Học viện lãnh đạo Luis Valdez

Báo cáo trách nhiệm giải trình của trường học năm 2022–23

Báo cáo sử dụng dữ liệu từ năm học 2022–23

Sở Giáo dục California

Địa chỉ:	1855 Lucretia Ave. San Jose, CA , 95122-3730	**Hiệu trưởng:**	John Phung, Hiệu trưởng
Điện thoại:	(408) 384-4015	**Khoảng cách lớp:**	9-12

Đến ngày 1 tháng 2 hàng năm, theo luật của tiểu bang, mọi trường học tại California đều phải công bố Báo cáo trách nhiệm giải trình của trường học (SARC). SARC chứa thông tin về tình trạng và hiệu suất của từng trường công lập tại California. Theo Công thức tài trợ kiểm soát cục bộ (LCFF), tất cả các cơ quan giáo dục địa phương (LEA) đều phải lập Kế hoạch kiểm soát và trách nhiệm giải trình của địa phương (LCAP), trong đó mô tả cách họ dự định đạt được các mục tiêu cụ thể hàng năm của trường cho tất cả học sinh, với các hoạt động cụ thể để giải quyết các ưu tiên của tiểu bang và địa phương. Ngoài ra, dữ liệu được báo cáo trong LCAP phải nhất quán với dữ liệu được báo cáo trong SARC.

- Để biết thêm thông tin về các yêu cầu của SARC và quyền truy cập vào các báo cáo của những năm trước, hãy xem trang web SARC của Sở Giáo dục California (CDE) tại https://www.cde.ca.gov/ta/ac/sa/ .
- Để biết thêm thông tin về LCFF hoặc LCAP, hãy xem trang web LCFF của CDE tại https://www.cde.ca.gov/fg/aa/lc/ .
- Để biết thêm thông tin về trường, phụ huynh/người giám hộ và thành viên cộng đồng nên liên hệ với hiệu trưởng nhà trường hoặc văn phòng quận.

Dữ liệuQuest

DataQuest là một công cụ dữ liệu trực tuyến nằm trên trang web DataQuest của CDE tại https://dq.cde.ca.gov/dataquest/ có chứa thông tin bổ sung về trường này và so sánh trường với quận và hạt. Cụ thể, DataQuest là một hệ thống động cung cấp các báo cáo để giải trình (ví dụ: dữ liệu kiểm tra, tuyển sinh, tốt nghiệp trung học, bỏ học, tuyển sinh khóa học, nhân sự và dữ liệu liên quan đến người học tiếng Anh).

Bảng điều khiển trường học California

Bảng điều khiển trường học California (Bảng điều khiển) https://www.caschooldashboard.org/ phản ánh hệ thống trách nhiệm giải trình và cải tiến liên tục mới của California và cung cấp thông tin về cách LEA và trường học đáp ứng nhu cầu của nhóm học sinh đa dạng của California. Bảng điều khiển chứa các báo cáo hiển thị hiệu suất của LEA, trường học và nhóm học sinh trên một loạt các biện pháp của tiểu bang và địa phương để hỗ trợ xác định điểm mạnh, thách thức và lĩnh vực cần cải thiện.

Truy cập Internet

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

John Phung, Principal

Principal, Luis Valdez Leadership Academy

Welcome to Luis Valdez Leadership Academy (LVLA)! Thank you for taking the time to review our site's accountability report. The mission of the LVLA is to provide a challenging academic program designed to instill a lifelong passion for learning and to equip students with the skills for social and academic success at community colleges and four-year universities. LVLA will graduate empowered young adults who are poised, confident, and articulate leaders. We expect all our students to grow in three areas of life skills, academic outcomes, and personal character. We are a smaller community where staff and teachers are personally invested in our students and the San Jose community. ?

About Our School

Dr. John Phung

Principal

Luis Valdez Leadership Academy

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Contact

Luis Valdez Leadership Academy
1855 Lucretia Ave.
San Jose, CA 95122-3730

Phone: (408) 384-4015
Email: jphung@sjlvla.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Vander Zee, Glenn
Email Address	vanderzeeg@esuhsd.org
Website	www.esuhsd.org

School Contact Information (School Year 2023–24)

School Name	Luis Valdez Leadership Academy
Street	1855 Lucretia Ave.
City, State, Zip	San Jose, CA , 95122-3730
Phone Number	(408) 384-4015
Principal	John Phung, Principal
Email Address	jphung@sjlvla.org
Website	www.sjlvla.org
Grade Span	9-12
County-District-School (CDS) Code	43694270130856

School Description and Mission Statement (School Year 2023–24)

Luis Valdez Leadership Academy (LVLA) is a public charter high school located in San Jose, California, 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. LVLA has a strong educational track record that has prepared all attending students for succeeding academically and achieving postsecondary success. LVLA possesses a relevant and comprehensive curriculum focused on meeting the needs of English Language Learners, a well-prepared and trained fully-certificated faculty through the Union of Foundation (UFE) educators, and a nurturing environment with restorative practices. The school site is co-located with East Side Union High School District's (ESUHSD) Yerba Buena High School at 1855 Lucretia Avenue, San Jose, CA 95122. Accordingly, LVLA has become a proponent for the success of its students, families, and local community to become competitive in their educational journey and future pursuits.

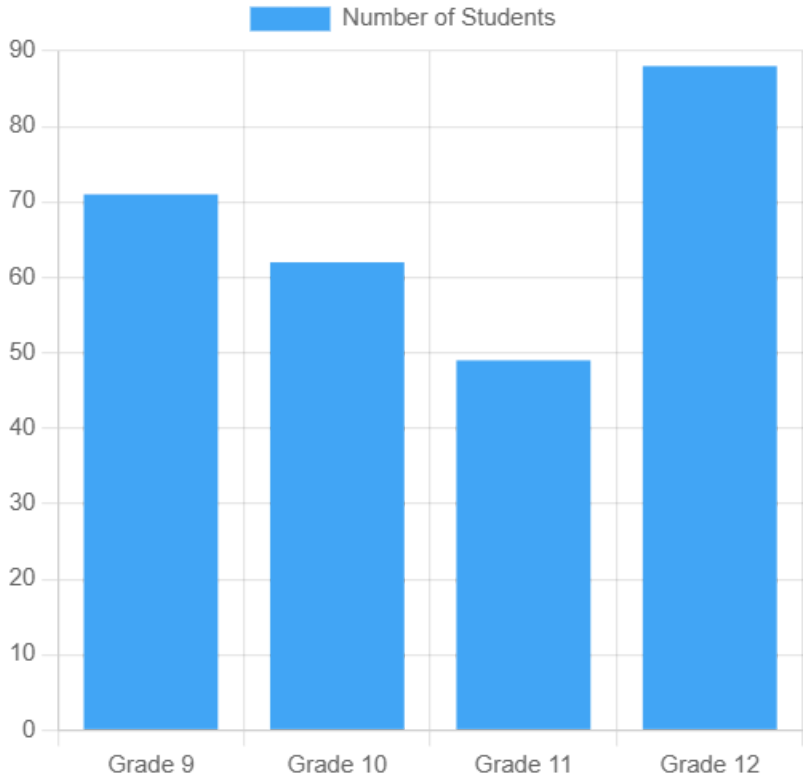
The LVLA community is predominantly Latine/o/a/x and Asian, and is home to a working-class immigrant population with student demographics as follows: 83.9% Socioeconomically Disadvantaged, 44.6% English Learners, 22% Homeless, 15% Students with Disabilities, and is home to over 80% Spanish speaking families. In stating this, the LVLA lays the foundation of understanding who we serve and our capacity to offer to the community. LVLA's families are equipped with transformative feedback, which helps define the approach as to what a "whole-child" strategy is in delivering a holistic instructional approach. With its challenging and grade-level appropriate curriculum, capable faculty, and nurturing environment, LVLA has become a viable educational option for each and every student. Additionally, through a focus on the Spanish language, for both native speakers and Spanish language learners, LVLA students will use their education, bi-literacy, and life experiences to create positive changes in their own lives, in their own families, and within their communities. Through leadership, responsibility, and resilience, LVLA graduates make a positive impact on the East San Jose community and beyond.

LCAP Goals (2021 - 2024):

- Goal #1: Increase A-G completion rates, on par with our neighboring schools holding similar student groups.
- Goal #2: Maintain or increase graduation rate and ensure we maintain a 95% graduation rate annually.
- Goal #3: 11th grade students will demonstrate on par or exceed proficiency rates on the English Language Arts (ELA) and Mathematics CAASPP when compared to neighborhood high schools with the same student demographics.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	71
Grade 10	62
Grade 11	49
Grade 12	88
Total Enrollment	270



Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.30%
Male	53.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.40%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	99.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	37.40%
Foster Youth	0.00%
Homeless	19.30%
Migrant	0.00%
Socioeconomically Disavantaged	88.50%
Students with Disabilities	13.00%

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 Preparation and Placement (School Year 2020–21)

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)	9.40	56.78%	943.40	83.36%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	29.90	2.65%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	23.35%	71.80	6.35%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	25.50	2.25%	12115.80	4.41%
Unknown/Incomplete/NA	3.20	19.75%	60.90	5.39%	18854.30	6.86%
Total Teaching Positions	16.60	100.00%	1131.80	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

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)	7.30	43.12%	943.60	82.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.60	9.76%	35.40	3.10%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.00	47.06%	79.50	6.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	25.60	2.24%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	60.90	5.32%	15831.90	5.67%
Total Teaching Positions	17.00	100.00%	1145.30	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.80
Misassignments	3.90	7.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.90	8.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.80%	43.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10%	7%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard English Language Arts Curriculum English 9 Springboard ELA & ELD Grade 9 SE English 10 Springboard ELA & ELD Grade 10 SE English 11 Springboard ELA & ELD Grade 11 SE English 12 Springboard ELA & ELD Grade 12 SE AP English Language and Composition College Board AP English Language & Composition Frameworks Inspire Literacy (iLit) Curriculum ELD I iLit Level E ELD II iLit Level F ELD III iLit Level G	0
Mathematics	College Preparatory Mathematics (CPM) Curriculum Integrated Math 1 Core Connections Integrated I Integrated Math 2 Core Connections Integrated II Integrated Math 3 Core Connections Integrated III Pre-Calculus	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Pre-Calculus Third Edition	
	AP Statistics Supplementary Resources IXL Digital Curriculum, Desmos, Quizizz	
Science	Discovery Education California Aligned NGSS Science Textbook Biology California the Living Earth Chemistry California Chemistry in the Earth System Physics California Physics of the Universe Forensics Kendall Hunt Forensic Science for High School, 3rd Edition Murder at Old Fields Forensics Science Lab online Activity	0
History-Social Science	Teachers' Curriculum Institute's (TCI) World History TCI - History Alive! World Connections U.S. History TCI - History Alive! Pursuing American Ideals Government TCI - Government Alive! Power, Politics, and You Economics TCI - Econ Alive! The Power to Choose Amsco School Publications AP World History AMSCO - AP World History Connections Ways of the World Curriculum College Board AP World History Frameworks AP U.S. History AMSCO - AP United States History	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	AMSCO - AP United States History College Board AP U.S. History Frameworks	
	AP U.S. Government/ Econ AMSCO - AP United States Government and Politics College Board AP U.S. Government Frameworks Ethnic Studies Teacher Created Materials	
Foreign Language	¡Qué Chévere! Carnegie Learning Curriculum Spanish 2 ¡Qué Chévere! Level 1 Spanish 1 for Native Speakers ¡Qué Chévere! Level 2 Spanish 2 for Native Speakers ¡Qué Chévere! Level 3 AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Course College Board AP Spanish Language & Culture Frameworks AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course College Board AP Spanish Literature & Culture Frameworks	0
Health	Teacher Created Materials following the Physical Education standards	0
Visual and Performing Arts	Digital Media I Khan Academy CTE Online Resources NYU Digital Hemisphere Archives WeVideo Editing Software Learning (and Breaking) the Rules of Cinematic Composition Orpheus -Aristotle Early Works Actos - Luis Valdez	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Two Donuts - Jose Cruz Gonzalez	
	Digital Media II Kahn Academy Making it Big in Shorts Adelman Michael Wiese Productions Nonlinear - A Field Guide to Digital Video and Film Company (FL); 4 Revised Edition WeVideo Editing Software CTE Online Resources Visual Art I Julianna Kunstler's Art Resource Art Class Curator Getty Museum PBS Education CTE Online Resources Chicano Theater Early Works & Actos - Luis Valdez Chicano Theater and other Forms -Jorge Huerta Zoot Suit and Other Plays -Luis Valdez UC Santa Barbara University Archives NYU Digital Hemisphere Archives Facing Our Truth CTE Online Resources	
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

LVLA is fully located on the Yerba Buena High School campus (YB), including for its Visual & Performing Arts courses and Athletics program. The Foundation for Hispanic Education's (TFHE) Facilities Department provides LVLA with a full time staff to meet the school's janitorial needs during business hours as well as after hours. Outside support is contracted with authorized third-party vendors as required for one-time hostings, adjustments in work schedules, and standard holiday breaks. Based on LVLA's Facility Use Agreement with the East Side Union High School District (ESUHSD), major system maintenance is the responsibility of the ESUHSD. TFHE Facilities performs an annual inspection of all systems with ESUHSD Staff, including instructional spaces, restrooms, perimeter gates, parking lots, storage space, garbage bins, and utilities. LVLA also stations a security guard at the front entrance gate to its shared parking lot with Yerba Buena High School for school safety, visitor check-in, and dismissal.

Over the last three academic years, LVLA and TFHE have invested in school site improvements including:

- **Replacing flooring in instructional spaces.**
- **Upgrading furniture, fixtures, and equipment in instructional spaces.**
- **Renovating the site's modular restroom unit.**
- **Installing a shade structure in its recreational seating and nutrition area.**
- **Performing deferred maintenance to all walkways and ramps.**

In the coming academic year, the school site also intends to install a new iron rod fence with a pedestrian gate between itself and Yerba Buena High School, in addition to renovating existing instructional spaces.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: October 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **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.

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	31%	41%	58%	58%	47%	46%
Mathematics (grades 3-8 and 11)	2%	16%	34%	32%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	51	98.08%	1.92%	41.18%
Female	25	24	96.00%	4.00%	54.17%
Male	27	27	100.00%	0.00%	29.63%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	51	50	98.04%	1.96%	42.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	18	17	94.44%	5.56%	23.53%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	33	100.00%	0.00%	39.39%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	51	98.08%	1.92%	15.69%
Female	25	24	96.00%	4.00%	12.50%
Male	27	27	100.00%	0.00%	18.52%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	51	50	98.04%	1.96%	16.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	18	17	94.44%	5.56%	11.76%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	33	100.00%	0.00%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	7.14%	6.25%	37.64%	38.21%	29.47%	30.29%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	80	98.77%	1.23%	6.25%
Female	39	38	97.44%	2.56%	0.00%
Male	42	42	100.00%	0.00%	11.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	81	80	98.77%	1.23%	6.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	19	19	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	52	52	100.00%	0.00%	3.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

Luis Valdez Leadership Academy does not currently offer a CTE program/pathway.

Career Technical Education (CTE) Participation (School Year 2022–23)

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

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	58.90%

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2023–24)

LVLA students, parents, and staff are held to a high level of expectations consistent with the school site's Student/Family Handbook and Summer Bridge Orientation curriculum. The expectation is that 100% of students will gain acceptance and matriculate into at least one higher education program after graduation – a two-year community college (including certification programs) or a four-year university. Parents/Guardians are offered the opportunity to be supportive by participating in their child's academic and non-academic/personal development endeavors via committees such as School Site Council, English Learner Advisory Committee, Community Schools Focus Groups, and the Parent Advisory Committee. 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 (LVLA). Moreover, partner organizations such as the Hispanic Foundation of Silicon Valley, Parent Institute of Quality Education, San Jose Learning Center and YMCA Project Cornerstone offer professional development and training opportunities for families to continue their own education to become better equipped for supporting their student's academic endeavors.

LVLA operates under the premise that the teachers, parents, and students must work together as partners to create the offerings for a quality education, as evidenced by its Schoolwide Learner Outcomes (SLO) and Local Control & Accountability Plan (LCAP) Actions and Goals. Parents also participate in Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 20 - 30 parents participate each month in at least one school site effort. The meetings are focused on getting the parents involved in the student's education with parents at LVLA 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):

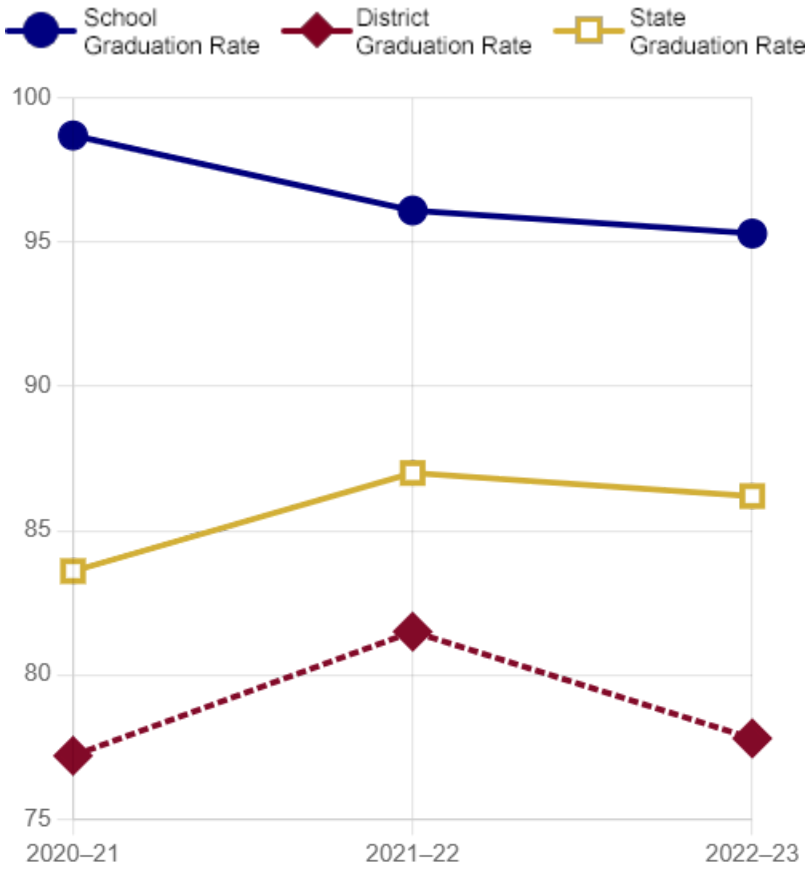
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

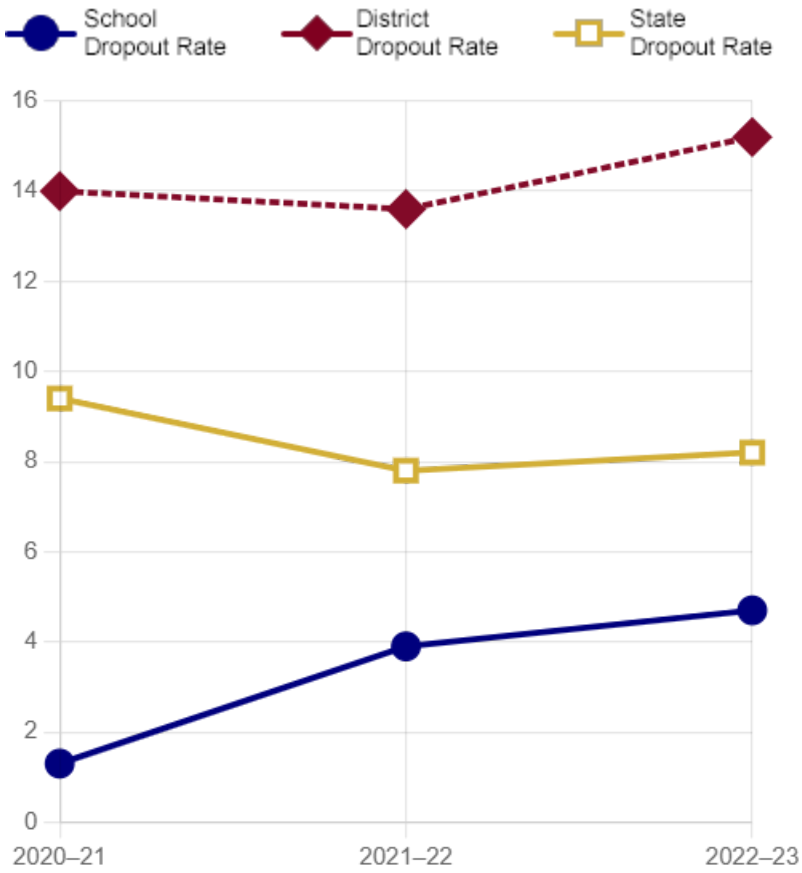
Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Graduation Rate	98.7%	96.1%	95.3%	77.2%	81.5%	77.8%	83.6%	87%	86.2%
Dropout Rate	1.3%	3.9%	4.7%	14%	13.6%	15.2%	9.4%	7.8%	8.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	85	81	95.3%
Female	43	40	93.0%
Male	42	41	97.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	85	81	95.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	28	27	96.4%
Foster Youth	0.0	0.0	0.0%
Homeless	13	13	100.0%
Socioeconomically Disadvantaged	79	76	96.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	14	14	100.0%

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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	298	293	64	21.8%
Female	142	139	30	21.6%
Male	156	154	34	22.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	1	1	1	100.0%
Black or African American	0	0	0	0.0%
Filipino	1	1	1	100.0%
Hispanic or Latino	296	291	62	21.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	0	0	0	0.0%
English Learners	117	114	26	22.8%
Foster Youth	0	0	0	0.0%
Homeless	57	57	7	12.3%
Socioeconomically Disadvantaged	261	258	55	21.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	41	40	12	30.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	3.46%	3.02%	0.03%	3.41%	3.72%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.02%	0.00%
Female	1.41%	0.00%
Male	4.49%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	3.42%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.26%	0.00%
Socioeconomically Disadvantaged	2.68%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2023–24)

LVLA 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 Luis Valdez Leadership 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	11	10	0
Mathematics	24.00	4	11	0
Science	23.00	4	6	0
Social Science	23.00	5	10	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	9	7	0
Mathematics	20.00	9	6	0
Science	21.00	8	7	0
Social Science	23.00	4	10	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	7	0
Mathematics	17.00	12	3	0
Science	20.00	10	3	0
Social Science	21.00	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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	207.69

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

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.50
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15240.75	$2719.40	$12521.35	--
District	N/A	N/A	--	$105255.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$97850.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2022–23)

LVLA uses Categorical funds to support various services and programs that support its students and families.

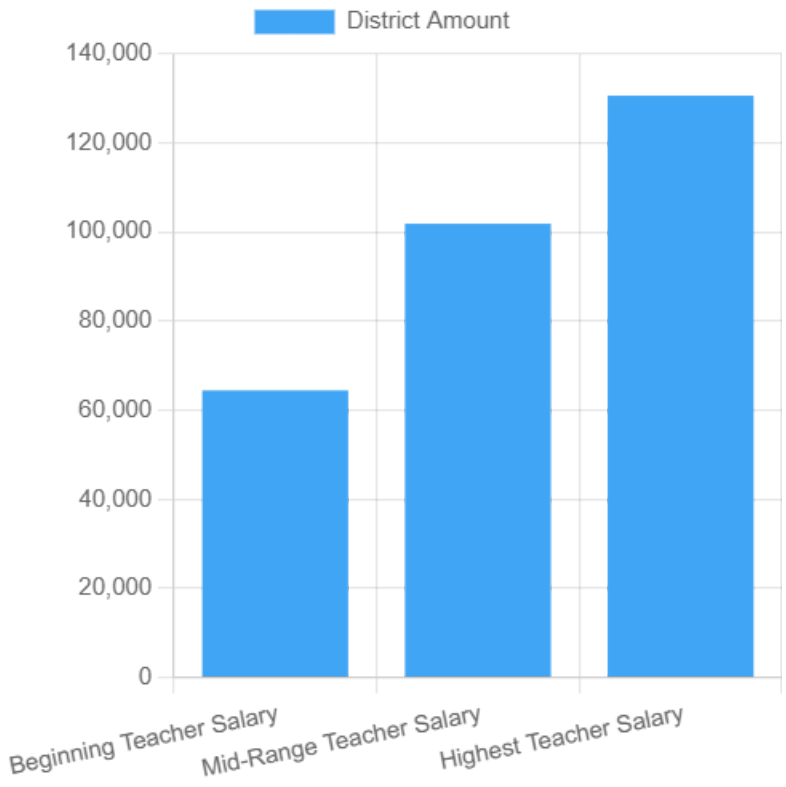
Below is a general overview of how LVLA uses Title I, II and III funds:

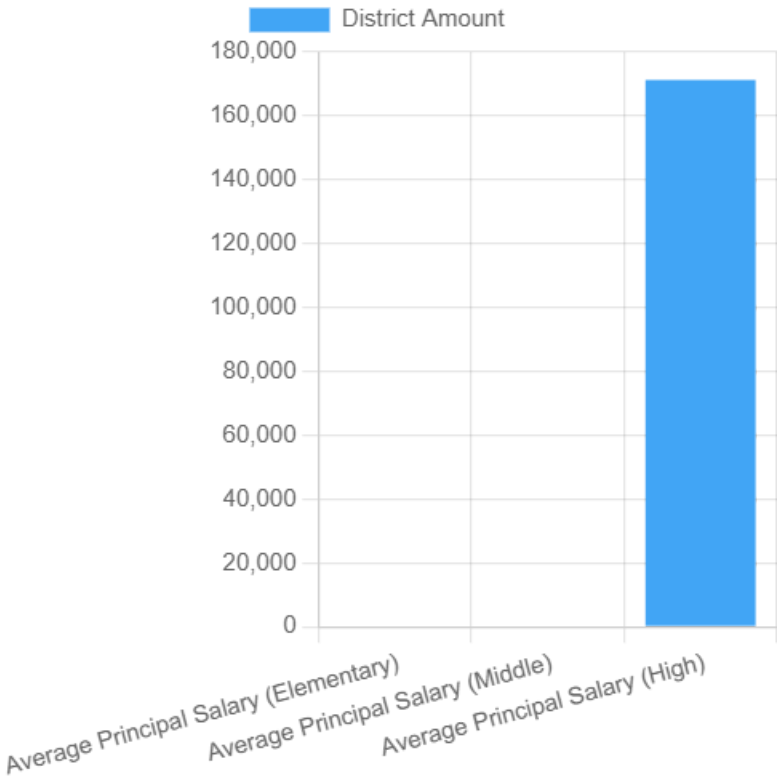
- Title I: Curriculum & Instructional Coaching, Paraprofessional Support, Parent Engagement and Governance, Parent Education
- Title II: Instructional Coaching, Professional Development
- Title III: Parent Engagement Activities, Paraprofessional Support for English Learners

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$64471.00	$57234.44
Mid-Range Teacher Salary	$101894.00	$95466.60
Highest Teacher Salary	$130638.00	$122669.10
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$153476.29
Average Principal Salary (High)	$171239.00	$173197.59
Superintendent Salary	$280339.00	$277571.94
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

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




District Amount
180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 50.7 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	4
Mathematics	2
Science	0
Social Science	4
Total AP Courses Offered*	11

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

Professional Development

Luis Valdez Leadership Academy staff, including Certificated and Classified members, engage in 9 full days of Professional Development and Continuous Improvement Days. Additionally, staff members engage in Professional Development on designated Wednesdays for 100 minutes, for approximately 29 Wednesdays, during the Academic School year.

The purpose of the 2022-2023 Teaching and Learning professional development series was to provide professional learning and collaborative opportunities with strategies and techniques that positively impact student outcomes.

Professional Development includes, but is not limited to:

- Sheltered Instruction Observation Protocol (SIOP) features and techniques
- Assessment and Data - Understanding our state and local assessments and data dives to inform instructional focus and monitoring
- Instructional Coaching
- Lesson Design
- Curriculum Mapping
- Defining Objectives
- Best Practices for Effective Teaching
- Book Study - Grading for Equity

In addition to the 9 full days on instruction, curriculum, assessment and evaluation, the focus of the school's Professional Development was selected due to student achievement data results in Math and English. The school has focused on Literacy across the content areas based on the student performance data and student population demographics. Student and the community were surveyed and Priority Areas for the classroom were identified that guide instructional practice. Inclusively, teachers implement the Growth Mindset and Gradual Release of Responsibility in lesson design.

Responsibility in lesson design.

Professional development is delivered five days prior to the beginning of school as a Foundation professional development work week, for all its charter schools. The focus is on the use of data to inform classroom instruction. Additionally, five full days of professional development are provided for teachers during the school year to participate in further Foundation implemented Professional Development. Teachers have 3 hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes. Additional professional development is provided to the team after school hours in Growth Mindset and Gradual Release of Responsibility throughout the year, as well as in the summer as an introduction professional development for new teacher hires.

Tất cả nhân viên cũng được yêu cầu tham gia các Phiên đào tạo bắt buộc do SafeSchools của CharterSafe xác định và quản lý với Bộ phận nhân sự của TFHE theo dõi việc hoàn thành. Các phiên bao gồm Đào tạo báo cáo bắt buộc, Đào tạo về tác nhân gây bệnh qua đường máu, Phòng ngừa lạm dụng trẻ em, Phòng ngừa quấy rối tình dục (Nhân viên với nhân viên và Nhân viên với học sinh), Đào tạo sơ cứu, Đào tạo FERPA và các khóa đào tạo tuân thủ cấp bách khác. Việc triển khai phát triển chuyên môn được
hỗ trợ bởi và dành cho giáo viên thông qua việc hướng dẫn ngang hàng, sử dụng ngày đánh giá thành tích của học sinh làm bài đánh giá trong các nhóm và trong các buổi làm việc tập trung vào khoa.

Đo lường	2021–22	2022–23	2023–24
Số ngày học dành cho Phát triển Nhân viên và Cải tiến Liên tục	9	9	9