

Latino College Preparatory Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	jrios@tfhe.org
Web Site	http://www.sjlcpa.org
CDS Code	43694274330668

District Contact Information	
District Name	East Side Union High School District
Phone Number	408-347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhsd.org
Web Site	www.esuhsd.org

School Description and Mission Statement (School Year 2017-18)

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 430 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 (70%) 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 90% of our students are graduating from high school and, over the last two years, an average of 63% of them completed their A-G requirements! Concurrently, only 14.4% of graduating Hispanic/Latino students in East San Jose are eligible to apply to the UC/CSU system, and have successfully completed their A-G requirements. Moreover, enrollment and average daily attendance are higher than they have been in years while dropouts and chronic absenteeism are lower than they have been in recent history. 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 completing a college degree. 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 2016-17)

Grade Level	Number of Students
Grade 9	103
Grade 10	104
Grade 11	124
Grade 12	109
Total Enrollment	440

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0
Filipino	0
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	91.1
English Learners	30.7
Students with Disabilities	11.6
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	18	14	14
Without Full Credential	5	4	5	5
Teaching Outside Subject Area of Competence (with full credential)	4	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	5	0	0
Total Teacher Misassignments *	6	2	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 2017-18)

Year and month in which data were collected: February 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers use a variety of nonfiction academic texts based on thematic units. Everything's An Argument (AP English Language) Julius Caesar The Narrative of Frederick Douglass The Scarlet Letter The Handmaid's Tale Night Book Thief Like Water for Chocolate The House on Mango Street Frankenstein Pride and Prejudice Much Ado About Nothing Brave New World	Yes	0
Mathematics	CPM-College Preparatory Mathematics Curriculum for : Integrated Math 1 Integrated Math 2 Integrated Math 3 AP Calculus	Yes	0
Science	Biology: Pearson Miller & Levine Biology 2010 Chemistry: Pearson Chemistry 2012 Physics: Prentice Hall Conceptual Physics 2009	No	0
History-Social Science	Government/Economics Massing, Gregory I. Civics in Practice: Principals of Government and Economics. Orlando, Fl: 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	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	World History: Ways of the World, 2nd Edition: A Brief Global History with Sources by Robert W Strayer, 2013		
Foreign Language	AP Spanish Literature: Azulejo, Anthology and Guide to the AP Spanish Literature Course, Wayside Publishing, 2nd Edition	No	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 :Students find scripts to analyze and perform. Art I/II: Visual Literacy- A Conceptual Approach to Graphic Problem Solving by Judith Wilde Gateways to Art by Thames & Hudson	Yes	0
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 that is complemented 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 September 2017. All systems are in good working order and only regularly scheduled maintenance is required to maintain its 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/01/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/01/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/01/17				
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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	46	48	61	63	48	48
Mathematics (grades 3-8 and 11)	11	13	38	39	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100	47.5
Male	54	54	100	40.74
Female	66	66	100	53.03
Hispanic or Latino	119	119	100	47.06
White	--	--	--	--
Socioeconomically Disadvantaged	106	106	100	43.4
English Learners	49	49	100	22.45
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100	12.5
Male	54	54	100	14.81
Female	66	66	100	10.61
Hispanic or Latino	119	119	100	12.61
White	--	--	--	--
Socioeconomically Disadvantaged	106	106	100	10.38
English Learners	49	49	100	2.04
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	20	23	50	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	68

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	29.7	11.9	5

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Latino College Preparatory Academy is committed with 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, etc.) At these stakeholder meetings, parents can critique various accountability plans (LCAP, WASC, SSDP, SARC), determine how money is being spent by the school, as well as assess the amount of progress our school is making on its 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 successful in school. Workshops later in the year focus on promoting college, career, and financial aid awareness to the parents. The presentations are provided by El Poder de Los Padres Program, which was created as a guide to inform parents and caregivers about the importance of parent involvement, engagement in their child's education, as well as to build better communication using specific skills and support provided during the workshops. ESL classes will also be offered to parents during the second semester.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	7.0	14.9	7.5	12	11.7	10	11.5	10.7	9.7
Graduation Rate	94.5	83.91	87.06	82.86	83.03	85	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	87.06	83.9	87.11
Black or African American	0	83.52	79.19
American Indian or Alaska Native	0	78.95	80.17
Asian	0	94	94.42
Filipino	0	93.32	93.76
Hispanic or Latino	86.75	75.63	84.58
Native Hawaiian/Pacific Islander	0	93.75	86.57
White	100	90.95	90.99
Two or More Races	0	87.14	90.59
Socioeconomically Disadvantaged	86.59	79.67	85.45
English Learners	80	48.6	55.44
Students with Disabilities	87.5	60.06	63.9
Foster Youth	100	39.02	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.5	5.0	0.5	3.5	3.8	4.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

LCPA has a detailed, comprehensive Safety Plan that outlines 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(c) 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, code blue 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	10	16		22	8	4		22	10	11	
Mathematics	23	4	10		24	4	8		23	7	12	
Science	24	4	13		28		15		24	2	13	
Social Science	23	7	7		23	7	8		24	2	14	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	215
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	2	N/A
Other	1	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,484.19	\$1,002.83	\$10,481.36	\$68,398.50
District	N/A	N/A	NA	\$87,300
Percent Difference: School Site and District	N/A	N/A		-24.3
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	45.8	-19.0

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

Types of Services Funded (Fiscal Year 2016-17)

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.

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	45.7

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)

Ten or more days per academic year were offered for professional development for the last three academic years. Professional development is based on serving the specific student demographic (low SIS, minority, ELL's) and encompasses academics, instruction, pedagogy, and exploring methods for motivating students. Professional development includes all staff when applicable and fosters a school wide understanding of our students needs and of our approach to meeting these needs. Over the last two years major focus is placed on the development of the teachers understanding and implementation of the Common Core State Standards and of the Next Generation Science Standards. LCPA has partnered with experts and researchers that have helped guide the shifts in pedagogy, instruction, and curriculum. Value is placed on schoolwide Professional Learning Communities (PLC) that include all teaching staff. PLC's have many purposes but specifically help the school develop a sense of team and ownership that is needed in order to set a culture that will influence students to become ready for college and career. PLCs for teachers take place in departments, grade-levels, and in teacher lead meetings. Departments and grade-levels set collaborative goals and monitor student progress throughout the academic year. The focus for teacher PLC's is always student progress and performance.

Another explicit focus of more recent professional development at the Latino College Preparatory Academy has focused on coaching Math & ELL Strategies: PD that is integrated with research-based effective teaching strategies that help connect linguistic support and technology to enhance teaching and learning. 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 ESJ 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.