

Academia Preparatoria para la Universidad Latina

Informe de rendición de cuentas de la escuela 2022-23

Informe elaborado con datos del año escolar 2022-23

Departamento de Educación de California

DIRECCIÓN:	14271 Story Rd. San José, CA, 95127-3823	Principal:	Jesús Ríos, Director
Teléfono:	(408) 729-2281	Rango de grados:	9-12

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web DataQuest del CDE en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejoras.

Acceso a Internet

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Jesus Rios, Principal

📍 Principal, Latino College Preparatory Academy

Hello LCPA Community,

Welcome to our Eagle Warrior Familia! We are thrilled and excited to educate your child to a new school year of learning and growing. Personally, I am grateful to continue this journey with you as your principal.

We are looking forward to a productive partnership with you to ensure our students can achieve their highest potential. We recognize that in order to be successful in school, our students need support from both the home and school. We know a strong partnership with you will make a great difference in your child's/ our student's education.

As educational partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities and commitments.

As parents, I strongly encourage you to consider joining our school site council and attend our monthly Cafecitos con el Director as our students can greatly benefit from your involvement and contributions to LCPA. We seek volunteers to help us with the following activities:

- 1) School Site Council Parent Members (Meets Monthly)
- 2) ELAC Parent Members (Meets Monthly)
- 3) School-wide events (Festival of Lights, Waffle Breakfast, Beautify SJ, Class fundraisers, etc)
- 4) Set up student recognition events
- 5) Outreach and recruitment of parent and community volunteers

Please visit our school's website at SJLCPA.org and review the Student and Parent Handbook so that you and your child can review them together. If you have any questions about our school's expectations, please feel free to contact me or a member of my team. It is very important that we as a school community are fully informed regarding standards related to our dress code policy and appropriate behavior for a safe and productive school year.

The wonderful LCPA Educator community and I feel privileged to be a part of our Eagle Warrior Familia. We thank you for your support and look forward to a successful school year. As your LCPA Principal, academic achievement is my top priority by strengthening the bonds of the 3 R's: RESPECT, RESPONSIBILITY, AND

RELATIONSHIPS. Our students have 100% pure potential to succeed academically.

About Our School

Jesus Rios

Principal

Latino College Preparatory Academy

Email: jrios@tfhe.org | Phone: (408) 729-2281

Contact

Latino College Preparatory Academy

14271 Story Rd.

San Jose, CA 95127-3823

Phone: [\(408\) 729-2281](tel:(408)729-2281)

Email: jrios@tfhe.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Vander Zee, Glenn
Email Address	vanderzeeg@esuhsd.org
Website	www.esuhsd.org

School Contact Information (School Year 2023–24)

School Name	Latino College Preparatory Academy
Street	14271 Story Rd.
City, State, Zip	San Jose, CA , 95127-3823
Phone Number	(408) 729-2281
Principal	Jesus Rios, Principal
Email Address	jrios@tfhe.org
Website	www.sjlcpa.org/
Grade Span	9-12
County-District-School (CDS) Code	43694274330668

School Description and Mission Statement (School Year 2023–24)

School Description:

Latino College Preparatory Academy (LCPA) is a public charter high school focused on providing its students with a college preparatory curriculum through a strong staff for a supportive instructional experience. LCPA has a twenty-year educational track record that has enhanced all attending students' chances of succeeding academically and completing a higher education degree. The school is chartered through East Side Union High School District to meet the developing needs of English Language Learner students and their families. With its community-centered curriculum focused on meeting the needs of English Language Learners, a trained and 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 strong educational option for each and every student in East San Jose.

With its focus on bi-literacy and bi-cultural practices in its educational programs, LCPA

fills a unique niche in students celebrating their history while becoming prepared to work in diverse communities within a globalized world. A highlight and source of pride for the school site is its strong track record of students earning the California Seal of Biliteracy upon graduation and in preparation for postsecondary endeavors. The school site is home to other hallmark programs with local partners such as the Silicon Valley Urban Debate League, Google Code Artists, San Jose Learning Center, the PARTI Program, Gardner Health Services, and the Hispanic Foundation of Silicon Valley.

Mission and Vision:

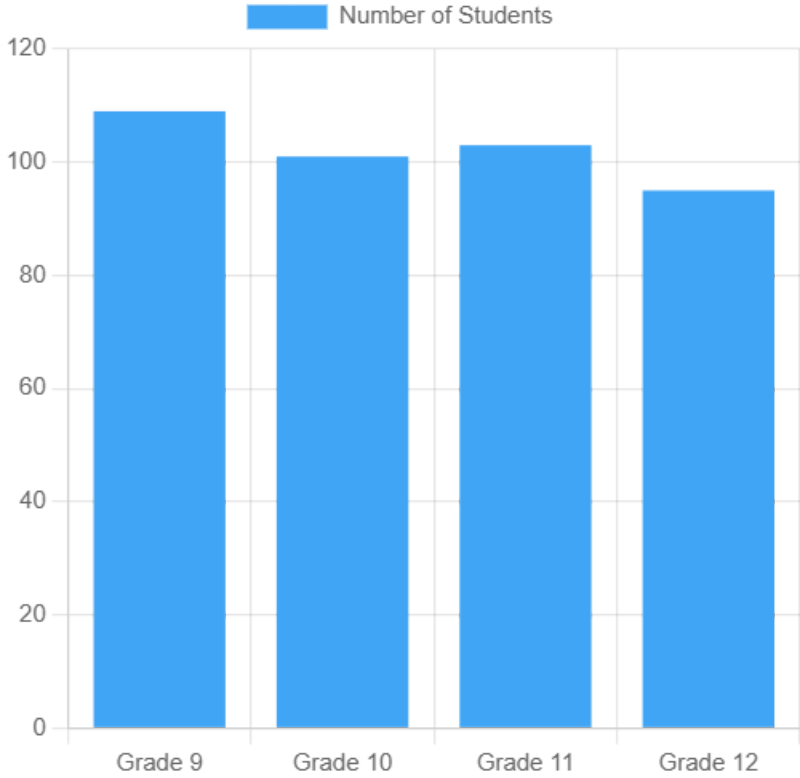
LCPA's mission and values drive everything at the school site, from the academic program set to make graduates a bi-literate, college-educated individual to the process of exploring cultural identity and the tenets of community building. Each value exemplifies a quality necessary to excel in college, develop into a leader, and create positive change in their lives, in the community, and among the global society. 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.

LCAP Goals (2021 - 2024):

- **Goal #1: LCPA will work to ensure equitable access to all students for increasing proficiency in English Language Arts and Mathematics content standards.**
- **Goal #2: LCPA students will have access to rigorous and relevant learning tools and resources taught by highly qualified teachers as well as supported by well-trained academic counselors.**
- **Goal #3: LCPA will cultivate a positive and welcoming school culture that promotes student learning in an academically and physically safe environment while maintaining a low suspension rate.**

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	109
Grade 10	101
Grade 11	103
Grade 12	95
Total Enrollment	408



Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	55.10%
Male	44.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	0.50%
Black or African American	0.20%
Filipino	0.00%
Hispanic or Latino	99.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.80%
Foster Youth	0.00%
Homeless	23.00%
Migrant	0.00%
Socioeconomically Disadvantaged	85.00%
Students with Disabilities	10.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	76.90%	943.40	83.36%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	29.90	2.65%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	8.42%	71.80	6.35%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	25.50	2.25%	12115.80	4.41%
Unknown/Incomplete/NA	2.10	14.68%	60.90	5.39%	18854.30	6.86%
Total Teaching Positions	14.80	100.00%	1131.80	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	80.39%	943.60	82.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	35.40	3.10%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	19.56%	79.50	6.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	25.60	2.24%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	60.90	5.32%	15831.90	5.67%
Total Teaching Positions	18.10	100.00%	1145.30	100.00%	279044.80	100.00%

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

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	1.20	3.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	3.50

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.80%	20.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20%	4.8%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard English Language Arts Curriculum English 9 Springboard ELA & ELD Grade 9 SE English 10 Springboard ELA & ELD Grade 10 SE English 10 Honors Springboard ELA & ELD Grade 10 SE Pre-AP English 2 Curriculum English 11 Springboard ELA & ELD Grade 11 SE English 12 Springboard ELA & ELD Grade 12 SE ERWC Expository Reading and Writing Curriculum AP English Language and Composition College Board AP English Language & Composition Frameworks AP English Literature and Composition College Board AP English Literature & Composition Frameworks Inspire Literacy (iLit) Curriculum ELD I iLit Level E ELD II iLit Level F ELD III iLit Level G	0
Mathematics	College Preparatory Mathematics (CPM) Curriculum Integrated Math 1	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Integrated Math 2 Core Connections Integrated II Integrated Math 3 Core Connections Integrated III Pre-Calculus PreCalculus Third Edition AP Calculus CPM Calculus Softbound Copy (PDF) College Board AP Calculus Frameworks Supplementary Resources IXL Digital Curriculum, Desmos, Quizizz	
Science	Discovery Education California Aligned NGSS Science Textbook Biology California the Living Earth Chemistry California Chemistry in the Earth System Physics California Physics of the Universe Forensics Kendall Hunt Forensic Science for High School 3rd Edition Murder at Old Fields Forensics Science Lab online Activity AP Environmental Science College Board AP Environmental Science Frameworks	0
History-Social Science	Teachers' Curriculum Institute's (TCI) World History TCI - History Alive! World Connections U.S. History TCI - History Alive! Pursuing American Ideals	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Government	TCI - Government Alive! Power, Politics, and You	
Economics	TCI - Econ Alive! The Power to Choose	
	Amsco School Publications	
	AP World History AMSCO - AP World History Connections Ways of the World Curriculum College Board AP World History Frameworks	
	AP U.S. History AMSCO - AP United States History College Board AP U.S. History Frameworks	
	AP U.S. Government/ Econ AMSCO - AP United States Government and Politics College Board AP U.S. Government Frameworks	
	Ethnic Studies Teacher created curriculum based on the Social Justice Standards Supplemental Materials: East Side Dreams Precious Knowledge Documentary Third World Liberation Front Documentary Ted Talk: Kimberle Crenshaw Intersectionality Okun White Supremacy Culture Characteristics A People's History of the USA So you want to talk about Race Introduction of "Indigenous Persons History of the US" Indigenous People History of the USA Pocahontas Film Supreme Court Cases and Indigenous Peoples Dakota Access Pipeline Articles History of Immigration in the USA Article: Chinese Immigration Article: Filipino Immigration Article: South Asian Immigration Article: MENA Immigration US Census Data Base https://immigrationhistory.org/timeline/	

Stand and Deliver Film
 Documentary: Slavery by Another Name

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Malcolm X Video Black Panther 10 Point Plan BLM Video Crash Course: Origins of Hip Hop Frida Kahlo Paintings Bad Bunny - Andrea Bad Bunny - Yo Perreo Sola Excerpts of Lives in Limbo The Impact of Media Stereotypes on Opinions and Attitudes Towards Latinos Stonewall Primary Source Documents History of POC Drag Articles	
Foreign Language	¡Qué Chévere! Carnegie Learning Curriculum Spanish 1 ¡Qué Chévere! Level 1 Spanish 2 ¡Qué Chévere! Level 1 Spanish 3 ¡Qué Chévere! Level 1-2 Spanish 1 for Native Speakers ¡Qué Chévere! Level 2 Spanish 2 for Native Speakers ¡Qué Chévere! Level 3 Spanish 3 for Native Speakers ¡Qué Chévere! En Voz Alta AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Course College Board AP Spanish Language & Culture Frameworks AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course College Board AP Spanish Literature & Culture Frameworks	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	Teacher Created Materials following the California Physical Education standards/framework.	0
Visual and Performing Arts	<p>Drama</p> <p>Selected Monologues from: American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen The Actor's Book of Contemporary Stage Monologues: More Than 150 Monologues from More Than 70 Playwrights by Nina Shengold American Theatre Book of Monologues for Women (Vol 2) by Stephanie Coen American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen Actor's Choice: Monologues for Women by Erin Detrick Actor's Choice: Monologues for Men by Erin Detrick Speak the Speech!: Shakespeare's Monologues Illuminated by Rhona Silverbush and Sami Plotkin</p> <p>Visual Art 1</p> <p>Atlas of Human Anatomy for the Artist by Stephen Peck Perspective Made Easy by Robbie Lee Aztec Dancing: YouTube (multiple Documentaries), Popol Vuh, Codex Borgia, Educadores del Mundo, Codex Mendoza, Cemanahuak Tlamachtiloyan (native School, Codex Nutall, Calpuilli Tonalehqueh Dance Group National Geographic Documentaries.</p> <p>Digital Media 1</p> <p>ITTEN The Elements of Design (Johannes Itten), The Elements of Logo Design (Design Thinking, Branding, Making Marks, Youtube Video Tutorials, Adobe Graphic Design Tools, 5 Composition Rules to Follow.</p> <p>Aztec Dancing Youtube Documentaries Codex Borgia Educadores del Mundo Cemanahuak Tlamachtiloyan National Geographic Documentaries</p> <p>Music</p> <p>Teacher Created Materials following California Performing Arts Standards/Framework.</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>AP 2D Art & Design</p> <p>Teacher Created Materials following the AP College Board Curriculum for AP 2D Art & Design.</p> <p>Visual Art 2</p> <p>Teacher Created Materials following California Visual Arts Standards/Framework.</p>	
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

LCPA is located at 14271 Story Road, San Jose, CA 95127, in a modern state of the art, multi-story, 67,000 square foot educational space containing 23 classrooms and 5 offices. In addition, students also have access to a Cafeteria (Finn Center), recreational spaces (i.e., Bustos Plaza, Athletic Field), a college support center (Abby Sobrato Center for College Success), and a staff/student parking lot. Technical support for technology infrastructure, operations, and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Revolution Foods. Daily janitorial service is provided by on-site staff during the day and internally sourced for evening service. Maintenance of major systems, such as fire protection, emergency generator, landscaping, electrical systems, network equipment, emergency exit signage, elevator system, pest control, deferred maintenance, and HVAC troubleshooting, are provided by qualified vendors included in an annual vendor list. Recent improvements include upgrades to the Finn Center auditorium/nutrition space in Fall 2021 and modernization of the Sobrato Athletics Building in Fall 2022. There are no forthcoming capital projects planned for the instructional spaces, which were fully renovated through a City of San Jose-approved Tenant Improvement Project (TIP) in the 2017 - 2018 school year.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	33%	32%	58%	58%	47%	46%
Mathematics (grades 3-8 and 11)	5%	2%	34%	32%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00%	0.00%	32.04%
Female	60	60	100.00%	0.00%	36.67%
Male	43	43	100.00%	0.00%	25.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	103	103	100.00%	0.00%	32.04%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	37	37	100.00%	0.00%	10.81%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	71	71	100.00%	0.00%	28.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00%	0.00%	1.94%
Female	60	60	100.00%	0.00%	1.67%
Male	43	43	100.00%	0.00%	2.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	103	103	100.00%	0.00%	1.94%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	37	37	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	71	71	100.00%	0.00%	2.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	9.26%	9.30%	37.64%	38.21%	29.47%	30.29%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	86	97.73%	2.27%	9.30%
Female	47	46	97.87%	2.13%	10.87%
Male	41	40	97.56%	2.44%	7.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	87	85	97.70%	2.30%	9.41%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	25	25	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	58	56	96.55%	3.45%	10.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

Latino College Preparatory Academy does not offer a CTE program or pathway.

Career Technical Education (CTE) Participation (School Year 2022–23)

Latino College Preparatory Academy does not offer a CTE program/pathway.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	70.27%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

LCPA students, parents, and staff are held to a high level of expectations consistent with the school site's Student/Family Handbook and Summer Bridge Orientation curriculum. The expectation is that 100% of students will gain acceptance and matriculate into at least one higher education program after graduation – a two-year community college (including certification programs) or a four-year university. Parents/Guardians are offered the opportunity to be supportive by participating in their child's academic and non-academic/personal development endeavors via committees such as School Site Council, English Learner Advisory Committee, Community Schools Focus Groups, and the Parent Advisory Committee. Most importantly, parents are empowered to participate and take a vital role in creating a college going culture as led by a partnership with their school site (LCPA). Moreover, partner organizations such as the Hispanic Foundation of Silicon Valley, Parent Institute of Quality Education, San Jose Learning Center and YMCA Project Cornerstone offer professional development and training opportunities for families to continue their own education to become better equipped for supporting their student's academic endeavors.

LCPA operates under the premise that the teachers, parents, and students must work together as partners to create the offerings for a quality education, as evidenced by its Schoolwide Learner Outcomes (SLO) and Local Control & Accountability Plan (LCAP) Actions and Goals. Parents also participate in Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 80 - 100 parents participate each month in at least one school site effort. The meetings are focused on getting the parents involved in the student's education with parents at LCPA on campus frequently for continued oversight and rapport building.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

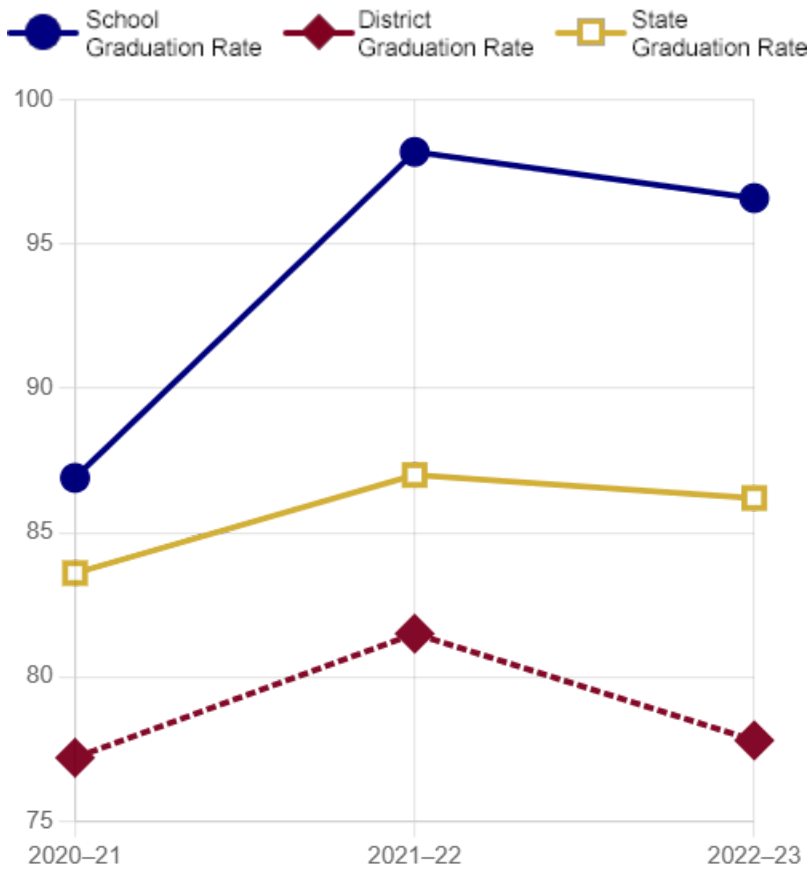
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

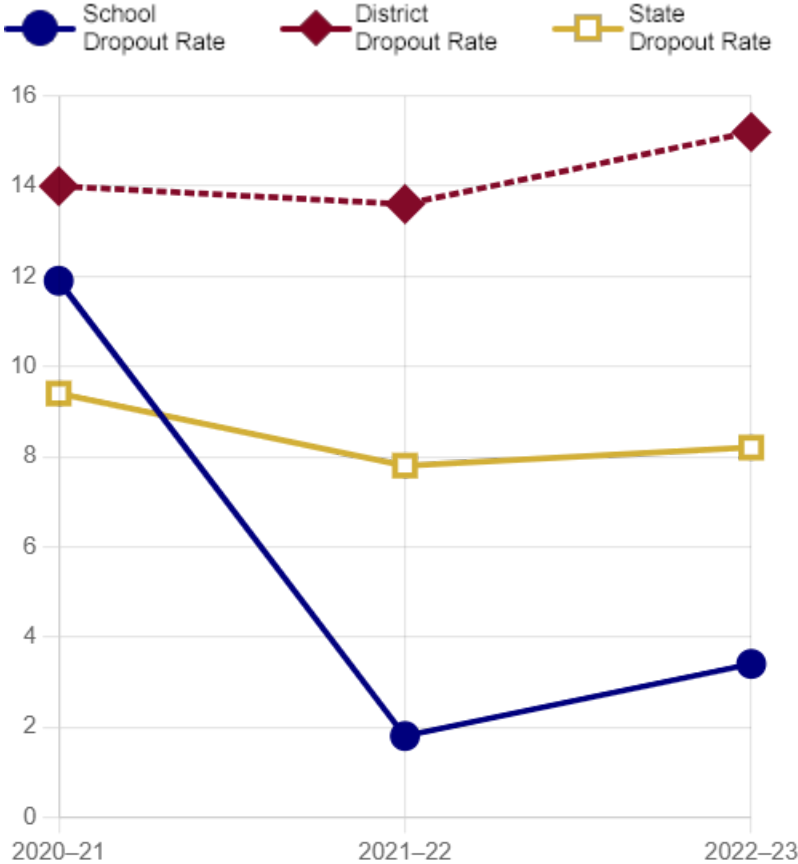
Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Graduation Rate	86.9%	98.2%	96.6%	77.2%	81.5%	77.8%	83.6%	87%	86.2%
Dropout Rate	11.9%	1.8%	3.4%	14%	13.6%	15.2%	9.4%	7.8%	8.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	89	86	96.6%
Female	49	49	100.0%
Male	40	37	92.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	88	85	96.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	31	29	93.5%
Foster Youth	0.0	0.0	0.0%
Homeless	20	18	90.0%
Socioeconomically Disadvantaged	85	82	96.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	11	11	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	433	421	112	26.6%
Female	234	231	62	26.8%
Male	199	190	50	26.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	2	2	0	0.0%
Black or African American	1	1	1	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	429	417	111	26.6%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	0	0	0	0.0%
English Learners	158	151	50	33.1%
Foster Youth	0	0	0	0.0%
Homeless	98	98	23	23.5%
Socioeconomically Disadvantaged	370	361	101	28.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	45	44	18	40.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	1.57%	0.23%	0.03%	3.41%	3.72%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23%	0.00%
Female	0.00%	0.00%
Male	0.50%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.23%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.27%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.22%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2023–24)

LCPA has a comprehensive Safety Plan that outlines the protocol to be used, systems that must be in place, and procedures that must be followed in the event of an emergency. The school safety plan covers an array of different systems such as child abuse reporting procedures, policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations, procedures to notify teachers and counselors of dangerous students, sexual harassment policy, safe ingress and egress to and from school, rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning, dress code, routine and emergency disaster procedures including natural disasters, human-created disasters or power outages.

Routine and emergency disaster procedures include but are not limited to; emergency and disaster preparedness plan, fire drills, lockdown drills, earthquake emergency procedure system, and safe transportation during emergencies. Ensuring that our community feels safe on our campus is of the utmost priority for the Latino College Preparatory Academy. These safety plans have been outlined and thoroughly reviewed with teachers, staff, students, and parents throughout the year.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	3	16	0
Mathematics	27.00	2	13	
Science	27.00	1	12	1
Social Science	23.00	7	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	7	12	
Mathematics	23.00	5	13	
Science	26.00	5	13	
Social Science	23.00	7	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	8	9	0
Mathematics	23.00	5	12	0
Science	27.00	3	11	0
Social Science	21.00	10	7	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	250

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.50
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16084.45	\$4233.00	\$11851.45	--
District	N/A	N/A	--	\$105255.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$97850.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2022–23)

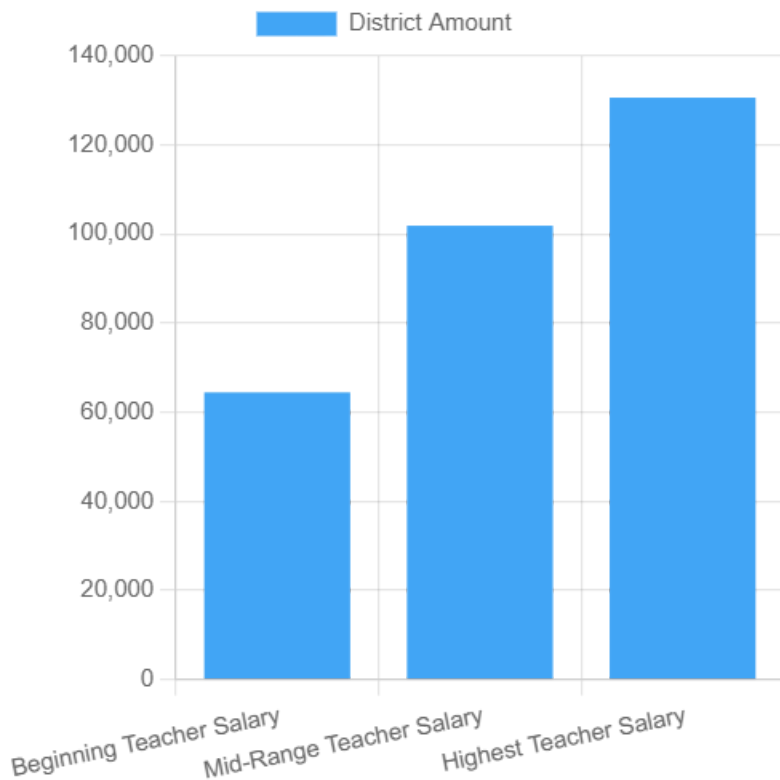
LCPA uses Categorical funds to support various services and programs that support its students and families. Below is a general overview of how LCPA uses Title I, II and III funds:

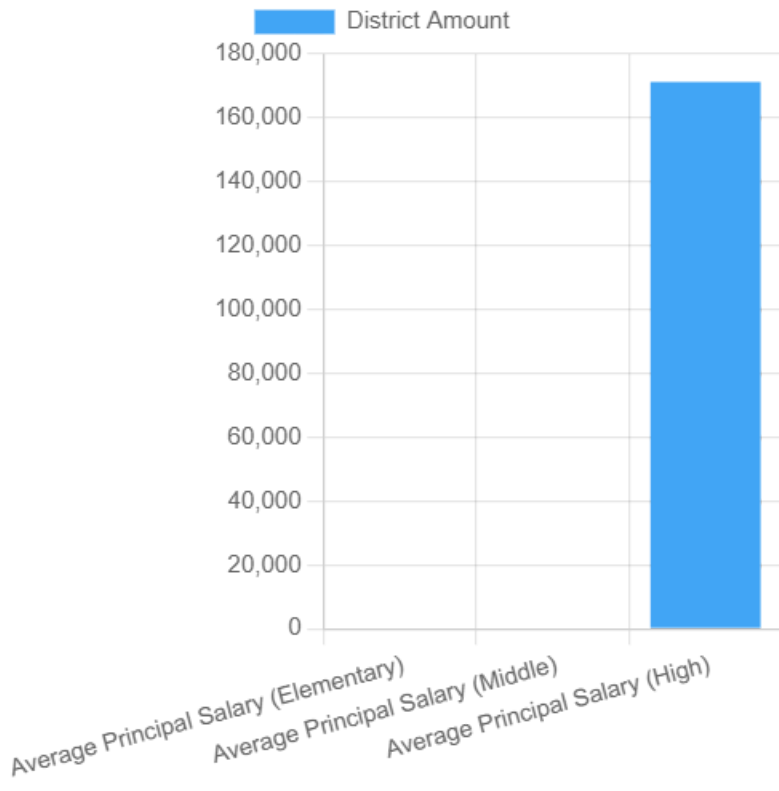
- Title I: Curriculum & Instructional Coaching, Paraprofessional Support, Parent Engagement and Governance, Parent Education
- Title II: Instructional Coaching, Professional Development
- Title III: Parent Engagement Activities, Paraprofessional Support for English Learners

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$64471.00	\$57234.44
Mid-Range Teacher Salary	\$101894.00	\$95466.60
Highest Teacher Salary	\$130638.00	\$122669.10
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$153476.29
Average Principal Salary (High)	\$171239.00	\$173197.59
Superintendent Salary	\$280339.00	\$277571.94
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 39.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	4
Mathematics	1
Science	1
Social Science	6
Total AP Courses Offered*	15

* Where there are student course enrollments of at least one student.

Professional Development

Latino College Preparatory Academy staff, including Certificated and Classified members, engage in 9 full days of Professional Development and Continuous Improvement Days. Additionally, staff members engage in Professional Development on designated Wednesdays for 100 minutes, for approximately 29 Wednesdays, during the Academic School year.

The purpose of the 2022-2023 Teaching and Learning professional development series was to provide professional learning and collaborative opportunities with strategies and techniques that positively impact student outcomes.

Professional Development includes, but is not limited to:

- Sheltered Instruction Observation Protocol (SIOP) features and techniques
- Assessment and Data - Understanding our state and local assessments and data dives to inform instructional focus and monitoring
- Instructional Coaching
- Lesson Design
- Curriculum Mapping
- Defining Objectives
- Best Practices for Effective Teaching
- Book Study - Grading for Equity

In addition to the 9 full days on instruction, curriculum, assessment and evaluation, the focus of the school's Professional Development was selected due to student achievement data results in Math and English. The school has focused on Literacy across the content areas based on the student performance data and student population demographics. Student and the community were surveyed and Priority Areas for the classroom were identified that guide instructional practice. Inclusively, teachers implement the Growth Mindset and Gradual Release of Responsibility in lesson design.

Professional development is delivered five days prior to the beginning of school as a Foundation professional development work week, for all its charter schools. The focus is on the use of data to inform classroom instruction. Additionally, five full days of professional development are provided for teachers during the school year to participate in further Foundation implemented Professional Development. Teachers have 3 hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes. Additional professional development is provided to the team after school hours in Growth Mindset and Gradual Release of Responsibility throughout the year, as well as in the summer as an introduction professional development for new teacher hires.

También se espera que todo el personal realice sesiones de capacitación obligatorias identificadas y administradas por SafeSchools de CharterSafe, y el Departamento de Recursos Humanos de TFHE realiza un seguimiento de la finalización. Las sesiones incluyen capacitación sobre denunciantes obligatorios, capacitación sobre patógenos transmitidos por la sangre, prevención del abuso infantil y la negligencia, prevención del acoso sexual (de personal a personal y de personal a estudiante), capacitación en primeros auxilios, capacitación FERPA y otras capacitaciones de cumplimiento urgentes. La implementación del desarrollo profesional está respaldada por y para los maestros a través del entrenamiento instructivo entre pares, el uso de la fecha del desempeño de los estudiantes como una revisión en equipos y en sesiones de trabajo enfocadas en el departamento.

Medida	2021– 22	2022– 23	2023– 24
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	9	9	9