Gharaibeh, CPA

Email: agharaibeh@eidebailly.com

Phone: (650) 223-6103

LCPA Fiscal Policy and Procedures Alignment:
Latino College Preparatory Academy (LCPA) works to develop a strong fiscal position, as is evidenced by the following:

- **Financial Reserve** –LCPA is working annually in building a financial reserve, which will be maintained judiciously to support the school after its start-up years.
- **Clean Audits** - Clean audits have been maintained with no findings relative to weak internal controls, potential mismanagement, or any other area of concern.
- **Strong Attendance and Enrollment** – LCPA maintains a strong attendance rate and continues to grow enrollment, limited only by current facility size.

Element J: Pupil Suspension/Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled.* —California Education Code Section 47605(b)(5)(J).

Latino College Preparatory Academy (LCPA) institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion, and other punitive forms of discipline and promote conflict mediation, public apologies, and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to their fellow LCPA community. The goal of the discipline policy at LCPA is to maintain a safe and successful learning environment. We believe that all children want to learn and be part of the group. We believe that all children need guidance, structure, and consistency to help them achieve self-control.

The Principal within applicable law and following all due process requirements in accordance with AB 1360, may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. However, a student, including an individual with exceptional needs as defined in Section 56026, may be suspended for any of the reasons enumerated above upon a first offense, if the Principal determines that the student violated subdivision (a),(b).(c),(d), or(e) of Section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

If an offense listed above that could subject a student to suspension or expulsion is alleged to have occurred, the Principal or designee shall investigate the allegation. If the alleged allegation appears to have occurred and the suspension would be less than 10 days, the student will be provided oral or written notice of the charge(s). If the student denies the charges, the school must provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story (Ed. Code 47605(b)(5)(J)(i)).

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies, including suspension and expulsion, and will be required to verify that they have reviewed and understand the policies prior to enrollment. If an alleged offense listed above subjects a student to suspension or expulsion, a school representative shall investigate the allegation. If the alleged allegation appears to have occurred, the school representative makes suspension and expulsion recommendation to the school Principal. For expulsions or suspensions of 10 days or more, the school must provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school must hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence and witnesses, to confront and cross examine adverse witnesses and at which the student has the right to bring legal counsel or an advocate (Ed Code 47605(b)(5)(J)(i)).

No student will be involuntarily disenrolled, dismissed or transferred by the charter for any reason unless the parent or guardian has been provided written notice at least 5 school days before the effective date of his or her removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parents or guardian initiates the hearing procedures, the student must remain enrolled until the charter school

issues a final decision (Educ. Code 47605(b)(5)(J)(iii)). If parents do not request a hearing, within at least five working days, then the recommendation becomes the final determination. If the parents request a hearing, then a neutral hearing officer, which may be the Principal "hears" the matter and makes a determination to expel or not to expel the student. Parents may request an appeal to the Chief Executive Officer or designee, within five working days after the school's determination. If such an appeal is requested, the Hearing Officer will provide a summary report to the Chief Executive Officer or a designee.

Following this process, the decision of LCPA is collaboration and consultation with TFHE is final. All students and parents are noticed of such procedures in their Student/Parent Handbook (**Appendix 15**).

Inappropriate Behaviors

The following identifies some of the most common inappropriate behaviors committed on school campuses:

Unsafe Behavior--climbing trees, buildings, or railings, jumping down ramp, sliding down banisters (feet are to be on concrete sidewalk/steps at all times), running, using equipment improperly or unsafely;

Disrupting School Activities or Otherwise Willfully Defying the Valid Authority of Supervisors, Teachers, Administrators or Other School Personnel;

- *Causing, Attempting to Cause, or Threatening to Cause Physical Injury to Another Person;*
- *Causing or Attempting to Cause Damage to School Property or Private Property;*
- *Inappropriate Language;*
- *Emotional Abuse*—teasing, spreading rumors, put-downs, discrimination;
- *Stealing or Attempting to Steal School Property or Private Property;*
- *Being Where You Are Not Supposed to Be;*
- *Bullying*—any act of bullying, including but not limited to bullying committed by means of an "electronic act";
- *Drug and Alcohol Possession and/or Use.*

Harassment--Unlawful harassment because of race, color, national, or ethnic origin, citizenship, immigration status, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other protected basis includes, but not limited to:

- *Causing, Attempting to Cause, or Threatening to Cause Physical Injury to Another Person;*
- Verbal conduct such as epithets, derogatory comments or explicit jokes;
- Verbal abuse of sexual nature, graphic, verbal commentary or suggestive gestures;
- Visual conduct such as leering, derogatory posters, photography, cartoons, drawings, notes or invitations;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work directed at students because of gender or race;
- Threats or demands to submit to sexual requests;
- Making or threatening reprisals after negative response to sexual advances;
- Retaliation for having reported or having threatened to report harassment;
- Any of the above-mentioned behaviors done electronically, including via internet or text message.

As mentioned above, LCPA does not believe in suspension as a response to inappropriate behavior. We will

provide alternative interventions/consequences to avoid suspension such as mediation, detention, community service or Saturday school. A student will only be suspended from school if their presence on campus poses a safety threat to themselves, their peers or LCPA staff.

When Suspension or Expulsion May Be Necessary:

LCPA follows all applicable regulations and due process requirements for students and parents as set forth by AB 1360 pertaining to suspension and expulsion. The following examples of prohibited conduct do not include all the legal grounds for student discipline. Students violating the Code of Conduct (at school, school events, or traveling to/from school or school events) are subject to detention/suspension/expulsion or transfer.

Students who are suspended may not attend or participate in school-related events (i.e., athletic games, school dances, etc.) for 10 calendar days from the incident. Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school site activitiy, the student may not attend the next school site activity or any others that are non-instructional and elective in nature.

Disruption: Acts of disruption include, but are not limited to, hazing, taunting, destruction of school or personal property, and harassment of individuals or groups of students. Acts of defiance or disobedience include inappropriate language or gestures directed against school personnel, and/or refusing to comply with school personnel and/or a refusal to comply with a reasonable request or directive from school personnel engaged in the performance of their duties. This includes, but is not limited to, refusal to serve *detention*, insulting or abusive remarks, willful defiance, giving false information, failure to follow the code of conduct, or failure to identify oneself to teachers or other school personnel.

Commission of an obscene act or engagement in habitual profanity/vulgarity: Students, who use profane or vulgar language and or gestures, either verbally or in writing including email, are liable for *detention* or *community service* on the first offense. Habitual offenders could face more severe consequences.

Substance Abuse: LCPA prohibits the use of alcohol or drugs by anyone, anywhere on school property and at any school-sponsored event. A student may not bring or use drugs at school or at a school activity, have intoxicating beverages or drugs in his/her possession at school or at a school activi*ty, or attend* school or a school activity under the influence of alcoholic beverages or drugs.

Use, Possession of Tobacco: LCPA prohibits students from possessing or using tobacco or tobacco products on campus or anywhere by anyone, on school property and at any school-sponsored event. Any student who brings or uses tobacco products at school or at a school activity may also be assigned to an alternative tobacco program. Repeat offenders could face more serious consequences.

Use, Under the Influence of, or Possession of a Controlled Substance or Alcohol: Any student who uses, possesses, or is under the influence of a controlled substance or alcohol at school or a school event will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon if necessary.

Offer, Sale, Furnish a Controlled Substance or Alcohol: Any student who offers, sells, or furnishes alcohol

or drugs to another person at school or a school function will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon if necessary.

Offer, Sale, or Possession of Drug Paraphernalia: Students may not offer, sell, or possess drug paraphernalia at school or a school function. Police intervention may be called upon. Possession of drugs or possession of alcohol by anyone under the age of twenty-one is a violation of the law (Penal Code Section 647.5). The school administration reserves the right to involve law enforcement and/or social service agencies, as it deems necessary or appropriate. The administration may use Passive Alcohol Sensor (PAS) devices at any or all LCPA events, activities, or programs.

Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at at an after-hour school activity, the student may not attend the next LCPA school activity.

Fighting: Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student, that student should walk away and report it to a campus aide, teacher, or administrator. If a student is a victim of a sudden unprovoked attack or fight, that student shall disengage as soon as possible and report the incident to a school official. Students who instigate fights will be subject to the same consequences as those who are actually involved in fighting, which can include expulsion.

***Assault and Battery*:** Students shall not cause, attempt to cause, or (written, including e-mail, or oral) threaten to cause injury of any kind to a student while at school or any school-sponsored event. Students involved in an assault or battery are subject to suspension, possible administrative transfer, expulsion and police referral. Please note that a student may be recommended for expulsion upon their first involvement in a fight or assault/battery.

***Hate Violence*:** No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

***Bullying*:** Any act of bullying, including, but not limited to bullying committed by means of an "electronic act", may result in counseling, suspension, police involvement, and a recommendation for possible expulsion. Acts of bullying will be fully investigated before final outcomes are determined. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, computer, or pager through Cyber bullying methods are strictly prohibited.

***Staff Threats/Intimidation*:** Threat or intimidation of a staff member (verbal, written, electronic, etc.) at any time will result in police involvement, immediate suspension, and a recommendation for possible expulsion.

***Harassment/Hazing*:** Any act directed against a pupil or groups of pupils that is sufficiently severe or pervasive to have the actual and reasonably-expected effect of materially-disrupting classwork, creating substantial disorder, invading the rights of that pupil or groups of pupils by degrading, disgracing, or by otherwise creating an intimidating or hostile education environment. This includes any act committed via internet, such as Facebook postings, and any act committed via text message or email. Police intervention may be necessary.
Vandalism: Students who willfully damage school property will be suspended from school. The Education Code states that any pupil who violates this rule may be suspended or expelled and the parent/guardian held liable for restitution. In addition, the student may be required to perform a school work service assignment (Penal Code Section 594).

***Theft/Robbery/Extortion*:** Theft/robbery/extortion of any kind or the unlawful possession of the personal property of another is a violation of the law (Penal Code Section 487 and 488). Law enforcement agencies will be enlisted when the investigation exceeds the powers of the school administration, whenever items are not recovered, or when in the judgment of the administration it is warranted. Students guilty of theft, robbery, or extortion will be suspended, administratively transferred, or expelled and will be required to pay restitution.

***Forgery*:** It is to the advantage of students, parent/guardian, and school staff to maintain a good working relationship between school and home; written correspondence and other communications are vital to that relationship. Students who violate this trust by intercepting school communications or forging signatures on school forms or notes will have their parent/guardian contacted, may be *suspended* from school, and may be assigned alternate ways to confirm parent/guardian approval/receipt of correspondence.

***Gambling*:** Any form of gambling is cause for parent contact and *detention* on the first offense and suspension thereafter.

***Weapons, Instruments or Substances*:** The possession or use on campus of weapons, instruments, or substances designed to cause or capable of causing bodily harm is prohibited. LCPA defines a weapon as any object, including knives or guns that can be used to hurt another person or to make that person think he or she will be hurt in some way. If the object is a gun, it makes no difference if the gun is loaded or unloaded, whether gun can be fired or not fired. Examples of a gun include, but are not limited to, any "look-alike," imitation, or replica; a toy, BB or pellet gun; any forced air or CO2, pressure gun; starter pistol; or paint-ball gun. Examples of a knife are, but are not limited to, any object with a blade or sharp point or edge; examples include razor blades, switchblades, pocketknives, Swiss Army knives, dirks, daggers, utility blades, x-acto knives, or ice picks. Other objects prohibited are brass-knuckles, martial arts weapons, clubs, etc. Having a "weapon" on school property, in a school locker, in a car (this includes the trunk and glove compartment), in a backpack, or at a school activity is not permitted and will cause the student to be recommended for expulsion from school.

***Internet Policy and Electronic Devices*:** In order to use an LCPA computer, Internet network, or school e-mail address, each student must have a completed and signed LCPA Acceptable Use Policy Agreement on file. Violations of the Acceptable Use Policy can result in the loss of technology services, as well as detention, suspension, or expulsion.

Electronic devices are Personal Radios, MP3/iPods, CD, DVD, Cellular Phones, Walkie Talkies, Electronic Games, Tablets, and Paging Devices: The school cannot be responsible for such items. If seen or heard during instructional time, they will be taken from the student. The student's parent/guardian must pick up the electronic device at the end of the school day. Repeated infractions will result in possible *suspension*, and/or the holding of the item until the end of the semester.

Suspension and Expulsion Procedures:

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within the school under the jurisdiction of the Principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated above and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period, whether on or off the campus.
d. During, or in route to and from, a school sponsored activity.

If an offense listed above that could subject a student to suspension or expulsion is alleged to have occurred, the principal and school counselor shall investigate the allegation. If the alleged allegation appears to have occurred, the student will be informed of the action the school will take with respect to the offense. The parents of the student will be asked to meet with the counselor. At the time of the meeting, the parents will be informed of the reason the school has chosen to suspend or expel the student. The parents will be informed of their due process rights, and will be given an opportunity to exercise those rights. If the parents choose to exercise their due process rights, the principal and counselor will undertake a review of the alleged action and the response to it, make a determination of the appropriateness of the decision to suspend or expel in light of a review of the evidence, inform the parents of their findings, and either uphold the decision or lift the decision based on the evidence.

When a student is expelled, the student and parent may appeal the decision to the TFHE Chief Academic Officer. The parent and student must provide a written explanation to the rationale for the appeal. If the appeal is successful, the student can be reinstated back to another charter school operated by TFHE dependent on the alleged expellable offense. If the appeal is denied, the student and parent can take the appeal TFHE Charter School Board. If the expulsion appeal is successful, the student maybe placed at a different school managed by TFHE. The decision of TFHE is final.

Process of Informing Parents of Actions and Due Process Rights:

If a student has committed any of the offenses listed above, the school principal or designee shall inform parents as soon after the offense has occurred, as is practicable, that the offense has occurred and to request a meeting with the parents. In accordance with AB 1360 parents will then be informed of the nature of the offense, the options available to the school for responding to the offense, and the course of action the school has chosen to take. The parents will also be informed of their right to contest the determination that their student has committed an offense that can result in suspension and/or expulsion. If the parents choose to contest the determination, the principal and counselor shall review the offense and the conditions under which it is alleged to have occurred. If, after review, it is determined that the grounds on which the parents contested

the suspension or expulsion decision are supported, then the suspension or expulsion shall be lifted. If, after review, the grounds on which the parents contested the suspension or expulsion are determined not to be supported, then the suspension or expulsion shall not be lifted.

In order to ensure due process, parents and student will be informed that:

- Student has the right to question School's witnesses (administrators and teachers).
- School has the obligation to produce witnesses/documents.
- School has the obligation to protect student witnesses from embarrassment or ridicule (declarations or statements are acceptable).
- The hearing will have a set time limit.

Rights of Students with Disabilities With Respect to Suspension and Expulsion:
Suspension of students with exceptional needs requires that the school administrators and IEP team members understand the limits of suspension of students with disabilities, requirements for IEP review following suspension, and alternatives to suspension.

Limits of Suspension of Students with Disabilities:
As noted previously, the principal may suspend a pupil from the school for any of the reasons noted above. An individual with exceptional needs may be suspended for up to, but not more than 5 consecutive school days. The student may be suspended for up to 10 days before an IEP team manifestation determination meeting is required. The student can be removed for more than 10 days for separate acts of misconduct, as long as the removals do not constitute a pattern. During any removal of more than 10 days the school must provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals on his or her IEP.

IEP Review Following Suspension:
An IEP meeting is not required prior to suspending a student with a disability up to 10 days. However, the IEP team should meet to review a pupil's placement and program when the pupil is experiencing serious discipline problems leading to multiple suspensions. It is required that the IEP team conducts an IEP manifestation determination review when a pupil's suspensions total 10days. The IEP team must determine how the student will receive free, appropriate public education (FAPE) on the 11th and any subsequent days of suspension. The team will also determine if additional assessment is needed, if the misconduct was caused by, or had a direct and substantial relationship to the pupil's identified disability, and if the pupil is appropriately placed. The IEP team must hold a manifestation determination meeting after every suspension of a student with a disability beyond 10 days.

Expulsion of Students with Exceptional Needs:
School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536). (34CFR§300.530).[1]

Re-admission of an Expelled Student:
When a pupil is expelled, the Charter School Committee will outline terms and conditions for readmission to the *school*. The pupil may apply for readmission and be considered for reinstatement by the Committee upon satisfactory completion of the terms and conditions in the rehabilitation assignment. Upon reinstatement, the governing board may order the expungement of any or all records of the expulsion proceedings. (EC48917(e)). When a pupil has an expulsion suspended, the Committee may work with the District to reassign the student to an educational setting wherein he/she can simultaneously work toward satisfactory completion of the terms and conditions in the rehabilitation plan. If a student on a suspended expulsion reoffends (violates the provisions of EC 48900) again during the time of the suspended expulsion, he/she is immediately expelled and the regular readmission criteria apply.

Search and Seizure:
The principal at the Charter School and Deans/Assistant Principals reserve the right to search students and their possessions (backpacks, purses, clothes, cars, etc.) if the school has reasonable suspicion that the search will uncover evidence that the student has violated or is violating the law, school rule, or school policy, such as if the student is in possession of a weapon, illicit drug or substance that jeopardizes the safety of the Charter School campus. It is the policy that the school will endeavor to notify a parent or family member after a student is searched, even if the school finds nothing illegal in the student's possession. Please note that if a student's electronic device (cellular phones, tablets, etc.) disrupts instruction or an assembly, it may be confiscated and returned to parent after school.

Schedule for Review/Revision of Suspension and Expulsion Policies:
Review of suspension and expulsion policies will take place annually. Changes will be made as appropriate. Changes will be made outside the regular review schedule if laws pertaining to suspension or expulsion change during the academic year. *These changes shall not constitute a material revision of the charter petition.*

Hearing Process:
It is important to note that the hearing is an "opportunity to be heard"; it is not a Court of Law. The format is as follow:

- The Principal or Hearing Officer presides – option of "opening statements".
- School presents evidence.
- Student's representative presents evidence .
  Evidence includes: witnesses, documents, at least one non-hearsay, verifiable piece of evidence.
- Parties are provided an opportunity to confront and cross-examine adverse witnesses.
- Hearing Officer makes a decision.

In the event the decision is to expel the pupil, the student and parent may appeal the decision to the TFHE Chief Executive Officer or designee. The parent and student must provide a written explanation to the rationale for the appeal. If the appeal is successful, the student can be reinstated back to another charter school operated by TFHE dependent on the alleged expellable offense, provided the student and his or her parents agree to an

automatic expulsion if the student does not meet expectations moving forward. The decision of TFHE is final. If the student is expelled, the Principal will notify the district of residence of its decision.

Suspension Procedure:

Suspensions shall be initiated according to the following procedures:

Conference: Suspension shall be preceded, if possible, by a conference conducted by the CEO or the CEO's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the CEO. The conference may be omitted if the CEO or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians:

At the time of suspension, the CEO or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Notification of School District:

The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

Gun Free Schools Act:

Charter School shall comply with the federal Gun Free Schools Act.

At the Hearing, a neutral officer, which may include the Principal, will act as the Hearing Officer, and the designee will act as the school representative.

Element K: Staff Retirement System

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. — California Education Code Section 47605(b)(5)(K).*

Benefits and Retirement System Overview:
The staff members of three departments through The Foundation for Hispanic Education (TFHE) are involved in assurance of benefit and retirement system coverage for Latino College Preparatory Academy (LCPA) employees, as well as their roles, responsibilities, and related compensation: Human Resources, Accounting/Finance, and the Office of the Chief Executive Officer (CEO). Employee hours per week will be based upon individual employee work agreements. The standard work week for all full-time staff is forty (40) hours per week unless otherwise reflected through their current work agreement.

All Latino College Preparatory Academy (LCPA) faculty members will receive salary commensurate with experience and education levels as guided by the agreed upon Salary Schedule in the Collective Bargaining Agreement (CBA) between The Foundation for Hispanic Education (TFHE) and the Union of Foundation Educators (UFE) in **Appendix 7**. All classified staff members will receive salary/compensation as offered for publicly posted positions commensurate with experience and education levels as applicable as approved by the Chief Executive Officer with implementation by the Departments of Human Resources and Finance/Accounting. Specific staff benefits, work agreements, and related items, such as calendars, holidays, vacations, and work day count will also be determined through the same means for certificated and classified/non-certificated staff members.

Benefits Options for LCPA Staff:
The Foundation for Hispanic Education (TFHE) offers Medical, Dental, Vision, Short-Term, Long Term, and Voluntary Life Insurance plans for eligible employees and their dependents. Staff members have the option of participating in the LCPA's Medical, Dental, and Vision Insurance plan. All employees and applicants are notified of their benefit options upon hire and during Open Enrollment.

Eligibility begins on the first day of the month following the date of regular full-time employment. Eligible employees may elect coverage only during open enrollment or must meet qualifications to enroll at another time. The current providers are Kaiser Permanente for Medical, Delta Dental for Dental coverage, VSP for Vision and Unum for Short-Term, Long Term, and Voluntary Life Insurance. Online accounts for Kaiser Permanente, Delta Dental, and Vision are available to employees that enroll in the benefit plans. The online accounts allow employees to find in-network providers and related account service information.

Certificated employees, that is, teachers/certificated staff, are covered under the State Teacher Retirement System (STRS). For such eligible employees, LCPA will make all employer contribution as required by STRS and federal social security (Education Code Section 47605(b)(5)(K)). Additionally, LCPA shall continue to offers its eligible employees coverage by STRS and inform all applicants for open LCPA positions of the retirement system options for employees of LCPA in accordance with Education Code Section 47611. Non-certificated employees are covered by Social Security. An optional 403(b) retirement plan for elective participation is now in place for both teachers/certificated staff and non-certificated/classified employees. LCPA will also make contributions for workers compensation insurance, unemployment insurance, and any

other payroll obligations of an employer as required by law. Subject to applicable law, there is no guarantee that TFHE will continue to maintain benefits in these forms or that the terms and conditions of any such plan will not be changed at any time. Staff shall refer to the summary plans to determine employee and dependent eligibility. Details about these benefits are available through the Department of Human Resources.

Open Enrollment Process:

Open Enrollment takes place during the month of November. During the entire Open Enrollment period of November 1st - November 30th eligible employees may add or change their current benefit plans. This 30-day window is the only period of time when employees can make changes, unless there is a qualifying event, such as getting married, a new baby, losing health coverage from a spouse/parent. The benefits change requests made during Open Enrollment go into effect on December 1st.

Sick Leave Carryover:

The Human Resources Department of TFHE is responsible for filling out all forms associated with transferring of Sick Leave to and from other California school districts per the Collective Bargaining Agreement with the Union of Foundation Educators (UFE). Please see TFHE Employee/Staff Handbook at **Appendix 23** for a comprehensive description of all policies governing employment at LCPA.

Procedure for Processing and Monitoring Credentials:

TFHE's active procedure for Processing and Monitoring Credentials in accordance with its Department of Human Resources (on behalf of LCPA) is completed in accordance with requirements mandated by the California Department of Education (CDE) and with annual audit through authorizer East Side Union High School District (ESUHSD). Certificated staff members must provide copies of credential, transcripts, and applicable test scores each fall prior to their first day of actual work. Failure to provide these documents may delay their ability to begin work promptly and as scheduled due to compliance requirements.

Staff are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both the TFHE Human Resources Department with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.If a credential, certificate, registration, or required course's validity expires, or failure to re-certify, train, or test occurs, TFHE is required to remove certificated staff from the work schedule following notice to UFE and until all requirements are met in a timely manner.

LCPA Employee Qualifications Overview:

Latino College Preparatory Academy (LCPA) shall be nonsectarian in its employment practices and all other operations. LCPA shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability or immigration status or any of the characteristics listed in Education Code Section 220.

LCPA retains and employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers teach the core academic classes of Mathematics, English Language Arts, Science, and History/ Social Studies. These teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

LCPA may also employ or retain instructional staff for non-core classes. Non-certificated instructional staff will not assign grades or approve student work assignments without the approval of a teacher, except in non-core or non-college preparatory courses and activities. Currently Physical Education and Advisory and/or Tutorial are considered a non-core, non-college preparatory course within which the LCPA may exercise this flexibility.

The following job qualifications apply to key personnel. These qualifications may be modified at LCPA's discretion without any need to materially revise the charter as long as any changes are consistent with the law. All LCPA employees shall be subject to a background check that includes passing Federal Bureau of Investigation (FBI) and Department of Justice (DOJ) Live Scan fingerprinting clearance. LCPA employees also need to present proof of tuberculosis clearance.

Criminal Background Checks:

TFHE recognizes the importance of maintaining a safe workplace with employees who are qualified, reliable, and nonviolent, and do not present a risk of harm to students, staff, or others. TFHE will perform applicant background checks and employee investigations as required by Education Code section 47605 [b] [f], which requires that "each employee of the school furnish the school with a criminal record summary".

All employees must have Live Scan fingerprint results on file with TFHE. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to TFHE's Custodian of Records prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the Foundation. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by TFHE may be taken into consideration in evaluating one's suitability for employment, promotion, reassignment, or retention as an Employee.

TFHE may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, TFHE will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with TFHE's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as a criminal conviction) may be ineligible for employment with TFHE. In case of a prior arrest or conviction, the employee must discuss the history of the arrest or conviction with the School Principal in collaboration with the Chief Executive Officer. The employee may be required to provide proof of a mistake in the official records or provide official explanation of the nature of the offense. For additional information on background checks, please contact the HR Department. Background checks are done at the expense of TFHE.

Grievance Process:

Per the Collective Bargaining Agreement (CBA) in place between The Foundation for Hispanic Education (TFHE) schools (including LCPA) and the Union of Foundation Educators (UFE), any grievant and the Union representative shall be provided with reasonable time to attend any grievance meetings with TFHE (including LCPA unit members).

For hearings, the grievant(s) and witnesses as required shall be afforded reasonable release time. TFHE shall not agree to a final resolution until UFE has been notified of the proposed resolution and been given an opportunity to state in writing its views. Moreover, at a time when an LCPA grievant is not represented by UFE, TFHE shall promptly furnish to the Union a copy of the grievance. If the grievance is withdrawn without a settlement, TFHE shall so notify UFE. These steps are in accordance with due process as outlined in the CBA found in **Appendix 7**

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Element L: Attendance Alternatives

***Governing Law**: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools* —California Education Code Section 47605(b)(5)(L).

Informing Parents about Attendance:
In the Enrollment Packet given to parents when they seek to enroll a student at the school, there is a notice that states the following: "Students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or other attendance alternatives."

Thus, no student shall be required to attend LCPA. Students of East Side Union High School District (ESUHSD) are free to attend the existing ESUHSD schools with available spaces rather than LCPA. Alternatively, students may wish to seek inter- or intra-district attendance alternatives in accordance with applicable ESUHSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of ESUHSD on the basis of that student's enrollment or application to the LCPA.

Element M: Description of Employee Rights

Governing Law: *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. —California Education Code Section 47605(b)(5)(M).*

Rights of School District Employees to Work in Charter School:
All applicable laws remain in force, while LCPA as the operating school maintains its status as a Local Education Agency (LEA) per the California Department of Education (CDE) and authorized by East Side Union High School District (ESUHSD).

Rights of Charter School Employees to Work in School District:
All staff members of LCPA are employees only of The Foundation for Hispanic Education (TFHE) (See **Appendix 23**). Thus, the collective bargaining contracts of neighboring or authorizing local school districts shall not be controlling. The Foundation for Hispanic Education's Board of Trustees recognizes the bargaining unit, Union of Foundation Educators (UFE) for certificated staff members, (See **Appendix 7**) as well as other employees' rights under the Educational Employments Relations Act (EERA) provisions to organize for collective bargaining.

No public school district employee shall be required to work at Latino College Preparatory Academy (LCPA). Employees of ESUHSD who choose to leave the employment of the authorizing district to work at LCPA will have no automatic rights of return to the school district after employment by LCPA unless specifically granted by ESUHSD through a leave of absence or other agreement.

Employees of ESUHSD who choose to leave the employment of the District to work at a TFHE school will have no automatic rights of return to ESUHSD after employment by LCPA unless specifically granted by ESUHSD through a leave of absence or other agreement. Further, employees who leave East Side Union High School District (ESUHSD) to work at a TFHE school will not continue to earn service credit (tenure) in the ESUHSD while working at a TFHE school. Sick leave credit at ESUHSD or any other school district will be transferred only for the purpose of STRS.

Element N. Dispute Resolution Process

Governing Law: *The procedures to be followed by the LCPA and the entity granting the charter to resolve disputes relating to provisions of the charter. —California Education Code Section 47605(b)(5)(N).*

DISPUTES BETWEEN THE AUTHORIZER AND THE LCPA:

Disputes between Latino College Preparatory Academy (LCPA) and East Side Union High School District (ESUHSD) as its authorizer shall be handled in accordance with the agreed upon Memorandum of Understanding (MOU) between both parties.

LCPA and ESUHSD will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. In the event of a dispute between LCPA and the District, LCPA staff, employees and Board Member of The Foundation for Hispanic Education (TFHE) and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of the LCPA. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the LCPA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

Internal Disputes:

Disputes arising from within the LCPA, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to policies and processes developed by the LCPA. Unless the complaint falls within the criteria of a Uniform Complaint Procedure under federal law as cited below, the following process will be implemented to resolve disputes between parties at the school.

Disputes arising from within the LCPA, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to policies and processes developed by the LCPA.

- Disputes shall first be brought informally to the Principal of the school for resolution.
- The Principal shall track all disputes in writing.
- The Principal shall facilitate discussion and resolution between all parties involved in the dispute.
- If the resolution is not resolved by discussion facilitated by the Principal, the matter may be brought before the Chief Executive Officer (CEO).
- The CEO shall provide a written summary of the dispute and all attempts. The decision of the CEO be final.

UNIFORM COMPLAINT PROCEDURES:

Policy of the Board of Trustees of LCPA:

The Governing Board recognizes that LCPA is responsible for complying with applicable state and federal laws and regulations governing LCPAs.

LCPA shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical aid programs and special education programs. Complaint procedures as they pertain to any other issue beyond those mentioned herein shall follow the dispute resolution procedures outlined in the LCPA charter petition.

The Board encourages the early, informal resolution of complaints at the site level whenever possible. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or designee on a case-by-case basis.

The Board prohibits retaliation in any form for the participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the CEO or designee shall initiate a mediation.

The CEO or designee shall ensure that mediation results are consistent with state and federal laws and regulations. The Board intends for the CEO or designee to receive, investigate, and resolve complaints to ensure LCPA compliance with law, board policy, and administrative regulations.

The Board does not intend to hear cases where the complainant is dissatisfied with LCPA's decision. The CEO or designee's decision shall be considered final. However, the Board may decide to hear an appeal if the complainant provides sufficient information to establish a factual base the complaint was not resolved within the parameters of law, policy, or procedures. A written agreement with the complainant to extend the legal timelines for processing complaints may be necessary should the Board decide to hear an appeal (Title 5, California Code of Regulations, Section 4631).

Procedures:

The following procedures shall be used to address all complaints which allege that LCPA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with Title 5, California Code of Regulations, Section 4632 as they apply to LCPAs.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or

hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint:

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by LCPA. Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination (Title 5, California Code of Regulations, Section 4630).

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint (Title 5, California Code of Regulations, Section 4600).

Step 2: Mediation:

Within six days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend LCPA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time (Title 5, California Code of Regulations, Section 4631).

Step 3: Investigation of Complaint:

The compliance officer is encouraged to investigate within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This communication or meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and LCPA's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses (Title 5, California Code of Regulations, Section 4631).

Step 4: Response:

Within 60 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of LCPA's investigation and decision, as described in Step #5 below.

The Board does not intend to hear cases where the complainant does not agree with the compliance officer's decision. The CEO or designee's decision shall be considered final. However, the Board may decide to hear

an appeal if the complainant provides sufficient information to establish a factual base the complaint was not resolved within the parameters of law, policy, or procedure. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of LCPA's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant (Title 5, California Code of Regulations, Section 4631).

If the Board decides not to hear the complaint, the compliance officer's decision shall be final.

Step 5: Final Written Decision:

The report of LCPA's decision shall be in writing and sent to the complainant (Title 5, California Code of Regulations, Section 4631).

The report of LCPA's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, LCPA shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any (Title 5, California Code of Regulations, Section 4631).
2. The rationale for the above disposition (Title 5, California Code of Regulations, Section 4631).
3. Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal (Title 5, California Code of Regulations, Section 4631 and 4652).
4. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (Title 5, California Code of Regulations, Section 4631 and Education Code Section 262.3).
5. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved. If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of LCPA expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education:

If the complainant does not agree with LCPA 's decision, s/he may appeal in writing to the California Department of Education within 15 days of receiving LCPA 's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals (Title 5, California Code of Regulations, Section 4652).

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing LCPA's decision and must include a copy of the locally filed complaint and LCPA's decision (Title 5, California Code of Regulations, Section 4652).

The California Department of Education may directly intervene in the complaint without waiting for action by LCPA when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists.

In addition, the California Department of Education may also intervene in those cases where LCPA has not taken action within 60 calendar days of the date the complaint was filed with LCPA.

Civil Law Remedies:

A complainant may pursue available civil law remedies outside of LCPA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if LCPA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.

Internal Disputes:

Disputes arising from within The Foundation for Hispanic Education Board of Trustees, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to policies and processes developed by The Foundation for Hispanic Education Board.

- Disputes shall first be brought informally to the Chief Executive Officer/Principal of the School for resolution.
- The Chief Executive Officer/Principal shall provide a written summary of the dispute and all attempts at resolution for the The Foundation for Hispanic Education Board of Trustees. The decision of The Foundation for Hispanic Education Board of Trustees shall be final.
- If the resolution is not resolved by discussion facilitated by the Chief Executive Officer/Principal, the matter may be brought before The Foundation for Hispanic Education Board of Trustees.
- The Chief Executive Officer/Principal shall track all disputes in writing.
- The Chief Executive Officer/Principal shall facilitate discussion and resolution between all parties involved in the dispute.

Element O: Closure of Charter School

Governing Law: *A description of the procedures to be used if the charter school closes. The procedure shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*— California Education Code Section 47605(b)(5)(P).

Closure of LCPA will be documented by official action of the TFHE Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure- related activities. The official action will also identify the Chief Executive Officer or designee who will be responsible for closure-related activities.

As soon as closure is imminent, LCPA will notify ESUHSD to schedule a meeting to relevant issues, including but not limited to the following:

- **Risk Management:** Notify the District that the school intends to manage risk independently;
- **Accounting/Outstanding Financial Payments:** A payment plan for any funds owed by the District to the school, or owed to ESUHSD by the school;
- **Notifying Teachers/Staff:** Notification of site employees to support a positive school climate, culture and confidence;
- **Student Records**: e.g., Final Transcripts, Diplomas of Non-Graduates, Template Used to Create the Diploma, Cumulative Files;
- **Hardcopy and Excel Files:** List of students for whom student records were provided, including their names, SSID, and grade levels;
- **Hardcopy and Excel File:** List of non-grads including their names, SSID and grade levels;
- **Personnel Files:** List of all employees and their personnel files inclusive of retirement accrued and W-2 information.

The TFHE Board of Trustees will promptly notify parents and students of LCPA, East Side Union High School District (ESUHSD), LCPA's SELPA, the retirement systems in which LCPA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education (CDE) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The TFHE Board of Trustees will ensure that the notification to the parents and students of LCPA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close LCPA. The Board and designated staff members will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, LCPA will provide parents, students, and ESUHSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. LCPA will ask ESUHSD to store original records of LCPA students. All records of LCPA shall be transferred to ESUHSD LCPA closure. If ESUHSD will not or cannot store the records, LCPA shall work with ESUHSD to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, LCPA will prepare final financial records. LCPA will also have an independent audit completed within six months after closure. LCPA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by LCPA and will be provided to ESUHSD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to LCPA. LCPA will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon any closure of LCPA, all assets of LCPA, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending LCPA, remain the sole property of LCPA and upon the dissolution of the non-profit public benefit corporation shall be

distributed in accordance with the organization's (TFHE) Articles of Incorporation. Any assets acquired from ESUHSD or ESUHSD property will be promptly returned upon LCPA closure to ESUHSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, LCPA shall remain solely responsible for all liabilities arising from the operation of LCPA. As LCPA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of LCPA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Required Supplemental Information for Education Code § 47605(g)

Severability:
The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

Notices:
All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by electronic mail, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Term of Renewal:
The term of this charter shall be for five years beginning July 1, 2021 and expiring on June 30, 2026.

Administrative Services:
Latino College Preparatory Academy's (LCPA) procurement of administrative services is completed via The Foundation for Hispanic Education (TFHE) as the school site operator in tandem with its Departments of Administration, Human Resources, Finance/Accounting, Compliance, Operations, Teaching & Learning, Assessment, and other key services.

Accordingly, the TFHE organization works to staff the school site in collaboration with the LCPA Principal and under the direction of the Chief Executive Officer. Services include but are not limited to registration services, community outreach, human resources functions, accounting, planning, facility upkeep, training, and others.

Anticipated Enrollment:
Latino College Preparatory Academy's (LCPA) projected enrollment is approximately 430 students per academic year in line with the last five years of operation. This assurance includes a commitment to not exceed 440 students in consecutive academic years during the new Term of Renewal with regards to impact on East Side Union High School District (ESUHSD).

Legal Status:
TFHE is a 501(c)(3) nonprofit public benefit corporation.

Administrative Services:
LCPA will provide or procure most of its own administrative services including, but not limited to, financial management (See Fiscal Procedures at (**Appendix 25**), personnel, and instructional program development either through its own staff, The Foundation for Hispanic Education (TFHE) staff, or through an appropriately qualified third-party contractor.

Potential Civil Liability Effects:
TFHE, operator of LCPA, shall operate as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a LCPA operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the LCPA or for claims arising from the performance of acts, errors or omissions by the LCPA if the authority has complied with all oversight responsibilities required by law. The LCPA shall work diligently to assist the District in meeting any and all oversight obligations under the law to ensure the District shall not be liable for the operation of the LCPA. Further, the LCPA and the District shall enter into a memorandum of understanding, wherein the LCPA shall indemnify the District for the actions of the LCPA under this charter.

The corporate bylaws of the Board of Trustees and the LCPA shall provide for indemnification of the officers, agents, and employees, and the LCPA will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. The LCPA shall agree to indemnify and hold harmless the Authorizer, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have sustained arising out of activities of the District or those of any of its officers, agents, employees, or subcontractors of the LCPA, whether such act or omission is authorized.

Insurance amounts will be determined by recommendation of the District and the LCPA's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the LCPA.

The Foundation for Hispanic Education (TFHE) Board of Trustees shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Plan:

Attached, as **Appendix 25**, please find the following documents:

- Five-year Budget and Cash Flow with Panning Assumptions of student enrollment, staff count, benefits, staffing, operating costs, facilities upkeep, and other associated costs.
- Annotated Budget Assumptions: These documents are based upon the best data available to the LCPA at this time. The LCPA shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by ESUHSD.
- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- Additionally, on December 15, a copy of the LCPA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, State Department of Education and County Superintendent of Schools.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the LCPA's receipts and expenditures for the preceding fiscal year.

The LCPA will provide reporting to the Authorizer as required by law and as requested by the District, including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

Insurance:
The LCPA shall maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by ESUHSD and the LCPA's insurer. ESUHSD shall be named as an additional insured on all policies of the LCPA. The LCPA will provide evidence of the above insurance coverage to ESUHSD.

Toward this end, the LCPA shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/Vll", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. Commercial General Liability Insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence;
2. Commercial General Liability Insurance that shall include coverage for owned and non- owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence;
3. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits.

Risk Management:
LCPA maintains risk management insurance as additional support to the continuing process to identify, analyze, evaluate, and treat loss exposures, while monitoring risk control and financial resources to mitigate the adverse effects of loss. Accordingly, LCPA indemnified/defends/holds harmless ESUHSD consistent with ESUHSD risk management requirements for site operations and related activities.

Facilities:
The Latino College Preparatory Academy (LCPA) shall ensure that operations of its occupied and long-term leased facilities at 14271 Story Road, San Jose, CA 95127 shall comply with local building and zoning ordinances and that LCPA shall have obtained permits under local ordinances for operating a school in such facilities. LCPA will maintain complete records documenting said compliance and will maintain on file a copy of all facility inspection records, including the Certificate of Occupancy. LCPA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an

operable condition at all times. LCPA will not be seeking Facilities from East Side Union High School District (ESUHSD) during its Term of Charter.

Transportation:
LCPA will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student's IEP, which shall be handled solely by the LCPA in accordance with SELPA policy and the IDEA as the LCPA operates as its own LEA and a member of a SELPA for purposes of special education.

Nutrition Services:
LCPA participates in the National School Lunch Program (NSLP) and Seamless Summer Option (SSO) with contracted food service vendor Better 4 You Meals. As of the 2019 – 2020 academic year, 71.1% of students are eligible for Free/Reduced Meals. LCPA and TFHE cover 100% of Meal costs for all students.

Charter Oversight:
The MOU between the District and The Foundation for Hispanic Education Board of Trustees shall describe: 1) the District's oversight of the LCPA in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.

Audit and Inspection of Records:
The LCPA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Labor Relations:
For purposes of the Educational Employment Relations Act (EERA), The Foundation for Hispanic Education (TFHE) will be the employer of staff members, both certificated and classified. Moreover, certificated staff members possess the right to be part of their bargaining unit, the Union of Foundation Educators (UFE).

Charter Renewal:
The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605 and 47607, and their implementing regulations.

Revocation:
The LCPA and its Authorizer agree to act in good faith with regard to the continuation of this charter. The charter granted pursuant to this Petition may be revoked by the authorizer if the authorizer finds that LCPA did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in this Petition;
2. Failed to meet or pursue any of the student outcomes identified in this Petition;

3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;
4. Violated any provision of law.

If the grounds for revocation are alleged, the governing board of the authorizer agrees to notify The Foundation for Hispanic Education Board of Trustees and to grant reasonable time and opportunity to respond and take appropriate corrective action prior to revocation of LCPA unless the authorizer determines, in writing.

Conclusion:

By approving the renewal of this charter petition for Latino College Preparatory Academy (LCPA), ESUHSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with continued choices in education and following the directive of law. LCPA is looking forward to continuing working independently, yet cooperatively and in strong partnerships with ESUHSD to meet the needs of students in East San Jose. To this end, LCPA agrees to work cooperatively with the District to answer any concerns concerning this renewal petition. The term of the charter renewal shall be **July 1, 2021 – June 30, 2026.**