

**Academia de Liderazgo Luis Valdez**  
**Informe de Responsabilidad Escolar 2024-25**  
**Informado utilizando datos del año escolar 2024-25**  
**Departamento de Educación de California**

<b>DIRECCIÓN:</b>	1855 Lucretia Ave. San José, CA, 95122-3730	<b>Principal:</b>	Dr. José Silva, Director
<b>Teléfono:</b>	(408) 479-0253	<b>Rango de grados:</b>	9-12

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

- Para obtener más información sobre los requisitos del SARC y acceder a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/> .
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

## **Búsqueda de datos**

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE ( <https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

## **Panel de control de las escuelas de California**

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

## **Acceso a 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/>.

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# About This School

## Dr. Jose Silva, Principal

Principal, Luis Valdez Leadership Academy

### About Our School

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**Our school community thrives when families and educators work hand-in-hand to support learning, safety, and growth for every student. At Luis Valdez Leadership Academy, we strive to excel in the following areas:**

#### **Parent Engagement**

**Your involvement makes all the difference. Whether you're attending parent-teacher conferences or simply checking in about your student's day, your engagement reinforces the importance of education and helps us build a stronger school culture. We encourage you to stay connected—through our family newsletters, ParentSquare, and monthly Cafecito meetings—and to share your ideas on how we can continue improving together.**

#### **School Safety**

**The safety of every student and staff member remains our top priority. We continually review our emergency procedures, conduct regular safety drills, and partner with local authorities to ensure our campus remains a secure place for learning. We also emphasize emotional and social safety by fostering a culture of respect, inclusivity, and kindness.**

## **Student Enjoyment and Well-Being**

**We believe that students learn best when they feel happy, supported, and engaged. From clubs and athletics to creative arts and leadership opportunities, we're committed to helping students discover their passions and find joy in their school experience.**

## **College and Career Preparation**

**As we guide our students toward their future, college and career readiness remain key priorities. Our counseling team provides individualized guidance on academic pathways, scholarship opportunities, and college applications, while also helping students explore career options and technical education programs. Our goal is to ensure that every graduate leaves us confident, capable, and ready for whatever comes next.**

**Together, we're preparing our students not just for success in school, but for success in life.**

**Warm regards,**

Dr. Jose Silva

### **Contact**

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

Phone: [\(408\) 479-0253](tel:4084790253)

Email: [jsilva@sjlvla.org](mailto:jsilva@sjlvla.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	East Side Union High
<b>Phone Number</b>	(408) 347-5000
<b>Superintendent</b>	Vander Zee, Glenn
<b>Email Address</b>	<a href="mailto:vanderzeeg@esuhsd.org">vanderzeeg@esuhsd.org</a>
<b>Website</b>	<a href="http://www.esuhsd.org">www.esuhsd.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Luis Valdez Leadership Academy
<b>Street</b>	1855 Lucretia Ave.
<b>City, State, Zip</b>	San Jose, CA , 95122-3730
<b>Phone Number</b>	(408) 479-0253
<b>Principal</b>	Dr. Jose Silva, Principal
<b>Email Address</b>	<a href="mailto:jsilva@sjlvla.org">jsilva@sjlvla.org</a>
<b>Website</b>	<a href="http://www.sjlvla.org">http://www.sjlvla.org</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	43694270130856

## School Description and Mission Statement (School Year 2025–26)

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 (ESUHS) 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 Latino and Asian and is home to a working-class immigrant population. 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

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.

#### Mission and Vision

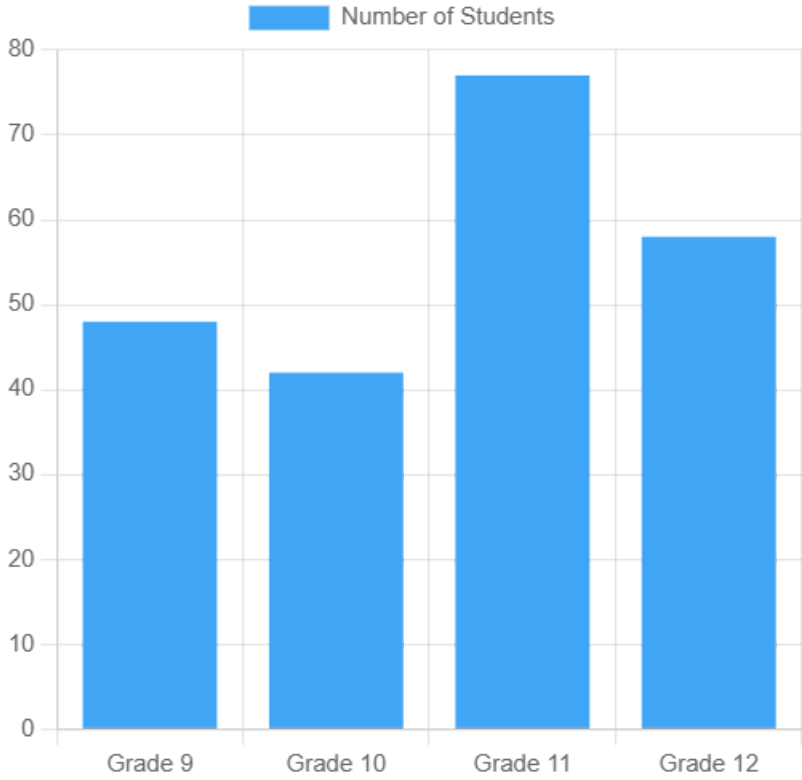
Luis Valdez Leadership Academy (LVLA) is committed to providing a rigorous academic program designed to instill a lifelong passion for learning and to equip students with the skills for social and academic success at four year colleges, universities and local community colleges. LVLA will graduate empowered young adults who are poised, confident, and articulate leaders. Through a focus on the Spanish language, for both native speakers and learners, LVLA students will use their education, bi-literacy and life experiences to create positive change in their own lives, families and within their communities. Through leadership, excellence, responsibility and resilience, our graduates will make a positive impact on the East San Jose community and beyond.

#### LCAP Goals (2025-2026):

- **Goal 1: Increase the percentage of scholars meeting or exceeding proficiency standards in English Language Arts (ELA) and Mathematics by 5% each academic year as measured by standardized assessments (SBAC), as well as internally issued assessments.**
- **Goal 2: Foster and support a college-bound culture by increasing the A - G Requirement completion rate by 10% each academic year.**
- **Goal 3: Increase progress for English Learners (EL) by 10% annually measured by the summative English Language Proficiency Assessments for California (ELPAC).**
- **Goal 4: Support strong community engagement and restorative practices that promote students learning in a physically safe environment, while having access to social-emotional support services.**

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	48
Grade 10	42
Grade 11	77
Grade 12	58
Total Enrollment	225



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.66%
Male	48.44%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	100.00%
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	47.56%
Foster Youth	0.90%
Homeless	25.78%
Migrant	0.00%
Socioeconomically Disadvantaged	92.89%
Students with Disabilities	16.44%

## 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 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%
<b>Total Teaching Positions</b>	<b>17.00</b>	<b>100.00%</b>	<b>1145.30</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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 2022–23)

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)	10.30	61.81%	923.60	82.88%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.50	14.92%	22.80	2.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.97%	91.50	8.21%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	22.90	2.06%	11746.90	4.23%
Unknown/Incomplete/NA	2.90	17.30%	53.30	4.79%	14303.80	5.15%
Total Teaching Positions	16.70	100.00%	1114.40	100.00%	277698.00	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 2023–24)

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)	6.30	45.43%	865.60	76.90%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.80	5.93%	22.60	2.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	21.43%	75.90	6.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	16.64%	30.40	2.70%	12112.80	4.34%
Unknown/Incomplete/NA	1.40	10.43%	130.80	11.63%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>14.00</b>	<b>100.00%</b>	<b>1125.50</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.80	0	1.00
Misassignments	7.10	1	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	8.00	1	3.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	2.30
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	2.30

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.4%	7.3%	23.10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7%	2%	8.40%

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 2025–26)

Year and month in which the data were collected: August 2024

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	<p><b>English 9</b> Springboard ELA &amp; ELD Grade 9 SE Selected Novels</p> <p><b>English 10</b> Springboard ELA &amp; ELD Grade 10 SE Selected Novels</p> <p><b>English 11</b> Springboard ELA &amp; ELD Grade 11 SE Selected Novels</p> <p><b>English 12</b> Springboard ELA &amp; ELD Grade 12 SE Selected Novels</p> <p><b>English Language Development</b> Get Ready! By Vista Learning Get Reading! By Vista Learning</p> <p><b>AP English Literature:</b> AP College Board Framework Selected novels, poems, plays, and short stories</p> <p><b>Supplementary Resources</b> IXL Digital Curriculum</p>	0
Mathematics	<p><b>Math 1</b> Core Connections Integrated I, 2nd Edition College Preparatory Mathematics (CPM) Curriculum</p> <p><b>Math 2</b> Core Connections Integrated II, 2nd Edition College Preparatory Mathematics (CPM) Curriculum</p> <p><b>Math 3</b> Core Connections Integrated Math 3, 2nd Edition</p>	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	<p><b>Pre-Calculus</b></p> <p>PreCalculus 3 Edition</p> <p>College Preparatory Mathematics (CPM) Curriculum</p> <p><b>Statistics</b></p> <p>Statistics 3 Edition</p> <p>College Preparatory Mathematics (CPM) Curriculum</p> <p><b>Supplementary Resources</b></p> <p>IXL Digital Curriculum and Desmos</p>	
Science	<p><b>Biology</b></p> <p>Discovery Education California Aligned NGSS Science Textbook</p> <p>California the Living Earth</p> <p><b>Chemistry</b></p> <p>Discovery Education California Aligned NGSS Science Textbook</p> <p>California Chemistry in the Earth System</p> <p><b>Physics</b></p> <p>Discovery Education California Aligned NGSS Science Textbook</p> <p>California Physics of the Universe</p> <p><b>Forensics</b></p> <p>Kendall Hunt Forensic Science for High School 3rd Edition</p> <p>Murder at Old Fields Forensics Science Lab (Virtual Activity)</p>	0
History-Social Science	<p><b>World History</b></p> <p>TCI - History Alive! World Connections</p> <p><b>U.S. History</b></p> <p>TCI - History Alive! Pursuing American Ideals</p> <p><b>AP U.S. History</b></p> <p>AMSCO - AP United States History, 4th edition</p> <p><b>Government</b></p> <p>TCI - Gov Alive! Power, Politics, and You</p>	0

**AP Government**

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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AMSCO - AP United States Government and Politics

**Economics**

TCI - Econ Alive! The Power to Choose

Foreign Language	<p><b>Spanish 1</b></p> <p>Que Chévere! Level 1</p> <p>Selected non fiction and fiction readings</p> <p><b>Spanish 1 Native Speakers</b></p> <p>¡Qué Chévere! Level 1</p> <p>Selected non fiction and fiction readings</p> <p><b>Spanish 2</b></p> <p>¡Qué Chévere! Level 2</p> <p>Selected nonfiction and fiction readings</p> <p><b>Spanish 2 Native Speakers</b></p> <p>¡Qué Chévere! Level 2</p> <p>Selected nonfiction and fiction readings</p> <p><b>Spanish 3</b></p> <p>¡Qué Chévere! Level 3</p> <p>Lazarillo de Tormes Reader and Selected nonfiction and fiction readings</p> <p><b>AP Spanish Language and Culture</b></p> <p>TEMAS</p> <p>AP Spanish, Preparing for the Language and Culture</p> <p>Parthena Draggett (Vista Higher Learning) &amp; Selected Readings</p> <p><b>AP Spanish Literature and Culture</b></p> <p>Azulejo. Anthology &amp; Guide to the AP Spanish Literature and Culture Course.</p> <p>(Wayside Publishing) &amp; Selected Readings</p> <p><b>Supplementary Resources</b></p> <p>IXL Digital Curriculum</p>	0
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Health	<p>Teacher-created materials.</p> <p>Physical Education Framework.</p> <p>Current health issue and topic articles and readings.</p>	0
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Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p><b>Selected Monologues from:</b></p> <p>American Theatre</p> <p>Book of Monologues for Men (Vol 1) by Stephanie Coen</p> <p>The Actor's Book of Contemporary Stage</p> <p>Monologues: More Than 150</p> <p>Monologues from More Than 70 Playwrights by Nina Shengold</p> <p>American Theatre Book of Monologues for Women (Vol 2) by Stephanie Coen</p> <p>American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen</p> <p>Actor's Choice: Monologues for Women by Erin Detrick</p> <p>Actor's Choice: Monologues for Men by Erin Detrick</p> <p>Speak the Speech!: Shakespeare's Monologues Illuminated by Rhona Silverbush and Sami Plotkin</p> <p><b>Visual Art 1 and 2</b></p> <p>The Art of Education University, LLC</p> <p>Flex Curriculum for Art</p> <p>Atlas of Human Anatomy for the Artist by Stephen Peck</p> <p>Perspective Made Easy by Robbie Lee</p>	0
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 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 has a shared parking lot with Yerba Buena High School.

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: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	<b>?In-House Maintenance from the TFHE Department of Facilities?</b>
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<b>?Annual Check and Replacement of Fire Extinguishers?</b>
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: February 2020

Overall Rating	Exemplary
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## 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**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	37%	39%	56%	56%	47%	48%
Mathematics (grades 3-8 and 11)	7%	21%	33%	34%	35%	37%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	79	100.00%	0.00%	39.24%
Female	48	48	100.00%	0.00%	43.75%
Male	31	31	100.00%	0.00%	32.26%
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	79	79	100.00%	0.00%	39.24%
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	37	37	100.00%	0.00%	10.81%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	36.36%
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

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	80	80	100.00%	0.00%	21.25%
Female	48	48	100.00%	0.00%	18.75%
Male	32	32	100.00%	0.00%	25.00%
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	80	80	100.00%	0.00%	21.25%
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	38	38	100.00%	0.00%	13.16%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	56	56	100.00%	0.00%	21.43%
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.

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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**

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	6.25%	3.64%	39.02%	39.56%	30.73%	32.33%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	55	100.00%	0.00%	3.64%
Female	22	22	100.00%	0.00%	4.55%
Male	33	33	100.00%	0.00%	3.03%
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	54	54	100.00%	0.00%	3.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	4.65%
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.

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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 2024–25)**

**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	98%	98%	98%	98%	98%

Note: The administration 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 2025–26)

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, and the Community Schools Focus Groups. 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, as evidenced by its Local Control & Accountability Plan (LCAP) Actions and Goals. Parents also participate in Monthly Cafecito Meetings and are engaged weekly through a School Newsletter. 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):

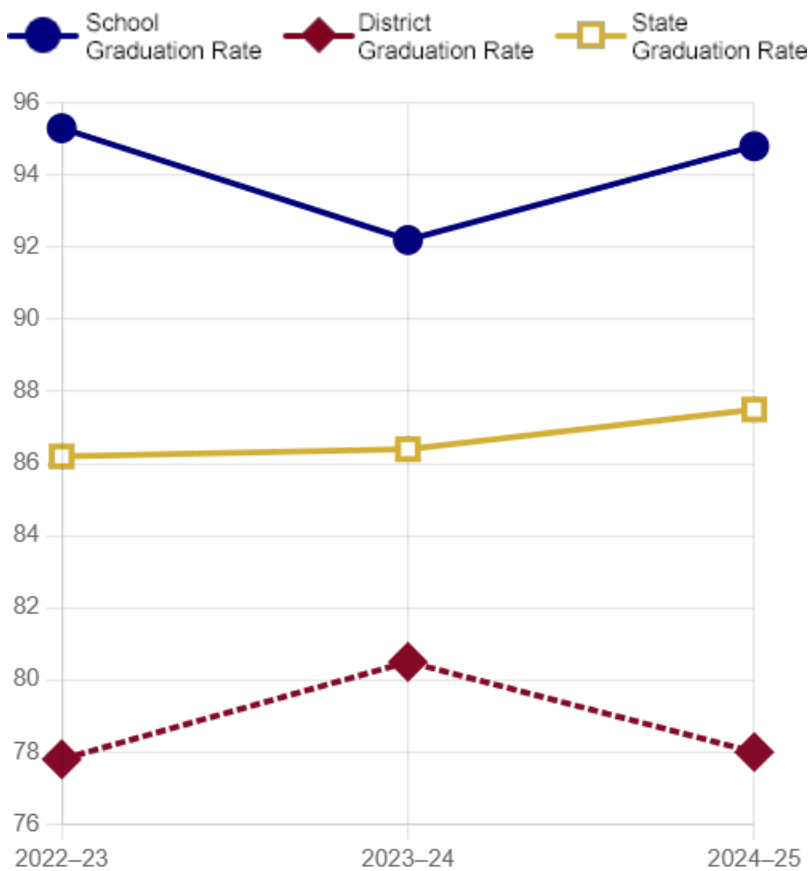
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

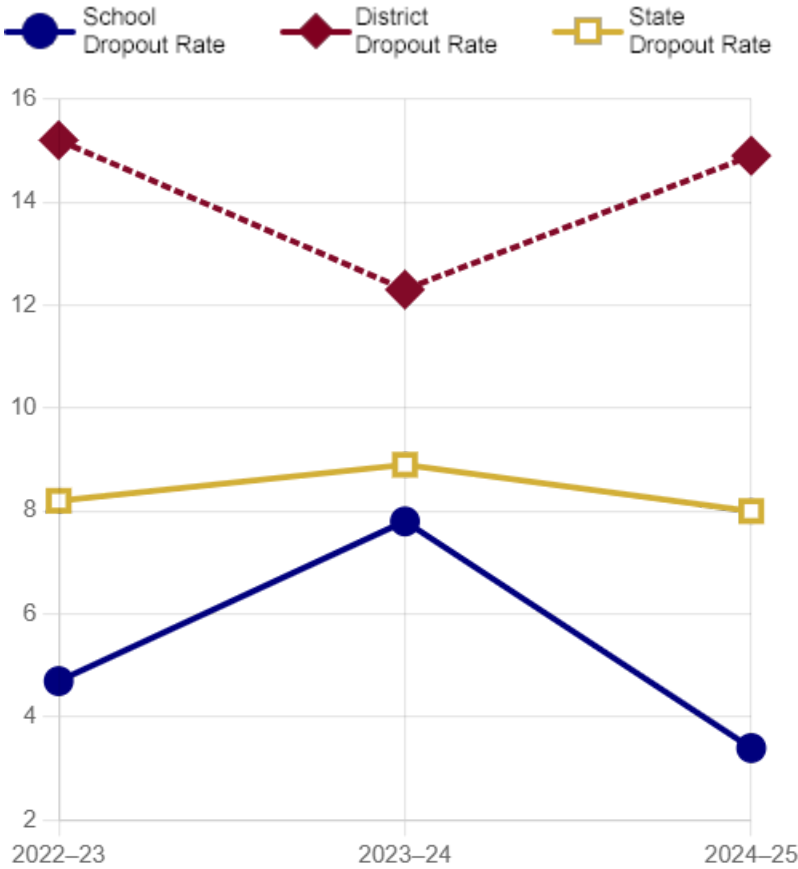
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	95.3%	92.2%	94.8%	77.8%	80.5%	78.0%	86.2%	86.4%	87.5%
Dropout Rate	4.7%	7.8%	3.4%	15.2%	12.3%	14.9%	8.2%	8.9%	8.0%

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 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	58	55	94.8%
Female	22	22	100.0%
Male	36	33	91.7%
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	58	55	94.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	23	20	87.0%
Foster Youth	0.0	0.0	0.0%
Homeless	17	15	88.2%
Socioeconomically Disadvantaged	58	55	94.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	247	246	100	40.7%
Female	133	132	64	48.5%
Male	114	114	36	31.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	247	246	100	40.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	124	123	56	45.5%
Foster Youth	--	--	--	--
Homeless	58	58	25	43.1%
Socioeconomically Disadvantaged	227	227	90	39.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	40	19	47.5%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	3.02	8.33	0.40	3.72	2.82	2.34	3.60	3.28	2.94
Expulsions	0.00	0.00	0.40	0.05	0.05	0.05	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40%	0.40%
Female	0.75%	0.75%
Male	0.00%	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	0.40%	0.40%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.81%	0.81%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.44%	0.44%
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 2025–26)

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 reviewed with LVLA staff.

## 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 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	23.00	5	7	0
Mathematics	23.00	4	6	0
Science	22.00	5	5	0
Social Science	22.00	7	5	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 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	21.00	7	6	
Mathematics	21.00	5	5	
Science	19.00	3	2	
Social Science	18.00	10	3	

\* 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 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	234

\* 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 2024–25)**

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

\* 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 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$116804.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$113595.00
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 2024–25)**

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

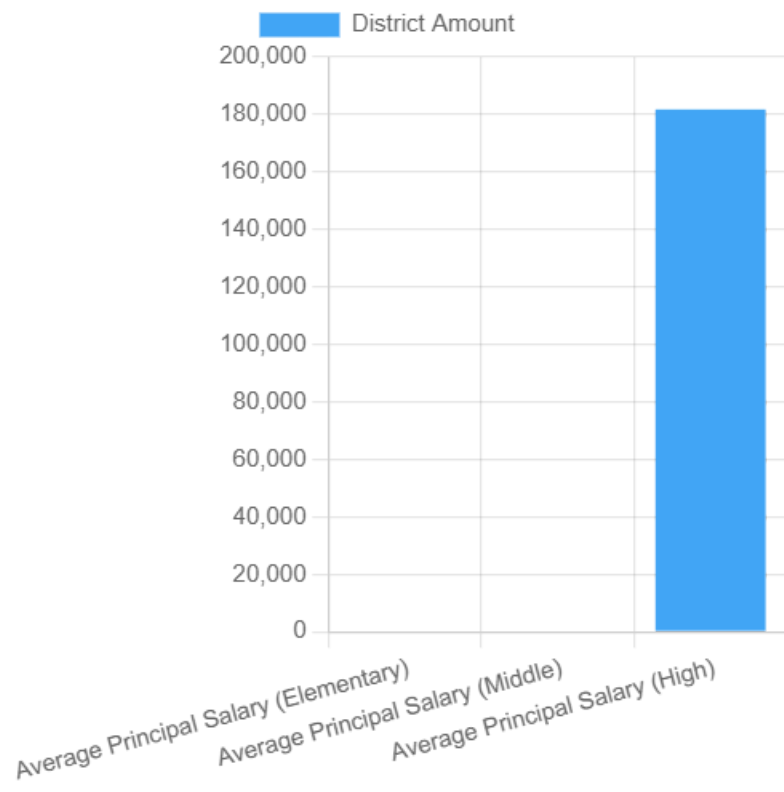
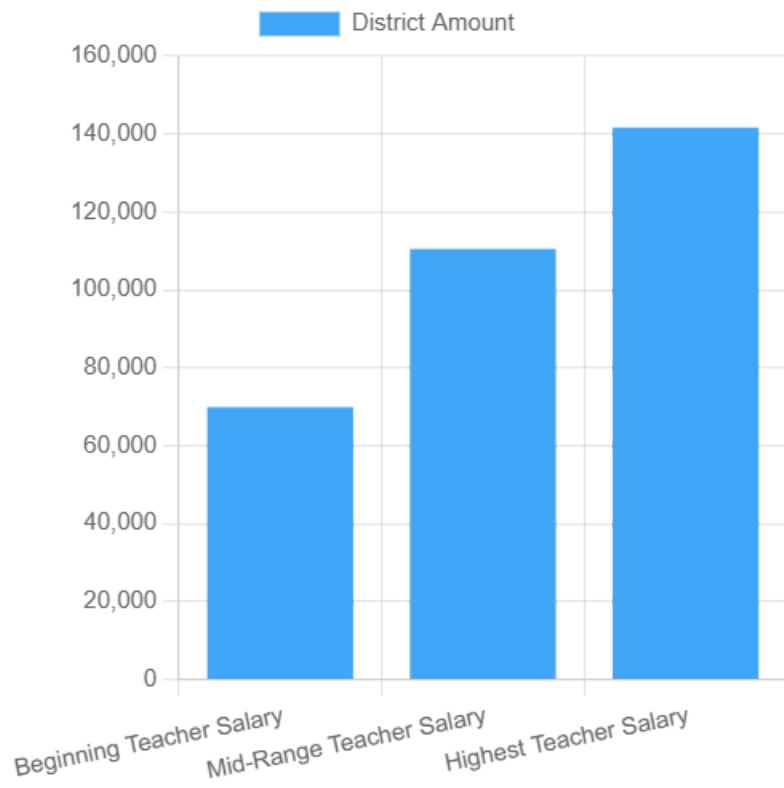
Title II: Instructional Coaching, Professional Development

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

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$69900.00	\$67237.98
Mid-Range Teacher Salary	\$110474.00	\$106841.05
Highest Teacher Salary	\$141638.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$181735.00	\$193950.22
Superintendent Salary	\$329669.00	\$314303.88
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



## Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 52.4 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	5
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered*	9

\* 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 2025-2026 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

Además de los 9 días completos de instrucción, currículo, evaluación y valoración, el enfoque del desarrollo profesional de la escuela se seleccionó debido a los resultados de los datos de rendimiento estudiantil en matemáticas e inglés. La escuela se ha enfocado en la lectoescritura en todas las áreas de contenido, basándose en los datos de rendimiento estudiantil y la demografía de la población estudiantil. Se encuestó a los estudiantes y a la comunidad, y se identificaron áreas prioritarias para el

aula que guían la práctica docente. De forma inclusiva, los docentes implementan la mentalidad de crecimiento y la liberación gradual de responsabilidad en el diseño de las clases.

El desarrollo profesional se imparte cinco días antes del inicio de clases como parte de la semana de desarrollo profesional de la Fundación en todas sus escuelas chárter. El enfoque se centra en el uso de datos para orientar la enseñanza en el aula. Además, se ofrecen cinco días completos de desarrollo profesional a los docentes durante el año escolar para que participen en el desarrollo profesional adicional implementado por la Fundación. Los docentes disponen de tres horas semanales para colaborar como escuela en equipos de aprendizaje profesional, centrados en la revisión de la evaluación del trabajo de los estudiantes, teniendo en cuenta sus resultados de desempeño. Se ofrece desarrollo profesional adicional al equipo después del horario escolar en Mentalidad de Crecimiento y Liberación Gradual de Responsabilidades a lo largo del año, así como en verano como introducción al desarrollo profesional para los nuevos docentes.

También se espera que todo el personal asista a las sesiones de capacitación obligatoria, identificadas y administradas por SafeSchools de CharterSafe, con el seguimiento del Departamento de Recursos Humanos de TFHE. Las sesiones incluyen capacitación sobre denunciantes obligatorios, capacitación sobre patógenos transmitidos por la sangre, prevención del abuso y la negligencia infantil, prevención del acoso sexual (de personal a personal y de personal a estudiante), capacitación en primeros auxilios, capacitación sobre FERPA y otras capacitaciones urgentes de cumplimiento. La implementación del desarrollo profesional es

apoyado por y para los docentes a través de tutorías instructivas entre pares, el uso de datos de desempeño de los estudiantes como una revisión en equipos y en sesiones de trabajo enfocadas en el departamento, el uso de datos de desempeño de los estudiantes como una revisión en equipos y en sesiones de trabajo enfocadas en el departamento.

<b>Medida</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Número de días escolares dedicados al desarrollo del personal y la mejora continua	9	10	9