Latino College Preparatory Academy
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Latino College Preparatory Academy
Street	14271 Story Rd.
City, State, Zip	San Jose, CA 95127
Phone Number	408.729.2281
Principal	Jesus Rios
Email Address	jrios@tfhe.org
Website	http://www.sjlcpa.org
County-District-School (CDS) Code	43694274330668

Entity	Contact Information
District Name	East Side Union High School District
Phone Number	408-347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	www.esuhsd.org

School Description and Mission Statement (School Year 2019-20)

School Description

The Latino College Preparatory Academy (LCPA), is a small, personalized, college-prep charter high school in East San Jose, California, managed by the Foundation for Hispanic Education and chartered by the East Side Union High School District. The school is located at 14271 Story Rd, San Jose, CA 95127. LCPA serves approximately 435 students, grades 9-12, drawn primarily from the surrounding community. LCPA receives new and transfer students from several elementary and high school districts within the area. LCPA is a school of choice and through parent and community outreach and relationships; students and parents see the increased opportunities offered by LCPA for youth who are English Learners, at a low socioeconomic status (SES) and/or at risk. Sixty percent of our Eastside community speaks a second language other than English, and 40% of the East San Jose inhabitants report having a college degree. LCPA reflects the general demographics of this community where we are located, whereby 98% of our students are Latino and 90% are or have been designated an English learner during their educational career. In addition, 75% of our students come from single-parent families with 23% of them expected to provide childcare for their siblings throughout the school week. Though the majority (90%) of our student body is on free or reduced lunch, and 93% of our families do not have an immediate family member to have graduated from college, LCPA has experienced success in overcoming these challenges.

LCPA is proud that 97% of our students are graduating from high school and, over the last two years, an average of 60% of them completed their A-G requirements! The average daily attendance at LCPA was 96.4% for the school year. It has made drastic efforts to minimize chronic absenteeism and furthermore, drop out rates. To drive further success, LCPA continues to focus on providing its students with a rigorous curriculum, a strong faculty, and an environment made up of high expectations and college-bound learning. LCPA has created a four-year educational track that has enhanced Latino students' chances of succeeding academically and has positioned students to be able to competitively apply to a 4-year university. With its innovative curricula, capable faculty, and nurturing environment, LCPA has become a viable educational option for each and every student, especially English Language Learners. LCPA fills a unique niche in providing these students the time and focus to reach the academic level of English that is critical for academic achievement, passing standardized tests, and pursuing postsecondary educational opportunities.

Vision
The vision of the Latino College Prep Academy (LCPA) is to be recognized as the premier provider of High School English Language Learner educational programs, thus ensuring innovative, successful leaders with critical thinking, decision-making, information technology, and communications skills.

Mission
The mission of the Latino College Prep Academy is to enable underserved high school English Language Learners to become bi-literate in English, Spanish, Mathematics, and Science. These skills will ensure their ability to successfully complete requirements for a high school diploma and pursue post-secondary educational opportunities of their choice.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	120
Grade 10	93
Grade 11	104
Grade 12	93
Total Enrollment	410

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	96.8
White	0.7
Socioeconomically Disadvantaged	90
English Learners	29.8
Students with Disabilities	11
Homeless	

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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	23	19	19
Without Full Credential	5	3	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: Nov. 2019

The instructional materials that have been adopted at LCPA are strictly aligned with the Common Core State Standards and the instructional methods that have been implemented are strategically geared towards supporting a large English Language Learner Population. Teachers have been provided support from outside resources ranging from University Professors, Modernized Professional Development and other local District Officials. Most recently, the school has adopted and implemented the Write Tools Curriculum. In this particular curriculum, teachers in three of our departments (Social Science, English and Spanish) are working collaboratively to enhance student writing with providing evidence and supporting claims. In our Math Department, LCPA is continuing with the College Prep Math (CPM) curriculum and supplemental materials from online software programs such as IXL which aim to enhance conceptual understanding and promote mastery of math standards. Lastly, in our Science Department, teachers are working collaboratively with local District officials to transition our students efficiently to the newly adopted NGSS standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers use a variety of nonfiction academic texts based on thematic units. The English Department has also adopted and implemented Write Tool Strategies across all Grade Levels. English 9: The Diary of a Young Girl by Anne Frank Prisoner B-3097 by Alan Gratz, Jack Gruener Persepolis: The Story of a Childhood by Marjane Satrapi American Street by Ibi Zoboi "Everything's an Argument" The Narrative of Frederick Douglass The Distance Between Us by Reyna Grande (instead of House on Mango Street) The House on Mango Street English 10/ Honors: How it Went Down Fahrenheit 451 Night (already on the list) The Book Thief (already on the list) The Kite Runner Bless Me, Ultima Ready Player One The Giver English 11/ AP Language: Everything's An Argument (AP English Language) Julius Caesar	Yes	0

	The Narrative of Frederick Douglass The Scarlet Letter The Handmaid's Tale Night Book Thief Like Water for Chocolate English 12/ AP Literature: Frankenstein Pride and Prejudice Much Ado About Nothing Brave New World Othello Things Fall Apart A Streetcar Named Desire The Great Gatsby and a selection of poems and short stories from the literary canon.		
Mathematics	CPM-College Preparatory Mathematics Curriculum for : Math 9: Integrated Math 1 Core Connections Integrated I- Student Softbound Vol 1 Core Connections Integrated I- Student Softbound Vol 2 Integrated Math 2 "Core Connections Integrated 2" Integrated Math 3 Math 3: "Core Connections Integrated 3" Pre Calculus: Mathematics for Calculus "Precalculus: Mathematics for Calculus 7th ed" by James Stewart. CPM Precalculus Softbound copy (PDF) AP Calculus CPM: Calculus Version 1 access to the Teacher Editions online for CPM	Yes	0
Science	Earth Science: 1. EDC Earth Science Lab-Aids Biology: (Not Applicable 2019-2020 Academic Year) 1. Pearson Miller & Levine Biology 2010 AP Biology	Yes	0

	1. Biology The Unity & Diversity of Life 14th edition 2. Campbell Biology 11th edition Chemistry: 1. Pearson Chemistry 2012 Physics: 1. Prentice Hall Conceptual Physics 2009 Forensics: 1. Okuda, M. & Stephenson, F. A Hands-On Introduction to Forensic Science: Cracking the Case, CRC Press (2015) 2. Ball, Barbara. Forensic Science for High School, 3rd Ed. Kendall Hunt (2016) In addition, we use lab supplies & kits from Flinn Scientific and Carolina Biological Supply. AP Environmental Science: 1.Exploring Environmental Science for AP, 2019 Cengage Learning, Miller & Spoolman		
History-Social Science	The Social Science Department has also adopted and implemented Write Tool Strategies across all Grade Levels 10th-12th Government/Economics: 1. Massing, Gregory I. Civics in Practice: Principals of Government Economics. Orlando, Fl: 1. Holt McDougal, a Division of Houghton Mifflin Harcourt, 2011. Print. Making the Right Money Move: Your Guide to Credit Unions and the Services They Provide. Midlothian, VA: Remark, 2006. Print. Civics and US History: Civics in Practice: Holt McDougal America Past and Present: Longman World History: Ways of the World, 2nd Edition: A Brief Global History with Sources by Robert W Strayer, 2013	Yes	0

	AP World History: Preparing for the Advanced Placement Examination, Student Edition 2017 AP Government American Government 2016 Presidential Election, 13, AP Edition 2018 w/Mypoliscilab w/e text up to 6 years 13 edition		
Foreign Language	AP Spanish Literature: Azulejo, Anthology and Guide to the AP Spanish Literature Course, Wayside Publishing, 2nd Edition El Lazzarillo de Tormes Spanish Level 2 READER WITH AUDIO CD AP Spanish Language and Culture: AP Spanish, Preparing for the Language and Culture Examination, Pearson, Jose M. Diaz DON QUIJOTE DEEL BURLADOR DE SEVILLA SPANISH HIGHLY ADVANCED LEVEL READER WITH AUDIO CD LA MANCHA SPANISH HIGHLY ADVANCED LEVEL READER WITH AUDIO CD DON QUIJOTE SPANISH LEVEL 2–3 GRAPHIC READER	Yes	0
Health	Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0	No	0
Visual and Performing Arts	Drama : 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	Yes	0

| | Art I/II: Visual Literacy- A Conceptual Approach to Graphic Problem Solving by Judith Wilde

Gateways to Art by Thames & Hudson

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.

Digital Media: 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. | | |
|---|---|---|---|
| **Science Laboratory Equipment (grades 9-12)** | Biology: Pearson Miller & Levine Biology 2010
Chemistry: Pearson Chemistry 2012
Physics: Prentice Hall Conceptual Physics 2009 | No | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

LCPA is located at 14271 Story Road in a 3 story, 67,000 SF building. There are 20 classrooms, 8 educational spaces, 2 fully equipped science labs, student common areas, a teacher lounge and various office spaces. LCPA also has access to a large multipurpose building for nutrition services and an approximately 3-acre sports field.

Daily janitorial service is provided internally and is supplemented by an outside service that comes in five times a week. Maintenance of major systems such as HVAC, fire, elevator and security are provided by qualified outside vendors on a regularly scheduled basis. This information was gathered in August 2018. All systems are in good working order and regularly scheduled maintenance is required to maintain its efficient operating condition. Recent improvements include the addition of additional educational spaces, upgrading of classroom technology, and new classroom furniture to make LCPA's learning spaces state of the art.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The overall rating

Year and month of the most recent FIT report: 08/13/19

System Inspected	Rating	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 Rating	**Exemplary**	

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	38	59	59	50	50
Mathematics (grades 3-8 and 11)	4	22	38	39	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	102	100.00	0.00	38.24
Male	54	54	100.00	0.00	29.63
Female	48	48	100.00	0.00	47.92
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	99	99	100.00	0.00	38.38
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	92	92	100.00	0.00	39.13
English Learners	39	39	100.00	0.00	12.82
Students with Disabilities	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	100	98.04	1.96	22.00
Male	54	52	96.30	3.70	23.08
Female	48	48	100.00	0.00	20.83
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	99	97	97.98	2.02	21.65
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	92	91	98.91	1.09	21.98
English Learners	39	37	94.87	5.13	5.41
Students with Disabilities	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

For the 2018-19 school year, LCPA currently is not offering CTE classes or courses on campus. In addition there are no resources to assist our students to post secondary education programs for this course of study.

Career Technical Education Participation (School Year 2018-19)

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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	64.36

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.6	25.2	14.6

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Latino College Preparatory Academy is committed to increasing parental involvement school-wide. Parents have the opportunity to participate in many different types of stakeholder meetings (open session board meetings, Cafecitos, LCAP Townhalls, School-Site Council, ELAC and individual parent workshops.) At these stakeholder meetings, parents can critique various accountability plans (LCAP, WASC, SSDP, SARC), to determine how money is being spent by the school, as well as assess the amount of progress on school-wide goals.

LCPA's parent coordinator also plays a critical role in connecting with Parents and is available regularly throughout the week to meet with families and monitor their children's progress (Counselors also are available to meet with parents if there is a need). This year, our PC has also begun engaging in setting intervention plans with families for our most vulnerable students to aid with accountability for all stakeholders. Our PC is also responsible for hosting a variety of workshops for our families. Initial workshops focus on how to improve parent/child communication and how parents can help their children be academically successful in school. Workshops later in the year focus on promoting college, career, and financial aid awareness for both students and parents. The presentations are provided by El Poder de Los Padres Program and our Parent University Curriculum, which was created as a guide to highlight the importance of parent involvement. The program also emphasizes direct engagement in their child's education, as well as building better communication using specific skills and support provided during the workshops.

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	7.5	12.1	8	10	20.5	17.8	9.7	9.1	9.6
Graduation Rate	91.3	85.3	87.5	85	71.5	75.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.9	0.0	4.0	3.6	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

LCPA's Safety Plan Review Timeline:
1. Professional Development Prior to the start of school on August 9, 2019 all staff members received an emergency binder and classroom kits supplemented with essential materials for all lockdown procedures that required a required length of stay.
2. Fire Drills: November
3. Earthquake Drill: October 18, 2019
4. Lockdown Drill: December 16, 2019

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	10	11		23	9	11		20	14	9	
Mathematics	23	7	12		24	3	12		21	10	7	
Science	24	2	13		24	4	10		22	7	10	
Social Science	24	2	14		23	4	12		21	10	4	

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	410.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,423.00	$1,692.00	$12,731.00	$66,198.00
District	N/A	N/A	NA	$88,797.00
Percent Difference - School Site and District	N/A	N/A		-29.2
State	N/A	N/A	$7,506.64	$88,538.00
Percent Difference - School Site and State	N/A	N/A	51.6	-28.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

ELD students' levels 1 and 2 have a specific class where they learn language through the Reading and Writing Initiative Model. ELD students receive the scaffolding needed for them to be successful in their content classes.
The ELD class provides additional support to core English courses. Core teachers work in collaboration with the ELD master teacher to apply further scaffolding of content. Teachers meet once a month for professional development to review ELD content standards and to enhance teaching strategies.

SAT Preparatory Courses are designed to prepare Juniors and Seniors for the SAT exams needed for college entrances.

SBAC Prep via Math preparation for 11th graders

TRIO Educational Talent Search is a pre college program that provides tutoring services, college awareness workshops and college visits.

LCPA connects our students with Santa Clara University School of Law. The class outlines the components of Restorative Justice.

LCPA implements the RESH 180 curriculum to identify purpose in our students lives.

LCPA implements a Legacy Leaders program for parents and students with the American Heart Association to promote Healthy Eating and dieting habits to reduce Diabetes in our community.

LCPA partners with CISCO Systems in offering opportunities to our students to become more familiar in the STEM Field.

LCPA offers a comprehensive Special Education to meet the needs of students with IEPS/ 504 accommodation plans.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,349	$52,466
Mid-Range Teacher Salary	$90,881	$87,373
Highest Teacher Salary	$112,154	$109,803
Average Principal Salary (Elementary)	$0	$
Average Principal Salary (Middle)	$0	$142,025
Average Principal Salary (High)	$146,855	$153,904
Superintendent Salary	$286,275	$241,221
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	3%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All courses	15	37.3

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Professional development at The Foundation for Hispanic Education designates 9 days a year for teachers to collaborate and plan specific strategies that will enhance learning for students. Specifically, at LCPA, the teaching staff meets every Wednesday for 105 minutes. Within these meetings, teachers focus on student academics, instruction strategies, and student engagement. More recently, a major focus has been dedicated to supporting our Math and Science departments in the implementation of the College Prep Math and Next Generation Science Standards. LCPA has partnered with local university professors and district officials to guide these departments in both instruction and curriculum. In addition, LCPA has instituted a College Access team that focuses on maintaining a college-bound culture for all of our students in meeting their A-G requirements in order to be eligible to apply to UC/CSU schools. The weekly meetings for teachers take place in department and grade-level settings which require collaborative goals and monitor student progress throughout the academic year. The priority goals are to improve student progress, enhance conceptual understanding and ultimately, academic performance. There is also a heavy emphasis on establishing and maintaining parent communication with teachers throughout the year.

Lastly, the professional development at Latino College Preparatory Academy focuses extensively on cultivating modern ELL Strategies. This is done so with research-based effective teaching strategies that help connect linguistic support and technology to enhance teaching and learning. Within this concentrated area, there has been a focus on:

- Literacy and Academic Language Development in Math: Attention to language requires the development of student competence in both the language of instruction and of the language of the mathematics classroom. For instance, language scaffolding in this area means providing opportunities for academic language development by questioning, listening, rephrasing, or explicitly modeling the language of the mathematics classrooms.
- Culturally Responsive Teaching: This teaching strategy addresses the importance of making teaching meaningful by connecting school activities to students' interests, experiences, and skills. Contextualization involves the use of students' funds of knowledge as the foundation for new academic knowledge. Culturally responsive strategies will be centered on the local East San Jose community.
- Math Discourse/Talk: This strategy focuses on the importance of purposeful dialogue where students have the opportunity to develop, express, and exchange ideas and thereby ask questions that facilitate the co-construction of math content knowledge along with the language of the mathematics classroom. Effective instructional approaches require that teacher model conversation that requires complex mathematical reasoning and extended math discussions.
- Purposeful Group Work: This Standard refers to the importance of providing assistance through strategic group work activities that maximize teaching and learning opportunities for students.

ELD professional development sessions often focus on developing Instructional Practices in the areas of Academic Language and Discourse, ELL Scaffolding, and Effective Collaborative Grouping. Additionally, the sessions will include the reviewing and Assessing Student Work, along with analyzing data gathered from various assessment platforms (SBAC, MAP, Alloy, IXL) to improve instruction in all content areas.