

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Luis Valdez Leadership Academy

Address: 1855 Lucretia Avenue, San Jose, CA 95122 **Phone:** (408) 384-4015

Principal: Beth Silbergeld

Grade Span: 9th – 12th

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

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

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

About This School

Table 1: District Contact Information (School Year 2022–23)

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

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Luis Valdez Leadership Academy
Street	1855 Lucretia Avenue
City, State, Zip	San Jose, CA 95122
Phone Number	(408) 384-4015
Principal	Beth Silbergeld
Email Address	bsilb@silvla.org
Website	silvla.org
County-District-School (CDS) Code	43-69427-0130856

Table 3: School Description and Mission Statement (School Year 2022–23)

Luis Valdez Leadership Academy (LVLA) is a public charter high school focusing on providing its students with a rigorous curriculum, a strong faculty and support staff for their instructional experience, and an environment made up of high expectations and community that serves the entire student and their family. LVLA has a strong educational track record that has enhanced all attending students' chances of succeeding academically and completing a college degree, particularly with a focus of English Language Learner (ELL) students. LVLA possesses an innovative curriculum focused on meeting the needs of English Language Learners, a capable fully-certificated faculty through the Union of Foundation (UFE) educators, and a nurturing environment co-located with East Side Union High School District's (ESUHSD) Yerba Buena High School.

Accordingly, LVLA has become a viable educational option for each and every student in East San Jose, especially English Language Learners and those deriving from underrepresented backgrounds. With its focus on Visual and Performing Arts in honor of its namesake Mexican-American playwright Luis Valdez, LVLA fills a unique niche in the creative and technical arts locally. LVLA also provides focus to reach the academic level proficiency of English Language Arts (ELA) that is critical for academic achievement, demonstrating growth in standardized tests, benefiting from assessment-based curriculum, and pursuing postsecondary educational opportunities to thrive in East San Jose, Silicon Valley, and beyond.

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.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	61
Grade 10	69
Grade 11	97
Grade 12	77
Total Enrollment	304

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	54.97%
Male	45.02%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.0%
Filipino	0.0%
Hispanic or Latino	100.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%
White	0.0%
English Learners	34.9%
Foster Youth	0.0%
Homeless	0.0%
Migrant	0.0%
Socioeconomically Disadvantaged	86.8%
Students with Disabilities	12.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 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)	14	82.4%	-	-	-	-
Intern Credential Holders Properly Assigned	0	0.0%	-	-	-	-
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	17.6%	-	-	-	-
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0%	-	-	-	-
Unknown	0	0.0%	-	-	-	-
Total Teaching Positions	17	100.0%	-	-	-	-

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.

Table 7: 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)	13	81.3%	-	-	-	-
Intern Credential Holders Properly Assigned	1	5.3%	-	-	-	-
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	0.0%	-	-	-	-
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0%	-	-	-	-
Unknown	0	0.0%	-	-	-	-
Total Teaching Positions	16	100.0%	-	-	-	-

Note: The data in this table is based on 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.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	3	3
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	3	3

**Table 9: 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	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Table 10: 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)	14	13
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: February 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">English 9 Springboard ELA & ELD Grade 9 SE</p> <p style="text-align: center;">English 10 Springboard ELA & ELD Grade 10 SE</p> <p style="text-align: center;">English 11 Springboard ELA & ELD Grade 11 SE</p> <p style="text-align: center;">English 12 Springboard ELA & ELD Grade 12 SE</p> <p style="text-align: center;">AP Literature Selected novels, poems, plays, and short stories</p>	Yes	0.0%
Mathematics	<p style="text-align: center;">College Preparatory Mathematics (CPM) Curriculum:</p> <ul style="list-style-type: none"> ● Integrated Math 1: CORE CONNECTIONS INTEGRATED I ● Integrated Math 2: CORE CONNECTIONS INTEGRATED II ● Integrated Math 3: CORE CONNECTIONS INTEGRATED III ● Pre Calculus: PRECALCULUS THIRD EDITION ● AP Calculus: CPM CALCULUS Softbound copy (PDF) ● IXL digital curriculum, DESMOS, Quizizz 	Yes	0.0%

Science	Discovery Education California Aligned NGSS Science Textbook: Biology California the Living Earth Chemistry California Chemistry in the Earth system Physics/Physics Honors California Physics of the Universe Forensics KENDALL HUNT Forensic Science for High School, 3rd Edition	Yes	0.0%
History-Social Science	World History: TCI - History Alive! World Connections AP World History: AMSCO - AP World History: Modern U.S. History: TCI - History Alive! Pursuing American Ideals AP U.S. History: AMSCO - AP United States History, 4th edition Government: TCI - Gov Alive! Power, Politics, and You AP Government: AMSCO - AP United States Government and Politics Economics: TCI - Econ Alive! The Power to Choose	Yes	0.0%

Foreign Language	<p style="text-align: center;">Spanish 1 Realidades 1 & Selected non fiction and fiction readings</p> <p style="text-align: center;">Spanish 1 Native Speakers Realidades 1 & Selected non fiction and fiction readings</p> <p style="text-align: center;">Spanish 2 Realidades 2 & Selected nonfiction and fiction readings</p> <p style="text-align: center;">Spanish 2 Native Speakers Realidades 2 & Selected nonfiction and fiction readings</p> <p style="text-align: center;">Spanish 3 Lazarillo de Tormes Reader and Selected nonfiction and fiction readings</p> <p style="text-align: center;">AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Examination, Jose M. Diaz (Pearson) & Selected Readings</p> <p style="text-align: center;">AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing) & Selected Readings</p>	Yes	0.0%
Health	<p style="text-align: center;">Physical Education Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0</p>	Yes	0.0%

<p>Visual and Performing Arts</p>	<p>Digital Media I:</p> <ul style="list-style-type: none"> • Kahn Academy's - Pixar in a Box • CTE Online Resources • NYU Digital Hemisphere Archives • WeVideo Editing Software for Chrome • Gustavo Mercado's 'The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition' • Orpheus - Aristotle Early Works & Actos - Luis Valdez • Two Donuts – Jose Cruz Gonzalez <p>Visual Art I:</p> <ul style="list-style-type: none"> • Julianna Kunstler's Art • Resources Art Class Curator • Getty Museum PBS Education • CTE Online Resources <p>Chicano Theatre:</p> <ul style="list-style-type: none"> • Early Works & Actos - Luis Valdez • Chicano Theatre and Other Forms - Jorge Huerta • Zoot Suit and Other Plays– Luis Valdez • UC Santa Barbara - University Archives • NYU Digital Hemisphere Archives • Facing Our Truth: Short Plays on Trayvon, Race, and Privilege by Dominique Morisseau (Author), A. Rey Pamatmat (Author), Winter Miller (Author) • CTE Online Resources <p>Digital Media II and III:</p> <ul style="list-style-type: none"> • Kahn Academy's - Pixar in a Box • Making it Big in Shorts: The Ultimate Filmmaker's Guide 	<p>Yes</p>	<p>0.0%</p>
--	--	------------	-------------

	<p>to Short Films - 2nd edition Kim</p> <ul style="list-style-type: none"> • Adelman Michael Wiese Productions; 2nd ed. edition (July 1, 2009) • Nonlinear - A Field Guide to Digital Video and Film Editing Michael Rubin Triad Publishing • Company (FL); 4 Revised edition (August 1, 2000) • WeVideo Editing Software for Chrome • CTE Online Resources WriterDuet <p>Advanced Film/Theatre:</p> <ul style="list-style-type: none"> • The Business of Media Distribution: Monetizing Film, TV, and Video Content in an Online • World (American Film Market Presents) 2nd Edition Jeffery C. Ulin Publisher: Focal Press; 2 edition (September 28, 2013) • Master Class Online • WeVideo Editing Software for Chrome • CTE Online Resources WriterDuet • Fully equipped Digital Media Lab (cameras, lighting & sound equipment, ipads, macbooks, and imac editing stations) 		
--	---	--	--

Science Laboratory Equipment (grades 9-12)	<p>Forensics: DNA Replicator (PCR) Machine, Spectrophotometer, Transilluminator, Centrifuge, Micropipettes, Gel Electrophoresis Chambers</p> <p>Biology: Microscopes, Glassware, Electronic Scales, Dissection Kits</p> <p>Chemistry: Eyewash station, Ventless Fume Hood, Glassware, Chemical Storage Units</p> <p>Large variety of common and required lab equipment, including Goggles, Chemical grade lab coats, and gloves Mobile eye wash station</p>	N/A	0.0%
---	--	-----	------

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

Table 12: 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. Full time staff fulfills ongoing janitorial needs during business hours as well as after hours and is complemented by outside support as-needed. Based on LVLA's Facility Use Agreement with the East Side Union High School District, major system maintenance is the responsibility of the District.

Table 13: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No Action Required
Interior: Interior Surfaces	X			No Action Required
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			In-House Maintenance from the TFHE Department of Facilities
Electrical: Electrical	X			No Action Required
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No Action Required
Safety: Fire Safety, Hazardous Materials	X			Annual Check and Replacement of Fire Extinguishers
Structural: Structural Damage, Roofs	X			No Action Required
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			No Action Required

Overall Facility Rate

Year and month of the most recent FIT report: November 2022

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	30.77%	N/A	63.06%	N/A	47.06%
Mathematics (grades 3-8 and 11)	N/A	2.20%	N/A	38.08%	N/A	33.38%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	91	97.84%	2.16%	30.77%
Female	47	47	100.0%	0.0%	38.29%
Male	46	44	95.65%	4.35%	22.73%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	0	0	N/A	N/A	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	93	91	97.84%	2.16%	30.77%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	0	0	N/A	N/A	N/A
English Learners	35	34	97.14%	2.86%	29.17%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	9	9	100.0%	*	*
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	76	74	97.36%	2.64%	29.74%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	11	11	100.0%	0.0%	18.18%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	91	97.84%	2.16%	2.20%
Female	47	47	100.0%	0.0%	2.13%
Male	46	44	95.65%	4.35%	2.27%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	0	0	N/A	N/A	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	93	91	97.84%	2.16%	2.20%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	0	0	N/A	N/A	N/A
English Learners	35	34	97.14%	2.86%	0.0%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	4	4	100.0%	0.0%	*
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	76	74	97.36%	2.64%	1.35%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	11	11	100.0%	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/A	5.45%	N/A	37.53%	N/A	29.45%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	70	95.85%	4.15%	7.14%
Female	44	42	95.45%	4.55%	4.76%
Male	29	28	96.55%	3.45%	10.71%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	0	0	N/A	N/A	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	73	70	95.85%	4.15%	7.14%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	0	0	N/A	N/A	N/A
English Learners	26	24	92.30%	7.70%	0.00%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	4	4	100.00%	0.00%	0.00%
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	60	58	96.66%	3.34%	6.90%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	11	9	81.81%	18.19%	0

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 20: Career Technical Education Programs (School Year 2021–22)

Not Applicable – Local Educational Agency does not have a Career Technical Education (CTE) Program as of the 2022 – 2023 Academic Year.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	59.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 23: California Physical Fitness Test Results (School Year 2021–22)
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
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

LVLA students, parents, and staff are held to a high level of expectations. The expectation is that 100% of students will gain acceptance into at least one higher education program after graduation – a two-year community college or a four-year university. Parents are offered the opportunity to be supportive by participating in their child’s academic and non-academic/personal development endeavors. Most importantly, parents are empowered to participate and take a vital role in creating a college going culture as led by a partnership with their school site (LVLA).

LVLA operates under the premise that the teachers, parents, and students must work together as partners to create the offerings for a quality education. Parents are a vital part of this partnership. LVLA involves parents as key stakeholders in the school. It is important to LVLA that parents feel part of the high school and college readiness process for their child. Parents participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 80 – 100 parents participate each month in at least one school site effort as overseen by the Principal. The meetings are focused on getting the parents involved in the student’s education with parents at 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 dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	4.30%	1.30%	3.90%	14.5%	14.0%	10.0%	8.9%	9.4%	9.6%
Graduation Rate	95.70%	98.70%	96.10%	78.4%	77.2%	90.0%	84.2%	83.6%	90.4%

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	73	96.1%
Female	45	44	97.8%
Male	31	29	100.0%
Non-Binary	0	0	N/A
American Indian or Alaska Native	0	0	0.0%
Asian	0	0	0.0%
Black or African American	0	0	0.0%
Filipino	0	0	0.0%
Hispanic or Latino	76	73	96.1%
Native Hawaiian or Pacific Islander	0	0	0.0%
Two or More Races	0	0	0.0%
White	0	0	0.0%
English Learners	38	37	97.4%
Foster Youth	0	0	N/A
Homeless	12	12	100.0%
Socioeconomically Disadvantaged	73	70	95.9%
Students Receiving Migrant Education Services	0	0	N/A
Students with Disabilities	9	9	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>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	309	111	35.9%
Female	157	157	67	42.7%
Male	152	152	44	28.9%
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	309	309	111	35.9%
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	N/A	N/A	N/A	N/A
Foster Youth	0	0	0	0.0%
Homeless	19	19	7	36.8%
Socioeconomically Disadvantaged	264	264	93	35.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	N/A	N/A	N/A	N/A

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.6%	3.0%	2.6%
Expulsions	0.0%	0.1%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.0%	3.5%	0.0%	3.4%	0.2%	3.2%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

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

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.5%	0.0%
Female	3.4%	0.0%
Male	8.4%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	3.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	N/A	N/A
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	N/A	N/A
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	N/A	N/A

Table 31: School Safety Plan (School Year 2022–23)

LVL A 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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)**

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

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

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

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

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

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

** "Other" category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

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

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

** "Other" category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24	9	10	N/A
Mathematics	25	5	10	N/A
Science	26	2	9	N/A
Social Science	25	5	10	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: 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	11	10	N/A
Mathematics	24	4	11	N/A
Science	23	4	6	N/A
Social Science	23	5	10	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21	9	7	N/A
Mathematics	20	9	6	N/A
Science	21	8	7	N/A
Social Science	23	4	10	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	250 to 1

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.33
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	0.33
Other	4.0

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,864.00	\$2,135.00	\$12,729.00	\$69,825.00
District	N/A	N/A	\$8,406.00	\$98,287.00
Percent Difference – School Site and District	N/A	N/A	33.96%	-40.80%
State	N/A	N/A	\$8,444.00	\$84,531.00
Percent Difference – School Site and State	N/A	N/A	50.70%	-17.40%

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

Table 41: Types of Services Funded (Fiscal Year 2021–22):

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: Instructional Coaching, Parent Engagement and Governance, Parent Education

Title II: Instructional Coaching, Professional Development

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

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

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

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: 66%

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	5
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	12

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

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9