

Luis Valdez Leadership Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	East Side Union High School District
Phone Number	408 347-5000
Superintendent	Chris Funk
Email Address	cfunk@esuhsd.org
Website	www.esuhsd.edu

School Description and Mission Statement (School Year 2019-20)

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 340 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'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. Additionally, 93% of the Class of 2019 is either attending a four-year college or university or a 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 2018-19)

Grade Level	Number of Students
Grade 9	95
Grade 10	91
Grade 11	75
Grade 12	102
Total Enrollment	363

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.3
Hispanic or Latino	94.8
White	1.4
Two or More Races	0.8
Socioeconomically Disadvantaged	88.2
English Learners	29.5
Students with Disabilities	14.9
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	18	18
Without Full Credential	4	3	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 8/2019

LVLA builds teacher generated, project-based curricula that create meaningful connections between academic content and the lives, experiences and cultural/community contexts of our students, using a selection of textbooks and resources. All of courses offered are approved by the UC system for a-g eligibility. During the 2019/2020 school year, the instructional staff will review existing materials and adopt a curriculum in all the disciplines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD: Cengage Learning EDGE ELA: 9th House on Mango Street (novel) Romero and Juliet (novel) Collection of Short Stories and Poetry Buried Onions (Novel) Collection of Short Stories and Poetry Zootsuit and other plays by Luis Valdez 10th Grimm’s Fairy Tales Disney Cartoons Mixed variety of written and spoken word poems Chronicle of a Death Foretold Persepolis Novel Nonfiction articles Twelfth Night 11th Various Sample Personal Narratives Nonfiction Articles Selection of Literature Circle Books Animal Farm The Hunger Games 12th Crucible MACBETH Assata Shakur’s "Women in Prison: How it is with Us" Malcolm X: "House Negro vs Field Negro" Muhammad Ali: "Explanation for refusing to go to war" Bell Hook: "Moving Beyond Pain" Rigoberta Menchu Nobel Peace Speech Martin Luther King Jr: "Letter from a Birmingham Jail" Fences by August Wilson Kenneth and Mamie Clark Doll Test "Brown vs. Board Movie Clip" John Coltrane’s “In a Sentimental Mood" and "Malcom" Myles Davis: Bitches Brew "Dope" by Amiri Baraka “Your Life’s Blueprint" by Martin Luther King Jr. Nina Simone "Sinnerman" "I've Been to the Mountaintop" by Dr. Martin Luther King Jr. Mowtown Gold Moments "An Aspect of Love, Alive in the Ice and Fire" Flannery O'Conner "A Good Man is Hard to Find"	No	0%

	Selection of Short Stories		
Mathematics	Calculus by Ron Larson Cengage Learning 9th Edition Math 1 McGraw Hill Math 2 McGraw Hill Math 3 McGraw Hill Math 4 McGraw Hill 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	Advanced Placement World History: Ways of the World, Volume I, 2015-16 Advanced Placement US History: America's History for the AP Course, 2016-17 Advance Placement Government: United States Government and Politics, Preparing for the Advanced Placement Examination, 2015 Advanced Placement World History: Modern (1200-Present)	No	0%
Foreign Language	Teacher Generated Curricula and Supplemental Resources from Realidades (Non-Native speakers), 2016-17 Cajas de Carton (novel) Paso a Paso Textbook Rumbo Al Hermoso Norte Temas -Vista Higher Learning - AP Spanish Language and Culture Triángulo Aprobado 5th Edition - Wayside Publishing Azulejo 2nd Edition - Wayside Publishing	No	0%
Health	N/A	No	0%
Visual and Performing Arts	Fully equipped Digital Media Lab (cameras, lighting & sound equipment, ipads, macbooks, 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 Large variety of common and required lab equipment	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 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 (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

Year and month of the most recent FIT report: 12/01/19

System Inspected	Rating	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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	40	59	59	50	50
Mathematics (grades 3-8 and 11)	10	17	38	39	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	73	98.65	1.35	39.73
Male	32	32	100.00	0.00	43.75
Female	42	41	97.62	2.38	36.59
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	68	67	98.53	1.47	38.81
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	66	65	98.48	1.52	38.46
English Learners	27	27	100.00	0.00	7.41
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	70	94.59	5.41	17.14
Male	32	32	100.00	0.00	28.13
Female	42	38	90.48	9.52	7.89
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	68	65	95.59	4.41	16.92
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	66	62	93.94	6.06	16.13
English Learners	27	24	88.89	11.11	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

LVLA is home to a well-resourced Digital Media Lab to support the 'ACTOS' course sequence. All 9th Grade students take 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 Common Core aligned and a-g approved as a visual and performing arts elective. Our labs are equipped with 20 iMac editing stations, 10 MACBooks, 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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	68.89

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 2018-19)

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
9	20.4	19.4	8.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 Parent Engagement Coordinator. In these workshops, parents learn how they can support the academic and personal development of their student. Topics Schoolology-where parents learn what Schoolology 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 also join the Principal once a month for a cup of coffee and pan dulce (sweet bread) as the Principal shares school updates and announcements, and parents have the opportunity to share with the Principal ideas, challenges, ask questions, review school data points and develop network. Annually, LVLA parents vote and elect the parents that will represent them on the School Site Council (SSC). In addition, LVLA parents of English Language Learners elect the parents that will form and lead English Learners Advisory Council (ELAC).

The most empowering parent group on campus is LVLA's El Poder de Padres program. Led by the Parent Engagement Coordinator, 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 toward college, the group discusses positive discipline strategies for teenagers and effective parenting skills. Poder de 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 (SLC). Every semester, all students, their parents, and their advisor (designated teacher) attend the SLC. During the SLC, 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.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--		7.1	10	20.5	17.8	9.7	9.1	9.6
Graduation Rate	--		89.9	85	71.5	75.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.5	4.0	3.6	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	4	13		19	15	8		24	9	10	
Mathematics	23	6	7		24	6	10		25	5	10	
Science	24	2	6		26	2	10		26	2	9	
Social Science	26	2	9		24	9	7	1	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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	363.0

*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 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,832.00	\$1,548.00	\$15,284.00	\$63,479.00
District	N/A	N/A	NA	\$88,797.00
Percent Difference - School Site and District	N/A	N/A	N/A	-33.3
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	68.3	-33.0

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 2018-19)

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 engagement coordinator, parent education and training

Title II: Instructional coaching, Professional Development

Title III: parent engagement activities, supplemental instruction for English Learners

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	3%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science		N/A
Social Science	5	N/A
All courses	14	49.3

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

In addition to the 9 PD days offered by The Foundation for Hispanic Education on instruction, curriculum, assessment, and evaluation, all teachers participate in embedded professional development and outsourced Professional Development. Embedded professional development is centered on the teachers' identified needs and goals to address student needs. Annually, the LVLA's leadership team identifies high-priority areas for professional development. The LVLA faculty identified the following areas for professional development: Curriculum adoption, Common Core State Standard-aligned and Next Generation Science Standards curriculum development (Conference Attendance), departmental vertical articulation and alignment (after-school workshops), wait-time (Professional Development Days, after school workshops, Individual Mentoring), student engagement strategies (Professional Development Days, after school workshops, Individual Mentoring), and academic and content-level vocabulary development strategies (Professional Development Days, after school workshops, Individual Mentoring). The faculty also dedicates professional development time to reviewing and reflecting on LVLA's Advisory curriculum, meeting 30 minutes weekly in Grade level Advisory team collaboration used to develop Advisory lessons, designed to address academic, social, and emotional needs of all students. The LVLA faculty meets every Wednesday afternoon for 110 minutes of professional development and collaboration. The professional development priorities are driven by student learning needs and achievement results, as identified by staff at the Wednesday PD meetings.

Faculty at LVLA receive on-going feedback on their teaching practice from the principal. Each teacher establishes two goals at the beginning of the academic year based on the CSTPs that are frequently revisited throughout the year. The principal visits classrooms consistently and provides informal feedback to LVLA faculty. Each teacher has a bi-weekly face to face check in with the principal to discuss their progress, growth and develop strategies, in relation to their goals to improve and increase students success and achievement.