

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

Latino College Preparatory Academy

Address: 14271 Story Road, San Jose, CA 95127 **Phone:** (408) 585-5022

Principal: Jesus Rios

Grade Span: 9 - 12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	East Side Union High School District
Phone Number	(408) 347-5010
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
Website	https://www.esuhsd.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Latino College Preparatory Academy
Street	14271 Story Road
City, State, Zip	San Jose, CA 95127
Phone Number	(408) 585-5022
Principal	Jesus Rios
Email Address	jrios@tfhe.org
Website	https://www.sjlcpa.org
County-District-School (CDS) Code	43 69427 4330668

Table 3: School Description and Mission Statement (School Year 2021–2022)

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 an eighteen-year educational track record that has 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 focus on bi-literacy focused educational programs, LCPA fills a unique niche in providing focus to reach the academic level proficiency of English Language Arts (ELA) that is critical for academic achievement, demonstrating growth in standardized tests, benefiting from assessment-based curriculum, and pursuing postsecondary educational opportunities to thrive in East San Jose, Silicon Valley, and beyond.

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. Such a focus is integral to the operation of LCPA, as the majority of students are set to become

first-generation college students attaining the highest level of education in their families to date. LCPA believes that the high school years are crucial, formative years, and that the choices students make during these years will set them on a path for life with post-secondary success as a primary school site objective for sustained college/career success.

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.

It is now an axiom that an excellent college education, whether as a means to a four-year or two-year degree in a focused field, is necessary for expanded opportunities in an increasingly competitive and global 21st Century job market. LCPA believes that all English Language Learner (ELL) students must be prepared for higher education and equipped with skills and the choice to pursue it at the highest levels.

Key partners and collaborators instrumental in the success of and service to LCPA students include: Santa Clara County Office of Education, Alum Rock Counseling Center, the Santa Clara County Department of Public Health, Better 4 You Meals, Second Harvest Food Bank, The Health Trust, City National Bank, Jose Valdes Math Academy, and the California Interscholastic Federation.

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.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0

Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	97
Grade 10	117
Grade 11	113
Grade 12	82
Total Enrollment	409

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	56.5%
Male	43.5%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.2%
Filipino	0.0%
Hispanic or Latino	99.8%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%
White	0.0%
English Learners	29.8%
Foster Youth	0.0%
Homeless	0.0%
Migrant	0.0%
Socioeconomically Disadvantaged	80.0%
Students with Disabilities	10.1%

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

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)	19	100%	-	-	-	-
Intern Credential Holders Properly Assigned	0	0	-	-	-	-
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	-	-	-	-
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	-	-	-	-
Unknown	0	0%	-	-	-	-
Total Teaching Positions	19	100%	-	-	-	-

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

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: August 2021

The instructional materials that have been adopted at LCPA are aligned with State Standards (Common Core, Next generation, ELD, etc) and have been selected as they provide resources that support our English Language Learners. Most recently, we have adopted the College Board’s *Springboard* curriculum for English 9th-11th. In our Math Department, LCPA continues to use the *College Preparatory Mathematics* (CPM) curriculum and IXL supplemental materials, which aim to enhance conceptual understanding and promote mastery of math standards. For Science, we have adopted *Discovery Education California Aligned NGSS Science Techbook* for Biology, Chemistry, and Physics. Lastly, for Forensics, we have adopted *KENDALL HUNT Forensic Science for High School, 3rd Edition* and students also now have access to the Supplemental resource [Murder at Old Fields Forensics Science Lab online Activity](#).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts:	Springboard ELA & ELD curriculum		0%
	English 9 Springboard ELA & ELD Grade 9 SE	Yes	
	English 10 Springboard ELA & ELD Grade 10 SE	Yes	
	English 11 Springboard ELA & ELD Grade 11 SE	Yes	
	English 12 Expository Reading and Writing Course curriculum modules & supplemental resources provided by ERWC	No	

	<p>AP English Language Everything's An Argument Selected non-fiction texts</p> <p>AP English Literature Perrine's Literature: Structure, Sound & Sense (AP Edition) Selected poems, short stories, novels, and plays</p>	No	
Mathematics:	<p>College Preparatory Mathematics (CPM) Curriculum:</p> <ul style="list-style-type: none"> • Integrated Math 1 CORE CONNECTIONS INTEGRATED I • Integrated Math 2 CORE CONNECTIONS INTEGRATED II • Integrated Math 3 CORE CONNECTIONS INTEGRATED III • Pre Calculus: PRECALCULUS THIRD EDITION <p>AP Calculus: CPM CALCULUS Softbound copy (PDF)</p> <p>IXL digital curriculum</p>	No No No No Yes	0%
Science:	<p>Discovery Education California Aligned NGSS Science Techbook:</p> <ul style="list-style-type: none"> • Biology California the Living Earth • Chemistry California Chemistry in the Earth system • Physics California Physics of the Universe 	Yes Yes Yes	0%

	<p>Forensics KENDALL HUNT Forensic Science for High School, 3rd Edition</p> <p>Supplemental: Murder at Old Fields Forensics Science Lab online Activity</p> <p>AP Environmental Science Exploring Environmental Science for AP® text by Tyler Miller and Scott Spoolman, publisher: Cengage</p>	<p>Yes</p> <p>Yes</p> <p>No</p>	
History/Social Science:	<p>World History TCI - History Alive! World Connections</p> <p>AP World History AMSCO - AP World History: Modern</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> <p>+ Federalist Papers + Constitution of the United States</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	0%
Foreign Language:	<p>Spanish 1/1 NS Azulejo Anthology & selected readings</p> <p>Spanish 2/2NS</p>	<p>No</p>	0%

	<p>Cajas de Cartón Selected nonfiction and fiction readings</p> <p>Spanish 3 Lazarillo de Tormes Reader and Selected nonfiction and fiction readings</p> <p>AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Examination, Jose M. Diaz (Pearson) and selected Readings</p> <p>AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing)</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p>	
Health:	<p>Physical Education Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0</p>	No	0%
Visual/Performing Arts:	<p>Drama <i>Selected Monologues from: American Theatre Book of Monologues for Men (Vol 1)</i> by Stephanie Coen</p> <p>The Actor's Book of Contemporary Stage</p> <p>Monologues: More Than 150 Monologues from More Than 70 Playwrights by Nina Shengold</p> <p>American Theatre Book of Monologues for Women (Vol 2) by Stephanie Coen</p> <p>American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen</p> <p>Actor's Choice: Monologues for</p>	No	0%

	<p>Women by Erin Detrick</p> <p>Actor's Choice: Monologues for Men by Erin Detrick</p> <p>Speak the Speech!: Shakespeare's Monologues Illuminated by Rhona Silverbush and Sami Plotkin</p> <p><u>Visual Arts</u> <i>Atlas of Human Anatomy for the Artist</i> by Stephen Peck <i>Perspective Made Easy</i> by Robbie Lee</p> <p><u>Aztec Dancing:</u> 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> <p><u>Digital Media:</u> 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>No</p> <p>No</p>	
<p>Science Laboratory Equipment:</p>	<p>University grade science facilities (2) that include the following:</p> <ul style="list-style-type: none"> ● Lab grade work stations (16 stations per lab facility. ● Beakers of all measurements ● Measuring equipment for liquids and solids ● Scales ● Magnifying devices ● Micosopes ● Sinks with running water ● Hot plates/bunsen burners ● Chemicals ● Heat lamps ● Fume hoods 	<p>No</p>	<p>0%</p>

	<ul style="list-style-type: none"> ● Eye wash stations (1 per lab) ● Emergency shower (1 per lab) ● Goggles, ● TV projection ● Meter stickers ● Straws, cups, tissue, scissors ● Variety of experiment kits, including Ph testing kits ● Syringes ● A variety of writing utensils and Calculators ● Petri dishes ● Chemical grade lab coats and gloves ● Balances ● Digital multimeter ● Periodic table posters ● Variety of lab utensils/gear ● First aid kits ● Pipettes ● DNA Replicator (PCR) Machine, Spectrophotometer, Transilluminator, Centrifuge, Micropipettes, Gel Electrophoresis Chambers 		
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Table 11: School Facility Conditions and Planned Improvements

LCPA is situated at 14271 Story Road, San Jose, CA 95127, in a new, state of the art, 3-story, 67,000 square foot educational space containing 23 classrooms and 5 offices. The campus lease also includes an athletic field, auditorium, common areas, nutrition space, and parking. Technical support for technology and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Better 4 You Meals.

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, and HVAC, are provided by qualified vendors on a regular basis. Recent improvements include upgrades to the auditorium/nutrition space common area and kitchen in Fall 2021.

Table 12: School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	-	-	Planned upgrade of boiler system in 2022 - 2023
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: August 2019

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE

criteria, or a combination of both, and they could only choose one of the following:

- o Smarter Balanced ELA and mathematics summative assessments;
 - o Other assessments meeting the SBE criteria; or
 - o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **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.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2 020	School 2020–2 021	District 2019–2 020	District 2020–2 021	State 2019–2 020	State 2020–20 21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Table 17: Local Assessment Test Results in ELA by Student Group

Assessment Name(s): NWEA MAP

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	113	81	72.0%	28.0%	34.5%
Female	61	40	66.7%	33.3%	40%
Male	52	41	78.8%	21.2%	29.6%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	113	81	72%	28%	34.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners	-	-	-	-	-
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	-	-

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NWEA MAP

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	113	80	71%	29%	17.5%
Female	61	40	66.7%	33.3%	20%
Male	52	40	76.9%	23.1%	15%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	113	80	71%	29%	17.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners					
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	-	-

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 19: 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 2019–2 020	School 2020–20 21	District 2019–20 20	District 2020–2 021	State 2019–20 20	State 2020–2 021
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

Not Applicable (N/A).

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	48.4%

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

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

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), Poder de Los Padres, 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 dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
Dropout Rate	13.7%	1.0%	11.9%	15.6%	14.5%	14.0%	9.0%	8.9%	9.4%
Graduation Rate	86.3%	99.0%	86.9%	77.5%	78.4%	77.2%	84.5%	84.2%	83.6%

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	84	73	86.9%
Female	40	33	82.5%
Male	44	40	90.9%
Non-Binary	0	0	0.0%
American Indian or Alaska Native	0	0	0.0%
Asian	0	0	0.0%
Black or African American	0	0	0.0%
Filipino	0	0	0.0%
Hispanic or Latino	84	73	86.9%
Native Hawaiian or Pacific Islander	0	0	0.0%
Two or More Races	0	0	0.0%
White	0	0	0.0%
English Learners	30	26	86.7%
Foster Youth	0	0	0.0%
Homeless	0	0	0.0%
Socioeconomically Disadvantaged	82	71	86.6%
Students Receiving Migrant Education Services	0	0	0.0%
Students with Disabilities	N/A	N/A	N/A

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>.

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	408	36	8.8%
Female	230	230	21	9.1%
Male	178	178	15	8.4%
American Indian or Alaska Native	0	0	0	0%
Asian	0	0	0	0%
Black or African American	0	0	0	0%
Filipino	0	0	0	0%
Hispanic or Latino	408	408	36	8.8%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	0	0	0	0%
White	0	0	0	0%
English Learners	142	142	16	11.3%
Foster Youth	0	0	0	0%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	270	270	23	8.5%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	41	41	9	22.0%

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018–2 019	State 2020– 2021
Suspensions	0.0%	0.0%	3.6%	0.0%	3.5%	0.2%
Expulsions	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0.3%	3.0%	2.6%
Expulsions	0.0%	0.1%	0.1%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%

Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Table 32: School Safety Plan (School Year 2021–2022)

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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20	14	9	-
Mathematics	21	10	7	-
Science	22	7	10	-
Social Science	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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20	14	9	-
Mathematics	21	10	7	-
Science	22	7	10	-
Social Science	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.

**Table 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25	3	16	0
Mathematics	27	2	13	0
Science	27	1	12	1
Social Science	23	7	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.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	250:1

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.33
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.0
Other	4.0

*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.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,561.00	\$3,694.00	\$11,867.00	\$74,477.00
District	N/A	N/A	\$8,406.00	\$98,287.00
Percent Difference – School Site and District	N/A	N/A	29.16%	-32.0%
State	N/A	N/A	\$8,444.00	\$84,531.00
Percent Difference – School Site and State	N/A	N/A	40.5%	-11.9%

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

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: Instructional Coaching, Parent Engagement and Governance, Parent Education

Title II: Instructional Coaching, Professional Development

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

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,185.00	\$54,687.00
Mid-Range Teacher Salary	\$98,823.00	\$92,222.00
Highest Teacher Salary	\$121,954.00	\$114,208.00
Average Principal Salary (Elementary)	N/A	\$143,647.00
Average Principal Salary (Middle)	N/A	\$145,785.00
Average Principal Salary (High)	\$154,344.00	\$162,322.00
Superintendent Salary	\$293,091.00	\$258,950.00
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	5.0%

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: 44.0%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	6
Mathematics	0
Science	1
Social Science	3
Total AP Courses Offered*	12

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	113	81	72.0%	28.0%	34.5%
Female	61	40	66.7%	33.3%	40%
Male	52	41	78.8%	21.2%	29.6%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	113	81	72%	28%	34.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners	-	-	-	-	-
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	-	-

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	113	80	71%	29%	17.5%
Female	61	40	66.7%	33.3%	20%
Male	52	40	76.9%	23.1%	15%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	113	80	71%	29%	17.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners					
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	-	-

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.