

# School Accountability Report Card

English

## Translation Assistance Document

### About This School

#### Contact Information

	English
School Name	Luis Valdez Leadership Academy
District Name	East Side Union High School District

	English
District Admin Title 1	
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**School Description and Mission Statement****School Description:**

Luis Valdez Leadership Academy (LVLA) is a small, personalized, college-prep charter high school in East San Jose, CA managed by the Foundation for Hispanic Education and chartered by the East Side Union High School District. LVLA currently serves just under 380 9th through 12th graders.

LVLA is located in an urban, residential, low-income community in the east side of San Jose, CA. The school occupies a series of portable classrooms on the Yerba Buena High School Campus at 1855 Lucretia Ave San Jose, CA 95122. The community that surrounds the school is predominantly Latino and Asian-American, and is home to a large, working-class immigrant community for both Mexican-Americans and Vietnamese-Americans.

LVLA opened its doors on for its inaugural school year on August 11th, 2014, following a two week Summer Bridge transition program for incoming 9th graders. The Summer Bridge transition program ran from July 21st through August 1st, 2014. The Summer Bridge program culminated with a grand ribbon cutting ceremony which was attended by LVLA students and their families, local politicians, community and educational leaders and the school's namesake, Luis Valdez, founder of El Teatro Campesino and prominent Chicano leader and movie director.

LVLA's Founding class currently serves 85 12th graders, the Junior class currently serves 101 students, the Sophomore class serves 87 students and the Freshmen class serves 93 9th graders. LVLA is actively recruiting for the class of 2022 and has over 70 students already accepted for next year.

LVLA prides itself on its passionate and dynamic faculty who are all deeply dedicated to fulfilling the school's mission and vision and are committed to serving as role models for the school's 1st generation college-going population. The majority of LVLA teachers were the first in their families to attend college and 70% of the school's faculty are graduates of the Stanford Teacher Education Program. LVLA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop and support students' socio-emotional identity and character through a curriculum that focuses on academic success, college and career readiness, exploration of self, building initiative, developing resilience and learning resourcefulness. The school believes that the Advisory model is one of the main reasons LVLA has created a highly personalized, safe and vibrant community.

LVLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of responding to challenging student behavior. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the LVLA community. To this point in the school's 3.5 years plus of operation, LVLA has not recorded a single school suspension or expulsion!

LVLA offers every 9th grader a model Mexican-American History course designed in collaboration with a Stanford University history professor. The course seeks to empower students by giving the opportunity to explore the unique and complex history of Mexican-Americans in the SF Bay Area, California and beyond. LVLA has formed a partnership with Stanford University Professor Al Camarillo's service-learning course, 'Teaching Mexican-American History', where Stanford undergraduates serve as academic mentors for LVLA Freshmen for their culminating project in the Mexican-American History course.

LVLA is home to a well-resourced Digital Media Lab to support the 'ACTOS' course sequence. It starts with all Freshmen taking Digital Media I, which is an introductory visual and performing arts and media production class.

Following that course, students can choose from two elective career pathways in the arts. Through the ACTOS course sequence, students learn the core tenets of acting and theater, as well as how to produce and edit short films and documentaries. The ACTOS course sequence, which includes Digital Media I and II, Advanced Digital Media, Filmmaker's Studio, Chicano Theater and Actor's Studio are all Common Core aligned and a-g approved as a visual and performing arts elective. Our lab itself lab is equipped with 10 iMac editing stations, 35 iPads, digital video cameras, sound and lighting equipment and a 65-inch LCD TV to project student work.

To promote the school's college-going culture, LVLA offers six overnight college trips to Southern California, Northern California and the East Coast that have served over 140 students annually. LVLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school fundraises vigorously for these trips with the goal of making the college trips either free or low cost to LVLA families.

LVLA's college-going culture is reflected in the impressive college acceptances and accolades of its founding Seniors. As of January 29th, 2018, 59 of the 95 Seniors (62% of the class) have been admitted to at least one four year college or university. LVLA Seniors have been admitted to the University of Pennsylvania, St. Mary's College, Gonzaga University, the University of Portland and over 40 other universities throughout California and entire the United States. LVLA expects for over 75% of its founding Seniors to be admitted to a four-year college or university, but 100% of its graduates will enroll in either a four-year college or university or local community college.

English

**Opportunities for Parental Involvement**

LVLA truly values parent participation and have instituted several successful programs to support parent empowerment and engagement in the educational journey of their students. First, LVLA offers weekly workshops by grade level, led by our Director of Parent Engagement. In these workshops, parents learn how they can support the academic and personal development of their student. Topics range from Schoology-where parents learn what Schoology is and create an account, a panel of first-generation college students and their parents, College 101-learning the high school graduation requirements, how to calculate a grade point average (GPA) and read a transcript, UC a-g requirements, the four systems of higher education, application process, and much more.

Parents join the director and dean once a month for a cup of coffee and pan dulce (sweet bread) as the director shares school updates and announcements, and parents have the opportunity to share with the director and dean what is working for them and their student, ask questions, share areas of concern, present ideas, and make announcements.

Annually, LVLA parents vote and elect the group of parents that will represent them on the School Site Council (SSC). In addition, LVLA parents of identified English language learners annually elect the parents that will form and lead ELAC.

As a new charter school, LVLA believes parents should be an integral part of the school's growth and development. For the past three years, parents have been trained to be part of the hiring committee. With a group of students, they interview candidates and follow a questionnaire rubric that they developed to capture their evaluations and recommendations. The parents on this committee also designed the questions they ask teacher candidates and the interview is conducted in their native language of Spanish. The school values and considers their recommendation from this portion of the interview.

Possibly the most empowering parent group on campus is LVLA's El Poder de las Padres program. Led by the Director of Parent Engagement, this program seeks to empower parents as family and community leaders. Many of LVLA's parents are undocumented and are adversely affected by societal disenfranchisement. The program was originally offered to families of the existing undocumented students at LVLA to provide a support group for this disenfranchised group. However, due to its popularity, after the third session, the program was offered to all families. The program operates as a support group for families and in addition to workshops and presentations on UC a-g requirements and graduation requirements and navigating the path towards college, the group discusses positive discipline strategies for teenagers and effective parenting skills. Poder de las Padres' curriculum is a reflection of the curriculum each student receives in Advisory

To motivate and empower students to take accountability and ownership of their academics and learning habits, LVLA has implemented student-led conferences. Every semester, all students, their parents, and their advisor (designated teacher) attend the student-led conference. During the student-led conference, the student leads the conference with the assistance of his or her advisor. The goal is for the student to share his or her progress (content and skill) utilizing their portfolio and develop learning goals, both academic and personal.

The Director of Parent Engagement has also taken LVLA parents to participate in various community conferences and visit colleges throughout the Bay Area and the state of California. These conferences and events include San Jose State University- College Day, Santa Clara County Office of Education and Voices United.

# School Climate

	English
<b>School Safety Plan</b>	LVLA's campus is situated on the larger high school campus of Yerba Buena High School (YBHS). Therefore, LVLA's school safety plan is aligned with YBHS. LVLA's evacuation map, site disaster plan and emergency drills protocol is aligned with YBHS' plan. The plan is reviewed annually with LVLA faculty. Other information about LVLA's health and safety plan are included in the LVLA Student and Family handbook. Copies of the site disaster plan, evacuation map, emergency drills protocol and Student and Family handbook are available in the LVLA main office for review.

## School Facilities

	English
<b>Date of your most recent facilities inspection</b>	
<b>School Facility Conditions and Planned Improvements</b>	<p>LVLA is primarily located on the Yerba Buena High School campus (YB) and also has an ancillary location for its visual and performing arts program. At YB LVLA occupies 16 District provided portable units for its classrooms and office needs. Full time staff fulfills ongoing janitorial needs which are complemented by outside evening support on a regularly scheduled basis. Based on our 5 year Facility Use Agreement with the District major system maintenance is the responsibility of the District.</p> <p>The main site was recently improved by the District to make better use of the site's layout and to increase the number of portable units to 16 from 12. The new layout increased the play area size, allowed for a planned new restroom, and improved site infrastructure such as electrical and sewer.</p> <p>Our ancillary site is located at 1970 McLaughlin Avenue, San Jose, CA 95122, very close to the main campus. We rent 2 classrooms for our visual and performing arts classes. Students and staff have access to recently upgraded restroom facilities. Internet access was improved consistent with the classroom requirements of a high speed network.</p>

### School Facility Good Repair Status

	English
<b>Interior</b>	
<b>Structural</b>	
<b>Electrical</b>	
<b>Restrooms/Fountains</b>	
<b>External</b>	
<b>Cleanliness</b>	

## Teachers

	English
<b>Professional Development</b>	<p>All teachers participate in on-going professional development, which is centered around the teachers' identified needs and goals. At the beginning of the school year, LVLA's leadership team identifies high-priority areas for professional development. The LVLA faculty identified the following areas for professional development: Common Core State Standard-aligned curriculum development, departmental vertical articulation and alignment and data cycles and data-driven instruction. The faculty has also dedicated a substantial amount of professional development time to reviewing and reflecting on LVLA's Advisory curriculum. In addition, the faculty has used professional development time to discuss struggling students, based on a protocol designed by school faculty and also, celebrate students who are deserving of staff recognition and praise.</p> <p>The LVLA faculty meets every Wednesday afternoon for two hours and forty minutes of professional development. The faculty is also strongly encouraged by the school's director and dean to seek out conferences and content-specific professional development opportunities that LVLA supports. The professional development priorities are driven by student learning needs, as identified by staff at the Wednesday PD meetings. The focus on Advisory during PD is also in direct response to the academic, social and emotional needs of all students.</p> <p>Faculty at LVLA also receive frequent and on-going feedback on their teaching practice from his/her coach/supervisor. Each teacher establishes two goals at the beginning of the academic year based on the CSTPs that are frequently revisited throughout the year. The director and dean visit classrooms consistently to deliver informal feedback to LVLA faculty. Each teacher also has a bi-weekly face to face check in with their coach/supervisor to discuss their progress, growth, and development in relation to their goals and identified student learning needs.</p>

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials

	English
<b>Date on which the board most recently approved your current textbooks</b>	1/2016
<b>Textbook Information</b>	LVLA relies heavily on teacher generated, project-based curricula that create meaningful connections between academic content and the lives, experiences and cultural/community contexts of our students. As a result, we do not utilize any textbooks in our current 9th grade courses. Our plan is to adopt a math textbook for Common Core International Integrated Math I, II and III for the 2016-17 school year. Our current courses in Math, Science, English, History (with the exception of AP World History), Spanish and Performing/Arts and Digital Media do not utilize any textbooks. All of our courses taught during the 15-16 school year have been approved by the UC system for a-g eligibility.

### Textbooks and Instructional Materials/Year of Adoption

	English
<b>Reading/Language Arts</b>	ELD: Mango Languages, 2016-17
<b>Mathematics</b>	Teacher Generated Curricula and Supplemental Resources from Core Plus Mathematics, McGraw-Hill, 2014-15
<b>Science</b>	Teacher generated curricula
<b>History-Social Science</b>	AP World History: Ways of the World, Volume I, 2015-16, AP US History: America's History for the AP Course, 2016-17, AP Government: United States Government and Politics, Preparing for the Advanced Placement Examination, 2015
<b>Foreign Language</b>	Teacher Generated Curricula and Supplemental Resources from Realidades (Non-Native speakers), 2016-17
<b>Health</b>	N/A
<b>Visual and Performing Arts</b>	Fully equipped Digital Media Lab (camera, lighting & sound equipment, ipads, and imac editing stations)
<b>Science Laboratory Equipment</b>	Forensics: DNA Replicator (PCR) Machine, Spectrophotometer, Transilluminator, Centrifuge, Micropipettes, Gel Electrophoresis Chambers, Biology: Microscopes, Glassware, Electronic Scales, Dissection Kits, Chemistry: Eyewash station, Ventless Fume Hood, Glassware, Chemical Storage Units

**From Most Recent Adoption?**

	<b>English</b>
<b>Reading/Language Arts</b>	No
<b>Mathematics</b>	No
<b>Science</b>	No
<b>History-Social Science</b>	Yes
<b>Foreign Language</b>	No
<b>Health</b>	Yes
<b>Visual and Performing Arts</b>	No
<b>Science Laboratory Equipment</b>	No

## School Finances

	English
<b>Types of Services Funded</b>	<p>LVLA uses Categorical funds to support various services and programs that support our students and families. Below is a general overview of how LVLA uses our Title I, II and III funding.</p> <p>Title I: Instructional coaching, parent coordinator, parent education and training</p> <p>Title II: Instructional coaching, PD</p> <p>Title III: parent coordination activities, supplemental instructional activities for ELs</p>

## School Completion and Postsecondary Preparation

	English
<b>Career Technical Education Programs</b>	<p>LVLA is home to a well-resourced Digital Media Lab to support the 'ACTOS' course sequence. It starts with all Freshmen taking Digital Media I, which is an introductory visual and performing arts and media production class.</p> <p>Following that course, students can choose from two elective career pathways in the arts. Through the ACTOS course sequence, students learn the core tenets of acting and theater, as well as how to produce and edit short films and documentaries. The ACTOS course sequence, which includes Digital Media I and II, Advanced Digital Media, Filmmaker's Studio, Chicano Theater and Actor's Studio are all Common Core aligned and a-g approved as a visual and performing arts elective. Our lab itself lab is equipped with 10 iMac editing stations, 35 iPads, digital video cameras, sound and lighting equipment and a 65-inch LCD TV to project student work.</p>