

Academia Preparatoria Universitaria Latina

Informe de Responsabilidad Escolar 2024-25

Informado utilizando datos del año escolar 2024-25

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

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

- Para obtener más información sobre los requisitos del SARC y acceder 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 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 disponible en la página web de DataQuest del CDE (<https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden 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 estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

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

Contact

Latino College Preparatory Academy
14271 Story Rd.
San Jose, CA 95127-3823

Phone: [\(408\) 729-2281](tel:4087292281)

Email: jrios@tfhe.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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	http://www.sjlcpa.org/
Grade Span	9-12
County-District-School (CDS) Code	43694274330668

School Description and Mission Statement (School Year 2025–26)

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 twenty-four educational track record that have enhanced all attending students' chances of succeeding academically and completing a college degree, particularly with a focus on English Language Learner 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 commitment to biliteracy-centered educational curriculum, LCPA occupies a unique and essential role in accelerating students' English Language Arts (ELA) proficiency. This focus equips scholars with the academic foundation needed for strong performance on standardized assessments, meaningful engagement with data-driven instruction, and the preparation required to pursue and succeed in postsecondary opportunities; empowering students to succeed in East San José and beyond.

succeed in East San Jose, and beyond.

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. 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.

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 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 (2024-2027):

Goal #1: LCPA will Increase the percentage of scholars meeting or exceeding proficiency standards in English Language Arts (ELA) and Mathematics by 5% by the end of the academic year measured by standardized assessments (SBAC)

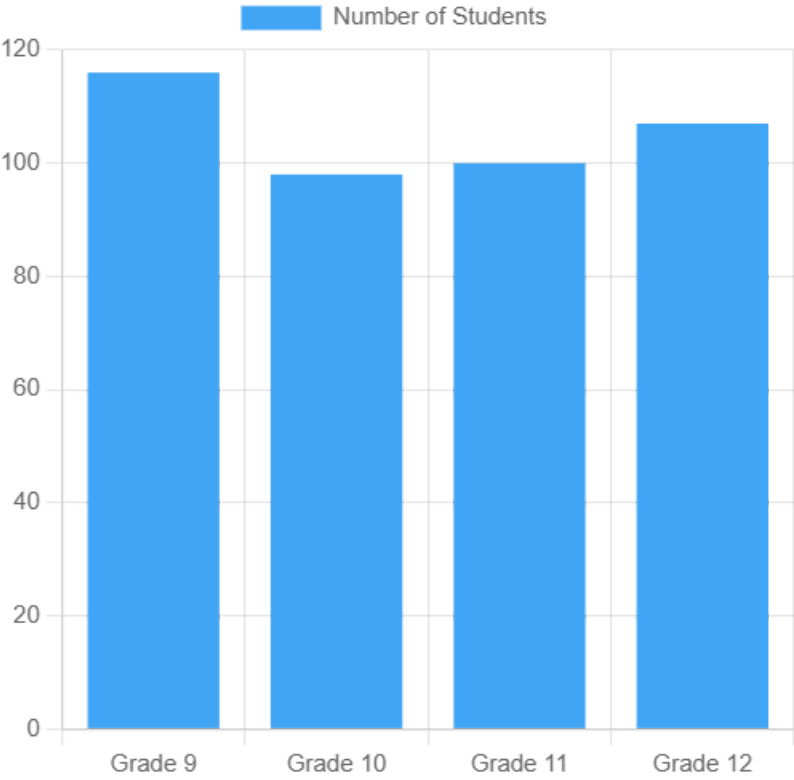
Goal #2: LCPA will foster a college-bound culture by increasing the A-G Requirement college completion rate by 10% each academic year.

Goal #3: LCPA will increase English Learners' progress by 10% annually measured by the summative ELPAC.

Goal #4: LCPA will cultivate a positive school culture and community engagement that promotes student learning in an academically and physically safe environment while maintaining a low suspension rate.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	116
Grade 10	98
Grade 11	100
Grade 12	107
Total Enrollment	421



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	53.00%
Male	47.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.24%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	99.05%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.24%
White	0.48%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.82%
Foster Youth	0.00%
Homeless	15.43%
Migrant	0.00%
Socioeconomically Disadvantaged	87.17%
Students with Disabilities	12.58%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	13.50	74.05%	923.60	82.88%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.80	2.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	91.50	8.21%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	22.90	2.06%	11746.90	4.23%
Unknown/Incomplete/NA	4.70	25.95%	53.30	4.79%	14303.80	5.15%
Total Teaching Positions	18.30	100.00%	1114.40	100.00%	277698.00	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 2023–24)

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)	15.70	79.10%	865.60	76.90%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.60	2.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	6.82%	75.90	6.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	30.40	2.70%	12112.80	4.34%
Unknown/Incomplete/NA	2.80	14.04%	130.80	11.63%	13705.80	4.91%
Total Teaching Positions	19.90	100.00%	1125.50	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	3.50	0	1.30
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.50	0	1.30

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.8%	1.7%	8.10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.8%	8.3%	6.40%

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 2025–26)

Year and month in which the data were collected: August 2024

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	<p>English 9 Springboard ELA & ELD Grade 9 SE Selected Novels</p> <p>English 10 Springboard ELA & ELD Grade 10 SE Selected Novels</p> <p>English 11 Springboard ELA & ELD Grade 11 SE Selected Novels</p> <p>English 12 Springboard ELA & ELD Grade 12 SE Selected Novels Expository Reading and Writing Curriculum</p> <p>AP English Literature: AP College Board Framework Selected novels, poems, plays, and short stories</p> <p>AP English Language: AP College Board Framework Selected novels, poems, plays, and short stories</p> <p>English Language Development Get Ready! By Vista Learning Get Reading! By Vista Learning</p>	0
Mathematics	<p>Math 1 Core Connections Integrated I, 2nd Edition College Preparatory Mathematics (CPM) Curriculum</p> <p>Math 2</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>College Preparatory Mathematics (CPM) Curriculum</p> <p>Math 3</p> <p>Core Connections Integrated Math 3, 2nd Edition</p> <p>College Preparatory Mathematics (CPM) Curriculum</p> <p>Pre-Calculus</p> <p>PreCalculus 3 Edition</p> <p>College Preparatory Mathematics (CPM) Curriculum</p> <p>AP Statistics</p> <p>AP College Board Framework</p> <p>Statistics 3 Edition</p> <p>AP Computer Science Principles</p> <p>AP College Board Framework</p> <p>Supplemental</p> <p>IXL Digital Curriculum</p> <p>Desmos</p>	
Science	<p>Biology</p> <p>Discovery Education California Aligned NGSS Science Textbook</p> <p>California the Living Earth</p> <p>Chemistry</p> <p>Discovery Education California Aligned NGSS Science Textbook</p> <p>California Chemistry in the Earth System</p> <p>Physics</p> <p>Discovery Education California Aligned NGSS Science Textbook</p> <p>California Physics of the Universe</p> <p>Forensics</p> <p>Kendall Hunt Forensic Science for High School 3rd Edition</p> <p>Murder at Old Fields Forensics Science Lab (Virtual Activity)</p> <p>AP Environmental Science</p> <p>Environmental Science for the AP</p> <p>BFW Publishing</p>	0
History-Social Science	<p>World History:</p> <p>TCI - History Alive! World Connections</p>	0

AP World History:

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>AMSCO - AP World History: Modern Ways of the World</p> <p>U.S. History: TCI - History Alive! Pursuing American Ideals</p> <p>AP U.S. History: AMSCO - AP United States History, 4th edition</p> <p>Government: TCI - Gov Alive! Power, Politics, and You</p> <p>AP Government: AMSCO - AP United States Government and Politics</p> <p>Economics: TCI - Econ Alive! The Power to Choose</p>	
Foreign Language	<p>Spanish 1 Que Chevre! Level 1 Realidades 1 & Selected non fiction and fiction readings</p> <p>Spanish 1 Native Speakers ¡Qué Chévere! Level 1 Realidades 1 & Selected non fiction and fiction readings</p> <p>Spanish 2 ¡Qué Chévere! Level 2 Realidades 2 & Selected nonfiction and fiction readings</p> <p>Spanish 2 Native Speakers ¡Qué Chévere! Level 2 Realidades 2 & Selected nonfiction and fiction readings</p> <p>Spanish 3 ¡Qué Chévere! Level 3 Lazarillo de Tormes Reader and Selected nonfiction and fiction readings</p> <p>AP Spanish Language and Culture TEMAS AP Spanish, Preparing for the Language and Culture Examination,</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 Spanish Literature and Culture</p> <p>Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing) & Selected Readings</p>	
Health	<p>Physical Education</p> <p>Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0</p>	0
Visual and Performing Arts	<p>Teacher-created materials.</p> <p>Visual and Performing Arts Frameworks.</p> <p>AP College Board Frameworks for AP Art and 2D Design.</p> <p>Aztec Dancing:</p> <p>YouTube (multiple Documentaries), Popol Vuh, Codex Borgia, Educadores del Mundo, Codex Mendoza, Cemanahuak Tlamachtilyan (native School, Codex Nutall, Calpuilli Tonalehqueh Dance Group, National Geographic Documentaries.</p>	0
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 situated 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 to a Cafeteria (Finn Center), recreational spaces (i.e., Bustos Plaza, Athletic Field), 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. Improvements include upgrades to the Finn Center auditorium/nutrition space in Spring/Summer 2021, and most recently modernization of the Sobrato Athletics Building in Fall 2022.

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: February 2020

System Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
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: February 2020

Overall Rating	Exemplary
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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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	42%	41%	56%	56%	47%	48%
Mathematics (grades 3-8 and 11)	10%	11%	33%	34%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00%	0.00%	40.82%
Female	54	54	100.00%	0.00%	38.89%
Male	44	44	100.00%	0.00%	43.18%
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	98	98	100.00%	0.00%	40.82%
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	38	38	100.00%	0.00%	7.89%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	38.78%
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.

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Note: The number of students tested includes all students who participated in the test whether they received a

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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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00%	0.00%	11.22%
Female	54	54	100.00%	0.00%	12.96%
Male	44	44	100.00%	0.00%	9.09%
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	98	98	100.00%	0.00%	11.22%
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	38	38	100.00%	0.00%	2.63%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	12.24%
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.

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**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	12.63%	18.81%	39.02%	39.56%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	101	100.00%	0.00%	18.81%
Female	58	58	100.00%	0.00%	17.24%
Male	43	43	100.00%	0.00%	20.93%
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	100	100	100.00%	0.00%	19.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	13	13	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	47	47	100.00%	0.00%	19.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2024–25)

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 administration 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 2025–26)

LCPA students, parents, and staff are held to a high level of expectations. The expectation is that 100% of students will gain acceptance into at least one higher education program after graduation – a two-year community college or a four-year university. Parents are offered the opportunity to be supportive by participating in their child’s academic and non-academic/personal development endeavors. 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).

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. Parents participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. 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 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):

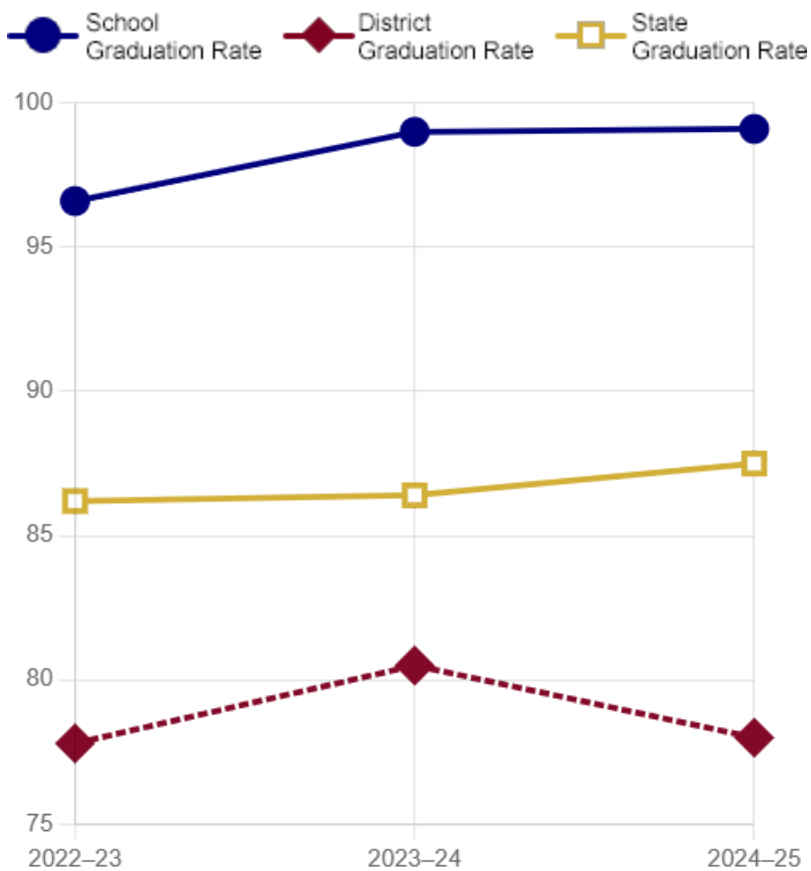
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

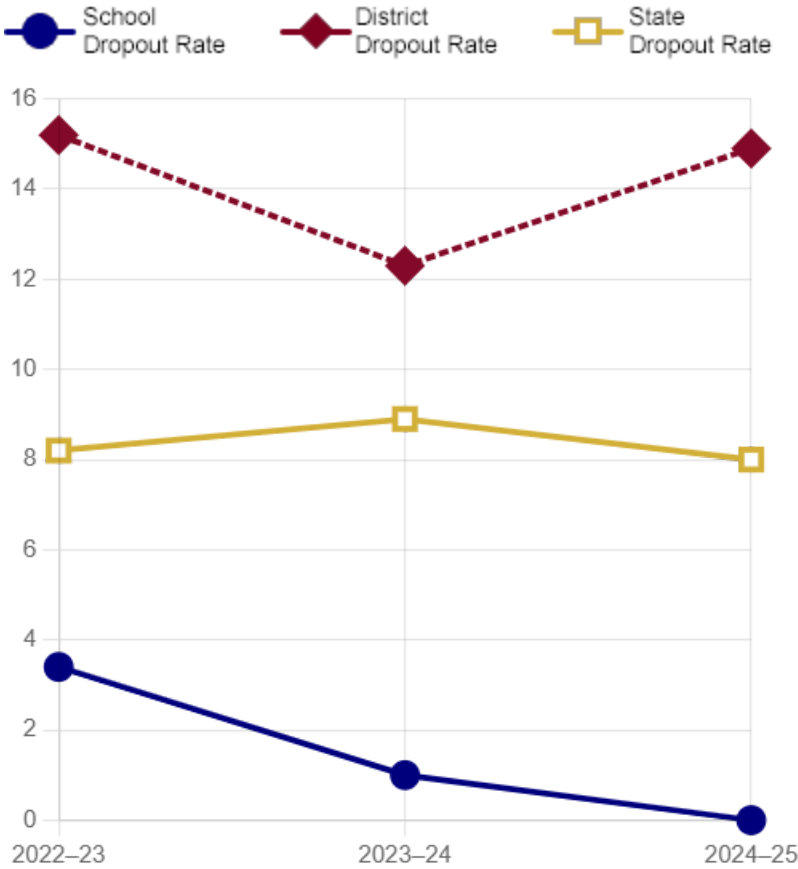
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	96.6%	99.0%	99.1%	77.8%	80.5%	78.0%	86.2%	86.4%	87.5%
Dropout Rate	3.4%	1.0%	0.0%	15.2%	12.3%	14.9%	8.2%	8.9%	8.0%

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 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	105	99.1%
Female	61	60	98.4%
Male	45	45	100.0%
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	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	105	104	99.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	0	0	0.00%
English Learners	27	26	96.3%
Foster Youth	0.0	0.0	0.0%
Homeless	26	25	96.2%
Socioeconomically Disadvantaged	104	103	99.0%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	431	95	22.0%
Female	231	225	56	24.9%
Male	213	206	39	18.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	439	427	95	22.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	151	144	38	26.4%
Foster Youth	--	--	--	--
Homeless	68	67	18	26.9%
Socioeconomically Disadvantaged	388	378	88	23.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	57	16	28.1%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.23	0.00	0.00	3.72	2.82	2.34	3.60	3.28	2.94
Expulsions	0.00	0.00	0.23	0.05	0.05	0.05	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.23%
Female	0.00%	0.00%
Male	0.00%	0.47%
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	0.00%	0.23%
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%	0.66%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.26%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	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.

School Safety Plan (School Year 2025–26)

LCPA has a detailed, 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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	10	12	0
Mathematics	22.00	8	10	0
Science	23.00	6	10	0
Social Science	22.00	9	6	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	8	11	
Mathematics	26.00	2	14	
Science	27.00	2	13	
Social Science	25.00	2	12	

* 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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	205

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
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 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$116804.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$113595.00
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 2024–25)

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, III funds:

Title I: Instructional Coaching, Parent Engagement and Governance, Parent Education

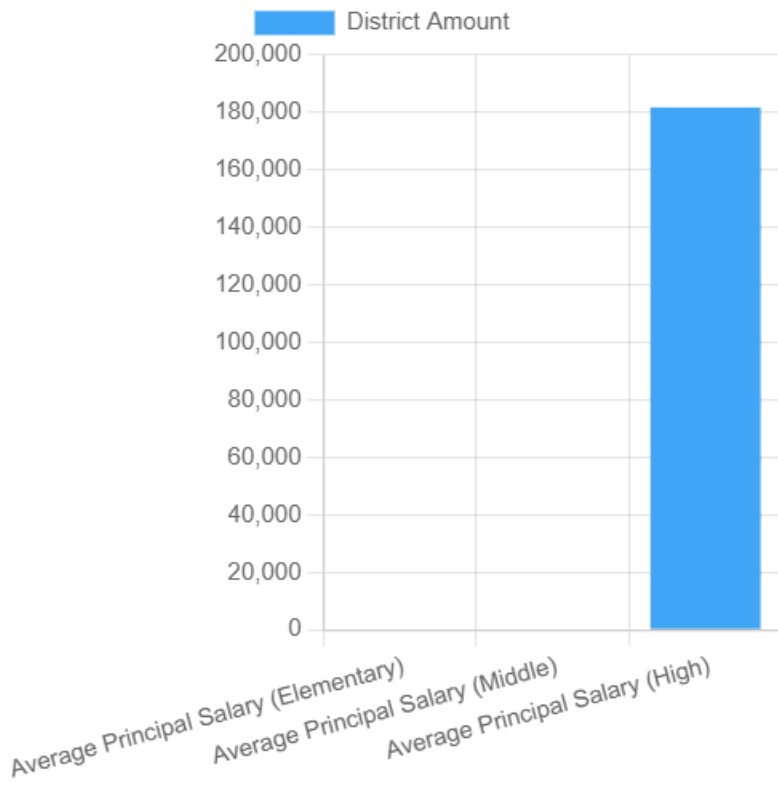
Title II: Instructional Coaching, Professional Development

Title III: Parent Engagement Activities, Supplemental Instruction for English Learners

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$69900.00	\$67237.98
Mid-Range Teacher Salary	\$110474.00	\$106841.05
Highest Teacher Salary	\$141638.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$181735.00	\$193950.22
Superintendent Salary	\$329669.00	\$314303.88
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2024–25)

Percent of Students in AP Courses 36.6 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	2
Foreign Language	3
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	12

* 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 2025-2026 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**
- **Evaluación y datos: comprender nuestras evaluaciones estatales y locales y el análisis de datos para informar el enfoque y el seguimiento de la instrucción (datos MAP, datos SBAC, datos ELPAC)**
- **Coaching instructivo**
- **Diseño de lecciones**
- **Mapeo curricular**
- **Definición de objetivos**
- **Wayfinder - Aprendizaje socioemocional (Consultorio)**
- **Mejores prácticas para una enseñanza eficaz**
- **Estudio del libro: Calificación para la equidad**

Además de los 9 días completos dedicados a la instrucción, el currículo, la evaluación y la

Además de los 9 días completos dedicados a la instrucción, el currículo, la evaluación y la valoración, el enfoque del desarrollo profesional de la escuela se seleccionó debido a los resultados de los datos de rendimiento estudiantil en matemáticas e inglés. La escuela se ha centrado en la lectoescritura en todas las áreas de contenido, basándose en los datos de rendimiento estudiantil y la demografía de la población estudiantil. Se encuestó a los estudiantes y a la comunidad, y se identificaron áreas prioritarias para el aula que guían la práctica docente. De forma inclusiva, los docentes implementan la mentalidad de crecimiento y la liberación gradual de responsabilidad en el diseño de las clases.

El desarrollo profesional se imparte cinco días antes del inicio de clases como parte de la semana de desarrollo profesional de la Fundación en todas sus escuelas chárter. El enfoque se centra en el uso de datos para orientar la enseñanza en el aula. Además, se ofrecen cinco días completos de desarrollo profesional a los docentes durante el año escolar para que participen en el desarrollo profesional adicional implementado por la Fundación. Los docentes disponen de tres horas semanales para colaborar como escuela en equipos de aprendizaje profesional centrados en la revisión de la evaluación del trabajo de los estudiantes, teniendo en cuenta sus resultados de desempeño. Se ofrece desarrollo profesional adicional al equipo después del horario escolar en Mentalidad de Crecimiento y Liberación Gradual de Responsabilidades a lo largo del año, así como en verano como una introducción al desarrollo profesional para los nuevos docentes.

Se espera que todo el personal también asista a las Sesiones de Capacitación Obligatoria, identificadas y administradas por SafeSchools de CharterSafe, y el Departamento de Recursos Humanos de TFHE realiza el seguimiento de su finalización. Las sesiones incluyen la Capacitación para Denunciantes Obligatorios, la Capacitación sobre Patógenos Transmitidos por la Sangre, la Prevención del Abuso y la Negligencia Infantil, la Prevención del Acoso Sexual (de Personal a Personal y de Personal a Estudiante), la Capacitación en Primeros Auxilios, la Capacitación en FERPA y otras capacitaciones urgentes de cumplimiento. La implementación del desarrollo profesional cuenta con el apoyo de y para los docentes mediante la capacitación docente entre pares, el uso de la información sobre el desempeño estudiantil como herramienta de revisión en equipos y en sesiones de trabajo centradas en el departamento.

Medida	2023– 24	2024– 25	2025– 26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	9	9	9