

# LCAP (Local Control Accountability Plan)



## The Local Control Accountability Plan (LCAP)

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF). The LCAP is a 3-year plan focused on improving student achievement by ensuring that all students reach their potential by setting annual goals in eight priority areas.

Each of the priorities have established data requirements, allowing the tracking and reporting of student progress into twelve different subgroups. This in-depth review allows the Luis Valdez Leadership Academy to work with our stakeholders to develop and meet our annual goals. The eight state priority areas are:

### Basic Necessities

Qualified and credentialed teachers, sufficient instructional materials, facilities in good repair

### Implementation of Common Core State Standards

### Parental Involvement

### Student Achievement

Statewide Assessments, English Language Learner Reclassification rate, A-G College Preparedness, AP, etc.

### Student Engagement

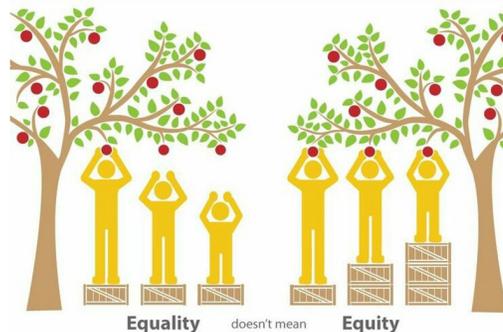
Attendance, dropout, and graduation rates

### School Climate

Suspension and expulsion rates, safety and connectedness

### Access to Courses

### Other Student Outcomes in Subject Areas



## Student Growth

Using NWEA/MAP data, the Growth Data comparison for the academic years 2016-17 to 2017-2018, for **all** students, who met or exceeded target growth in the area of Mathematics:

Subject	2017-18	2016-17	Change/Increase
Mathematics	53%	47%	6%

Using NWEA/MAP data, the Growth Data comparison for the academic years 2016-17 to 2017-2018, for **ELL** students, who met or exceeded target growth in the areas of Language Usage and Reading:

Subject	2017-18	2016-17	Change/Increase
Language Usage	56%	43%	13%
Reading	57%	46%	11%

### 2018-2019 School Year

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Latino College Preparatory Academy (LCPA) is a charter high school committed to providing its students with a rigorous curriculum, a strong faculty and an environment grounded on high expectations and community involvement —LCPA is a middle college experience.

LCPA has created an eleven-year educational track that has enhanced Latino students' opportunities of succeeding academically and completing a college degree. With its innovative curriculum, capable faculty and nurturing environment, LCPA has become a viable educational option for each and every student, especially English Language Learners. With its focus on bi-literate educational programs, LCPA fills a unique niche in providing 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.



## LCPA’s Commitment and Goals

The Latino College Preparatory Academy (LCPA) is committed to actively involve our parents, students and school employees in the development of high-quality educational programs that ultimately lead to high academic achievement for all students.

4. Increase parent involvement and engagement.

Below are the identified 4 goals listed in the 2018-2019 LCAP:

1. Increase student retention and graduation rates.
2. Increase Math and ELA proficiency for ALL students. English Language Learners will increase in growth in English Language through the school’s services and teaching methods.
3. Increase the percentage of students that meet the A-G requirements, including the visual and performing arts in project-based learning.



**“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”**  
 ~ Michelangelo

### Student Growth for Reclassified (RFEP) and SpEd Students

Using NWEA/MAP data, the Growth Data comparison for the academic years 2016-17 to 2017-2018, for **Reclassified Fluent Proficient (RFEP)** students, who met or exceeded target growth in the area of Mathematics:

Subject	2017-18	2016-17	Change/Increase
Mathematics	60%	52%	8%

Using NWEA/MAP data, the Growth Data comparison for the academic years 2016-17 to 2017-2018, for **Special Education** students, who met or exceeded target growth in the areas of Language Usage and Mathematics:

Subject	2017-18	2016-17	Change/Increase
Language Usage	50%	40%	10%
Mathematics	55%	31%	24%

### Development and Adoption Process

The specific actions and funding allocation identified in the LCAP will be a result of the direction set, by the stakeholders, for the students at Latino College Preparatory Academy. In an effort to ensure a seamless plan, schools develop a LCAP planning cycle a year before the Plan is adopted to ensure that the school budget is aligned to the priorities and actions identified in the LCAP.

The stakeholders review the local implications after the proposed State budget is received. The public is then invited to comment on the draft of the following year’s LCAP. In addition, the annual report for the current year is finalized. Once the Plan is approved by The Foundation for Hispanic Education, it is then submitted to the County and State Board of Education.