School Accountability Report Card
Reported Using Data from the
2019–2020 School Year

California Department of Education

For   *Luis Valdez Leadership Academy*

Address: 1855 Lucretia Avenue, San Jose, CA 95122   **Phone:** (408) 585-5022
Principal: Gricelda Gonzalez   **Grade Span:** 9 – 12

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

➢   For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

➢   For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	http://www.esuhsd.org

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Luis Valdez Leadership Academy
Street	1855 Lucretia Avenue
City, State, Zip	San Jose, CA 95122
Phone Number	(408) 585-5022
Principal	Gricelda Gonzalez
Email Address	ggonzalez@sjlvla.org
Website	Sjlvla.org
County-District-School (CDS) Code	43-69427-0130856

School Description and Mission Statement (School Year 2020–2021)

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 346 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 Latinos/as and Vietnamese-Americans. LVLA's college-going culture is reflected in the impressive college acceptances and accolades of its graduates. 100% of its graduates enroll in either a four-year college or university or local community college.

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 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	110
Grade 10	85
Grade 11	81
Grade 12	70
Ungraded Secondary	0
Total Enrollment	346

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	96.0
Native Hawaiian or Pacific Islander	0.0
White	0.6
Two or More Races	0.9
Socioeconomically Disadvantaged	86.4
English Learners	30.9
Students with Disabilities	14.9
Foster Youth	-
Homeless	-

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	19	18	17	-
Without Full Credential	3	3	0	-
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	-

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2020–2021)**

Year and month in which the data were collected: 11/2020

The instructional materials that have been adopted at LVLA are aligned with State Standards (Common Core, Next generation, ELD, etc.) and have been selected as they provide resources that support our English Language Learners. Most recently, we have adopted the College Board's *Springboard* curriculum for English 9th-11th. In its Math Department, LVLA has adopted the *College Preparatory Mathematics* (CPM) curriculum and IXL and DESMOS supplemental materials, which aim to enhance conceptual understanding and promote mastery of math standards. For Science, we have adopted *Discovery Education California Aligned NGSS Science Techbook* for Biology, Chemistry, and Physics. Lastly, for Forensics, we have adopted *KENDALL HUNT Forensic Science for High School, 3rd Edition* and students also now have access to the Supplemental resource *Murder at Old Fields Forensics Science Lab online Activity*. All courses offered are approved by the UC system for a-g eligibility.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**English 9** Springboard ELA & ELD Grade 9 SE	Yes	0
	English 10 Springboard ELA & ELD Grade 10 SE	Yes	
	English 11 Springboard ELA & ELD Grade 11 SE	Yes	
	English 12 Springboard ELA & ELD Grade 12 SE	Yes	
	AP Literature Selected novels, poems, plays, and short stories	No	
Mathematics	**College Preparatory Mathematics (CPM) Curriculum:** **Integrated Math 1** CORE CONNECTIONS INTEGRATED I	Yes	0
	Integrated Math 2 CORE CONNECTIONS INTEGRATED II	Yes	
	Integrated Math 3 CORE CONNECTIONS INTEGRATED III	Yes	
	Pre Calculus: PRECALCULUS THIRD EDITION	Yes	
	AP Statistics: Math 4 McGraw Hill Teacher Generated Curricula and Supplemental Resources from Core Plus Mathematics, McGraw-Hill, 2014-15	No	
	Supplemental:		

	IXL digital curriculum, DESMOS, Quizizz	Yes	
Science	**Discovery Education California Aligned NGSS Science Techbook:** **Biology** California the Living Earth	Yes	0
	Chemistry California Chemistry in the Earth system	Yes	
	Physics/Physics Honors California Physics of the Universe	Yes	
	Forensics KENDALL HUNT Forensic Science for High School, 3rd Edition	Yes	
	Supplemental: Murder at Old Fields Forensics Science Lab online Activity	Yes	
History-Social Science	**World History** TCI - History Alive! World Connections	Yes	0
	AP World History AMSCO - AP World History: Modern	Yes	
	U.S. History TCI - History Alive! Pursuing American Ideals	Yes	
	AP U.S. History AMSCO - AP United States History, 4th edition	Yes	
	Government TCI - Gov Alive! Power, Politics, and You	Yes	
	AP Government AMSCO - AP United States Government and Politics	Yes	
	Economics TCI - Econ Alive! The Power to Choose	Yes	
Foreign Language	**Spanish 1**	No	0

	Realidades 1 Selected nonfiction and fiction readings	No	
	Spanish 1 Native Speakers Realidades 1 Selected nonfiction and fiction readings	No	
	Spanish 2 Realidades 2 Selected nonfiction and fiction readings Supplemental: Paso a Paso Textbook	No	
	Spanish 2 Native Speakers Realidades 2 Cajas de Carton (novel) Selected nonfiction and fiction readings Supplemental: Paso a Paso Textbook	No	
	AP Spanish Language and Culture Triángulo Aprobado 5th Edition - Wayside Publishing Azulejo 2nd Edition - Wayside Publishing	No	
	AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing)	No	
Health	**Physical Education** Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0	No	0
Visual and Performing Arts	**Digital Media I** Kahn Academy's - Pixar in a Box CTE Online Resources NYU Digital Hemisphere Archives	No	0

	WeVideo Editing Software for Chrome		
	Gustavo Mercado's 'The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition'		
	Orpheus - Aristotle		
	Early Works & Actos - Luis Valdez		
	Two Donuts – Jose Cruz Gonzalez		
	Visual Art I Julianna Kunstler's Art I Resources Art Class Curator Getty Museum PBS Education CTE Online Resources	No	
	Chicano Theatre Early Works & Actos - Luis Valdez Chicano Theatre and Other Forms - Jorge Huerta Zoot Suit and Other Plays– Luis Valdez UC Santa Barbara - University Archives NYU Digital Hemisphere Archives Facing Our Truth: Short Plays on Trayvon, Race, and Privilege by Dominique Morisseau (Author), A. Rey Pamatmat (Author), Winter Miller (Author) CTE Online Resources	No	
	Digital Media II and III Kahn Academy's - Pixar in a Box Making it Big in Shorts: The Ultimate Filmmaker's Guide to Short Films - 2nd edition Kim Adelman Michael Wiese Productions; 2nd ed. edition (July 1, 2009) Nonlinear - A Field Guide to Digital Video and Film	No	

	Editing Michael Rubin Triad Publishing Company (FL); 4 Revised edition (August 1, 2000) WeVideo Editing Software for Chrome CTE Online Resources WriterDuet **Advanced Film/Theatre** The Business of Media Distribution: Monetizing Film, TV, and Video Content in an Online World (American Film Market Presents) 2nd Edition Jeffery C. Ulin Publisher: Focal Press; 2 edition (September 28, 2013) Master Class Online WeVideo Editing Software for Chrome CTE Online Resources WriterDuet Fully equipped Digital Media Lab (cameras, lighting & sound equipment, ipads, macbooks, and imac editing stations)	No	
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 Large variety of common and required lab equipment, including Goggles, Chemical grade lab coats, and gloves Mobile eye wash station	No	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

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

School Facility Conditions and Planned Improvements
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 17 District provided portable units for its classrooms and office needs, and one classroom in the 700 Wing. Full time staff fulfills ongoing janitorial needs and is complemented by outside evening support on a regular schedule. Based on our 5-year Facility Use Agreement with the District major system maintenance is the responsibility of the District.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/2019

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

Overall Facility Rate *Year and month of the most recent FIT report: 08/2019*

Overall Rating

Exemplary	Good	Fair	Poor
-	Good Rating	-	-

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts/Literacy (grades 3-8 and 11)	39.73	N/A	62.25	N/A	51.10	N/A
Mathematics (grades 3-8 and 11)	17.15	N/A	41.75	N/A	39.73	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	71.4

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020–2021)
LVLA students, parents, and staff are held to a high level of expectations. The expectation is that 100% of students will gain acceptance into at least a one higher education program after graduation – a two-year community college or a four-year university. Parents are offered the opportunity to be supportive by participating in their child's academic and non-academic/personal development endeavors. Most importantly, parents are empowered to participate and take a vital role in creating a college going culture as led by a partnership with their school site (LVLA). LVLA operates under the premise that the teachers, parents, and students must work together as partners to create the offerings for a quality education. Parents are a vital part of this partnership. LVLA involves parents as key stakeholders in the school. It is important to LVLA that parents feel part of the high school and college readiness process for their child. Parents participate in School Site Council (SSC), English Learner Advisory Committee (ELAC), Poder de Los Padres, Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 100 - 150 parents participate each month in at least one school site effort as overseen by the Principal. The meetings are focused on getting the parents involved in the student's education with parents at LVLA on campus frequently for continued oversight and rapport building.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	N/A	7.1	3.1	20.5	17.8	15.6	9.1	9.6	9.0
Graduation Rate	N/A	89.9	96.9	71.5	75.7	77.5	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.0	0.5	3.6	3.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.0	3.0	2.6
Expulsions	0.0	0.1	0.1

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)
Narrative provided by the LEA 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 and posted on the school website.

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 (Elementary) (School Year 2017–2018)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19	15	8	-
Mathematics	24	6	10	-
Science	26	2	10	-
Social Science	24	9	7	1

*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 2018–2019)

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

*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 2019–2020)

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

*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 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	346.0

*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 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	1.0
Other	4.0

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,801.97	$1,839.06	$10,962.90	69,466
District	N/A	N/A	N/A	94,375
Percent Difference – School Site and District	N/A	N/A	N/A	-26.3
State	N/A	N/A	N/A	82,746
Percent Difference – School Site and State	N/A	N/A	N/A	-16.0

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

Types of Services Funded (Fiscal Year 2019–2020)
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 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58,291	$52,670
Mid-Range Teacher Salary	$94,375	$89,660
Highest Teacher Salary	$118,115	$112,761
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	-
Average Principal Salary (High)	$146,855	$158,074
Superintendent Salary	$286,275	$250,285
Percent of Budget for Teacher Salaries	34%	31.63%
Percent of Budget for Administrative Salaries	3%	4.54%

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 2019–2020)

Percent of Students in AP Courses: _49.0%_

Subject	Number of AP Courses Offered*
Computer Science	-
English	2
Fine and Performing Arts	-
Foreign Language	5
Mathematics	2
Science	-
Social Science	5
Total AP Courses Offered*	14

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

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

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

All staff are also expected to take Mandatory Training Sessions as identified and administered by CharterSafe's SafeSchools with TFHE's Department of Human Resources tracking completion. Sessions include Mandated Reporter Training, Bloodborne Pathogen Training, Child Abuse Neglect Prevention, Sexual Harassment Prevention (Staff to Staff and Staff to Student), First Aid Training, FERPA Training, and other pressing compliance trainings. The implementation of professional development is supported by and for teachers through peer to peer instructional coaching, the use of student performance date as a review in teams, and in department focused working sessions.