

# Luis Valdez Leadership Academy

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Luis Valdez Leadership Academy
<b>Street</b>	1855 Lucretia Avenue
<b>City, State, Zip</b>	San Jose, CA 95122
<b>Phone Number</b>	408-384-4015
<b>Principal</b>	Jeffrey Camarillo
<b>E-mail Address</b>	<a href="mailto:jcamarillo@sjlvla.org">jcamarillo@sjlvla.org</a>
<b>Web Site</b>	<a href="http://www.sjlvla.org">www.sjlvla.org</a>
<b>CDS Code</b>	43 69427 0130856

District Contact Information	
District Name	East Side Union High School District
Phone Number	408 347-5000
Superintendent	Chris Funk
E-mail Address	cfunk@esuhsd.org
Web Site	www.esuhsd.edu

## School Description and Mission Statement (School Year 2018-19)

### 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 currently serves 96 12th graders, the Junior class currently serves 76 students, the Sophomore class serves 96 students and the Freshmen class serves 103 9th graders. LVLA is actively recruiting for the class of 2023 and has over 60 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 4.5 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 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. 76% of the class was admitted to at least one four year college or university, including admission 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. 100% of its graduates enrolled in either a four-year college or university or local community college. As of January 17, 2019, 75% of the class has been admitted to at least on for year college or university.

**Mission and Vision:**

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. Through an emphasis on visual and performing arts, digital media and culturally sustaining pedagogy, 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 changes in their own lives, in their own families and within their communities. Through leadership, excellence, responsibility, and resilience, LVLA graduates will make a positive impact on the East San Jose community and beyond.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	96
Grade 10	86
Grade 11	103
Grade 12	95
<b>Total Enrollment</b>	<b>380</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	1.1
Filipino	0.0
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.0
White	2.4
Socioeconomically Disadvantaged	86.1
English Learners	28.2
Students with Disabilities	6.3
Foster Youth	0.0

## 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 Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	18	19	
Without Full Credential	2	4	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 1/2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELD: Mango Languages, 2016-17	No	0%
Mathematics	Teacher Generated Curricula and Supplemental Resources from Core Plus Mathematics, McGraw-Hill, 2014-15	No	0%
Science	Teacher Generated Curricula	No	0%
History-Social Science	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	Yes	0%
Foreign Language	Teacher Generated Curricula and Supplemental Resources from Realidades (Non-Native speakers), 2016-17	No	0%
Health	N/A	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Fully equipped Digital Media Lab (camera, lighting & sound equipment, ipads, and imac editing stations)	No	0%
Science Laboratory Equipment (grades 9-12)	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	No	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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.

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.

### School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/29/18		
System Inspected	Repair Status	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>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/29/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 1/29/18	
Overall Rating	Good

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	34.0	34.0	63.0	59.0	48.0	50.0
Mathematics (grades 3-8 and 11)	6.0	10.0	39.0	38.0	37.0	38.0

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	102	100	98.04	34.00
Male	46	46	100.00	28.26
Female	56	54	96.43	38.89
Black or African American	--	--	--	--
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	97	95	97.94	32.63
White	--	--	--	--
Socioeconomically Disadvantaged	94	92	97.87	31.52
English Learners	33	32	96.97	9.38
Students with Disabilities	12	12	100.00	8.33
Students Receiving Migrant Education Services	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	102	98	96.08	10.2
Male	46	44	95.65	11.36
Female	56	54	96.43	9.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	97	94	96.91	9.57
White	--	--	--	--
Socioeconomically Disadvantaged	94	93	98.94	9.68
English Learners	33	32	96.97	0
Students with Disabilities	12	12	100	0
Students Receiving Migrant Education Services	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

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.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	322
<b>% of pupils completing a CTE program and earning a high school diploma</b>	N/A
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	6

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	99.7
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	18.5	14.1	3.3

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.



## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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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.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>		--	--	11.7	10.0	20.5	10.7	9.7	9.1
<b>Graduation Rate</b>		--	--	83.0	85.0	71.5	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	0.0	0.0	3.8	4.0	3.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 during the first semester. 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	23.0	5	8		25.0	4	13		19.0	15	8	
<b>Mathematics</b>	24.0	4	4		23.0	6	7		24.0	6	10	
<b>Science</b>	25.0		4		24.0	2	6		26.0	2	10	
<b>Social Science</b>	25.0	3	4		26.0	2	9		24.0	9	7	1

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	150
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,019.90	\$1,145.35	\$11,874.55	\$65,527
District	N/A	N/A	NA	\$89,332
Percent Difference: School Site and District	N/A	N/A	N/A	-30.7
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	50.0	-26.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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.

- Title I: Instructional coaching, parent coordinator, parent education and training
- Title II: Instructional coaching, PD
- Title III: parent coordination activities, supplemental instructional activities for ELs

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$50,747
Mid-Range Teacher Salary	\$90,881	\$86,127
Highest Teacher Salary	\$112,154	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$146,943	\$150,286
Superintendent Salary	\$286,275	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	6	N/A
All courses	18	54.1

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

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.

The LVLA faculty meets every Wednesday afternoon for an hour 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 staff also meets in grade level Advisory teams where the the focus is developing the Advisory program for each grade level as to meet the academic, social and emotional needs of all students.

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.