

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Latino College Preparatory Academy	District Name	East Side Union High
Principal	Jesse Barajas	Superintendent	
Street	14271 Story Rd.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-3823	City, State, Zip	San Jose, CA 95133-1316
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School Description and Mission Statement

The mission of the Latino College Preparatory Academy is to enable underachieving high school English Language Learners (ELL) to acquire critical thinking and communication skills in English and Spanish, computer, computation and leadership skills to work with diverse populations in a multicultural educational experience to successfully complete requirements for a high school diploma and pursue a college education.

The Latino College Preparatory Academy (LCPA) is a charter high school for English Language Learners, in partnership with The National Hispanic University. East Side Union High School is the authorizing agency and the charter expires in 2006. The partnership with NHU has helped to create an eight-year educational track that could enhance Latino students' chances of succeeding academically and completing a college degree. LCPA focuses on providing its students with an integrated curriculum, a strong faculty and an environment made up of high expectations and community- a middle college experience. With its innovative curriculum, capable faculty and nurturing environment, the Latino College Preparatory Academy has become a viable educational option for disadvantaged students.

In 2003-2004, LCPA has 287 students, grades 9-11 with a maximum enrollment of 400 students. Seventy-six percent (76%) of the students are on free and reduced lunch, although all students receive free breakfast and lunch served daily by LCPA kitchen staff. All students are assessed in English/Spanish writing and reading, Pre-Algebra, as well as orally interviewed by faculty members before admittance. Parents are informed of the expectations the school has of the student and parent including academic performance, discipline, dress code (uniforms are mandatory), attendance and the admissions process.

The LCPA employs a dual immersion curriculum with literacy and technology integrated throughout. Faculty is trained on ELD standards and employs the appropriate methodologies in their delivery of instruction. Classroom instruction is delivered in English and Spanish, with the balance depending on the student's level of English acquisition. Project based learning is employed across the curriculum. The student to teacher ratio is 16 to 1. Classrooms are situated for small group, station to station learning. LCPA offers the full range of classes, A-G during a 8:30 A.M.-3:05 PM, 6 period day. The school day extends for 1 more hour, Monday through Thursday for mandatory tutoring which is a 7th period.

Opportunities for Parental Involvement

Contact Person Name	Jesse Barajas	Contact Person Phone Number	(408)729-2281
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LCPA involves its parents in a number of ways in the learning of their child. Despite the low educational attainment of the majority of parents, the school finds ways to involve them. Through conversation with teachers and parent meetings, they are encouraged to provide a comfortable and quiet learning environment in the home for their child and to maintain this setting for 2-3 hours a night. In Hispanic homes, this is a challenge as often there is immediate family or friends who live in the house and living accommodations can be crowded. Many parents indicated this to us during conferencing and parent meetings. Consequently, the school worked with the parents to overcome this obstacle by providing an evening tutorial on campus, which is not far from where they live and is a more optimal learning environment. This is just one example of how LCPA has taken the feedback of the parents and implemented a solution to address their student's needs.

A smaller class setting is a great advantage in communicating and involving parents. At LCPA, everyday is a parent meeting as parents come to the campus regularly to speak with teachers and to pick up their child. A smaller setting allows for teachers and staff to be more accessible to parents. In the Latino culture, approachability is important and that is why LCPA has created a warm environment with bilingual staff to assist. Parents are always welcome to telephone, email, or come to the school regarding issues about their child. Parents are communicated with regularly through the mail and by phone bank and all communications are bilingual.

Parents also participate in campus events and clubs such as the Athletic Booster Club. Parents have donated their time, money and materials to help make the campus vibrant with activity.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	98
Grade 1	0	Grade 10	111
Grade 2	0	Grade 11	68
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	287

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	0	0.0	Hispanic or Latino	287	100.0
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	0	0.0
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

**Latino College Preparatory Academy
San Jose, California**

Emergency and Safety Plan

LCPA will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the university's insurance carriers and at a minimum will address:

- 1) A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- 2) Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- 3) Policies relating to preventing contact with blood-borne pathogens.
- 4) A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- 5) Policies relating to the administration of prescription drugs and other medicines.
- 6) A policy that the school will be housed in facilities that have received Fire Marshall approval and that have been evaluated by a qualified structural engineer who determined that the facilities present no substantial seismic safety hazard.
- 7) A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- 8) A policy to record any injuries that are sustained on school grounds.
- 9) A requirement that each employee of the school submit to a criminal background check and furnish a criminal summary.

School Programs and Practices that Promote a Positive Learning Environment

It is our objective that students will learn in a multi-cultural, student-centered environment in which all students would be held to high academic and behavioral standards, work in collaborative relationships, both within and outside the school site/calendar, and perform service to the greater community.

Teachers address the needs of its students in English literacy by providing English language development and specially designed academic instruction in English as a foundation seminar during the summer institute program. These strategies are integrated into all core curricula as students develop literacy skills in the content areas, and strengthen the second language with literacy skills in Spanish.

Instructional strategies feature projects, personalization, and progress towards standards all within a continuing emphasis on service learning, exhibits and integrated thematic clusters. Instruction will rely heavily on project-based learning and inquiry, choices in an integrated thematic learning environment with real world applications of the knowledge and skills the students are learning.

The instructional program provides two critical components: (1) access to grade-level concepts and skills in language arts, math, science and the social sciences; and (2) a quality program of English Language Development (ELD). English Language Development must occur daily, be specifically identified within the school curricula, and be supported by high-quality instructional resources, sufficient instructional time, and

professional development for teachers.

Students with linguistic needs or speakers of non-mainstream English are taught standard English within a support system of instruction in Spanish in order to become fluent in speech, reading and writing. Research in second language acquisition and literacy development supports the benefit of primary language literacy as a foundation on which to develop second language literacy and uninterrupted cognitive skills development.

Teachers must be knowledgeable about and be able to apply language acquisition approaches that are natural, experiential, and authentic. Selection of books and other instructional materials will reflect cultural diversity and depict positive role models to enhance self-esteem of students from all culture. Core textbooks used are in English and adopted on the basis of curriculum guidelines from CDE frameworks and research documents. "Academic English" with Specially Designed Academic Instruction in English (SDAIE) strategies will be the instructional strategy most seen and heard in LCPA classrooms.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	0	2			
Rate of Suspensions	0	.006	.006			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The Latino College Preparatory is located on the 11-acre campus of The National Hispanic University in east San Jose. Currently, LCPA students and professional staff are housed in a combination of portable buildings and 1959 constructed classroom buildings. Assemblies, athletics and lunch take place in an old auditorium. NHU has recently completed the reconstruction of three-quarters of its campus and has added a 3-story, 65,000 sq/ft learning facility with 18 classrooms, 2 science laboratories, 2 computer labs, a Student Academic Assistance Center, a Library, student lounge, administrative office space, 2 new plazas, a walk-in rose garden, and 2 new athletic fields. The building has been made accessible to LCPA for its instructional needs, primarily the library, science labs, computer labs and its new athletic fields. Students are free to go about the campus, as their learning needs dictate.

Although some of the facilities may not be optimal, the technology in the classroom and labs are excellent. There are five desktops in every classroom along with a connection for the instructor's laptop. There are 2 mobile, laptop labs that can be placed in any classroom on campus. The computer lab has just been upgraded with new computers. With a network card and a laptop, students can get wireless signal in the plaza areas of campus. LCD Projectors are available to teachers upon request and are used by students for presentations using Power Point. While on campus, LCPA students have access to current technology and through their coursework have learned to effectively use it.

Adult supervision is provided in the classrooms and outside areas before and after school, during break and lunch, and during passing time between classes. Under direction of the principal (or site administrator) specific school building procedures are implemented by staff.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	13	8	4	30	31	33	32	35	36
Mathematics	20	14	4	15	17	16	31	35	34
Science	9	7	2	31	21	20	30	27	25
History-Social Science		1	4	21	25	27	28	28	29

CST - Racial/Ethnic Groups

3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.8	26.7	22.9
7							29.1	31.3	27.0
9	44.9	32.7	57.7	28.1	26.7	29.5	26.3	25.3	27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested			86	Percent Tested		86	99
API Base Score			490	API Growth Score		469	509

Growth Target			16	Actual Growth	
Statewide Rank			1		
Similar Schools Rank			2		19

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score			490	API Growth Score		470	512
Growth Target			13	Actual Growth			22
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score			491	API Growth Score		471	509
Growth Target			13	Actual Growth			18

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	No
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	n/a	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	Yes	---	Yes	Yes
English Learners	---	n/a	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Total student enrollment as of October 1, 2004 divided by the total number of teaching personnel = 16:1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002			2003			2004		
	Avg	Count	Count	Avg	Count	Count	Avg	Count	Count
English	24.0	1		20.1	9	1	20.2	12	5
Mathematics	24.0	1		20.1	8	2	19.7	15	
Science	24.0	1		20.7	6	4	20.5	8	7
Social Science	24.0	1		20.0	8	2	20.6	6	5

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	91.7	---
All Schools in District	---	14.0
High-Poverty Schools in District	---	51.7
Low-Poverty Schools in District	---	15.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	4	10	18
Teachers with Full Credential	0	1	5
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	1	4
Pre-Internship	0	8	9
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
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Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	5.6	16.7
Master's Degree	11.1	15.5
Bachelor's Degree plus 30 or more semester hours	50.0	50.5
Bachelor's Degree	33.3	15.6
Less than Bachelor's Degree	0.0	0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	---

Teacher Evaluations

It is the policy of the that each employee will receive periodic performance reviews conducted by his or her supervisor. Performance evaluations are to be conducted annually. Performance evaluations include factors such as quality and quantity of the work performed, knowledge of the job, personal initiative, work attitude, and attitude towards others. The performance evaluations are intended to make one aware of progress, areas of improvement, and objectives or goals for future work performance.

Every teacher works closely with the Principal throughout the school year regarding teaching practices and student performance. Every teacher completes a self-evaluation and performance review with the Principal before contract renewals. Teachers are hired on a yearly basis and as "at will" employees. Evaluations are given for personal growth and development and are not binding on contract offers and renewal.

Substitute Teachers

Substitution is done in-house by faculty members. A contract exists with Kelly Services and their substitutes are used when necessary.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	-
Librarian	-
Psychologist	-
Social Worker	-
Nurse	-
Speech/Language/Hearing Specialist	-
Resource Specialist (non-teaching)	-

Other	-
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Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
-	-

VII. Curriculum and Instruction

School Instruction and Leadership

The existing governance structure of the National Hispanic University involves a strong Board of Trustees and a Site-Based Decision-Making (SBDM) team. The addition of LCPA to the existing university governance structure under the Teacher Education department and the establishment of an Advisory Board with significant site-level responsibility. All key stakeholder groups—students, teachers, parents, administrators and classified staff—are to be represented. Specific issues of curriculum, assessment, scheduling and a variety of operational issues are addressed by the schoolwide community.

As a direct-funded charter school, LCPA is considered a Learning Education Agency. As such, a Plan was prepared and has been approved by the State of California. The LEAP is approved until June, 2008 and must be updated annually. The administration and faculty regularly meet to review the goals and recommend any immediate changes to the program. The Advisory Board receives monthly reports from the school administration regarding progress on the plan's goals. In addition, the Director gives periodic reports to the President's Cabinet.

It is the aim of the LCPA to evaluate carefully all taught and written curriculum in order to determine where strengths and deficiencies lie. Assessments are measured to provide the means by which teachers and students can determine a student's attainment of knowledge and mastery of skills. These assessments will be used to make instructional decisions. Classroom formative assessment measures will include a variety of assessment approaches to determine the effectiveness of the written and taught curriculum.

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Professional Development

The director, principal and chair of the education department of the University meet monthly to assess the focus and progress of professional development. A yearly plan was designed to assist teachers in monthly professional development sessions. Teachers are also encouraged to attend professional development conferences and workshops. In the spring of the school year, an assessment is made regarding future professional development topics and interests. The professors of the University's education department act as mentors for the teachers and as resources for subject area improvement.

Strong emphasis is placed on faculty development as well as the effective implementation and integration of curriculum. Research for developing teacher professionalism is anchored in a wide variety of current research documents. Professional development is enhanced by drawing upon the resources of the Teacher Education faculty at the NHU. A teacher is expected to be a facilitator of learning, an instructor capable of diagnosing and assessing student progress, and a continual learner. This model for professional development delivery is based on the concept that what is good for students--a wide array of engaging learning opportunities, creating and solving real world problems, using their own experience, and cooperating with others--is also beneficial for teachers as learners.

Quality and Currency of Textbooks and Other Instructional Materials

To ensure that students have current textbooks and other instructional materials, a yearly inventory is taken of these textbooks and materials. In 2003- 2004, teachers and staff are using newly adopted, standards-based materials in English, Social Studies, Pre-Algebra, Algebra I, Geometry, Physical Education, World History, Biology, Spanish, Art, U. S. History, Chemistry, and Technology.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.
Mathematics	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.
Science	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.
History/Social Science	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.
Foreign Language	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.
Health	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.
Science Laboratory Equipment (grades 9-12)	Each student has access to standards-aligned textbooks and instructional materials in this core curriculum.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400

3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	n/a	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	175	180 days
10	175	180 days
11	175	180 days
12	n/a	180 days

Total Number of Minimum Days

Three minimum days used for faculty professional development.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science	1	4	67

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
n/a	n/a	n/a

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

No data are available for this section

College Admission Test Preparation Course Program

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Degree to Which Students are Prepared to Enter Workforce

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Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$37,434
Mid-Range Teacher Salary	\$65,037	\$61,368
Highest Teacher Salary	\$83,384	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$119,531	\$108,194
Superintendent Salary	\$221,642	\$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$183,626,468	\$7,626	\$6,977	\$6,822

Types of Services Funded
