

B. Roberto Cruz Leadership Academy

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fq/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.

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.

2023-24 School Contact Information

School Name	B. Roberto Cruz Leadership Academy
Street	14281 Story Rd.
City, State, Zip	San Jose, CA , 95127-3823
Phone Number	(408) 471-4680
Principal	Claudia Moreno, Principal
Email Address	cmoreno@tfhe.org
School Website	www.sjrcla.org
County-District-School (CDS) Code	43694270131995

2023-24 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Vander Zee, Glenn
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2023-24 School Description and Mission Statement

School Description:

B. Roberto Cruz Leadership Academy (BRCLA), often referred to as RCLA, is a small, personalized, college- preparatory public charter high school that serves underrepresented students in East San Jose, CA. The primary tenets of RCLA are social responsibility, civic engagement, and service to the community. RCLA is committed to providing comprehensive learning experiences to students seeking to close the existing opportunity gap and achieve postsecondary success via a college-oriented curriculum.

The B. Roberto Cruz Leadership Academy (RCLA) contributes positive change in East San Jose by providing young English Language Learners with a lifelong love of learning and developing poised and confident leaders who are committed to serving their community. By developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses, RCLA strives to provide students with the opportunities to apply their classroom learning to fieldwork experience. RCLA is managed by The Foundation for Hispanic Education (TFHE) and chartered by the East Side Union High School District (ESUHSD).

Mission and Vision:

The mission of B. Roberto Cruz Academy (RCLA) is simple: RCLA's mission is "to identify, encourage, train and accelerate high school English language learners and put them on a pathway to become credentialed teachers and work with historically educationally underserved students." The pathway from RCLA to college to teacher credential is called the Maestros Accelerated Program (Maestros). Maestros at RCLA is a unique partnership with community colleges (i.e. San Jose Evergreen Community College District and Santa Clara University (CSU) to continue developing an educational pipeline to support and guide students into a teaching career. Key partners and collaborators instrumental in the success of and service to RCLA students include: Santa Clara County Office of Education, Alum Rock Counseling Center, the Santa Clara County Department of Public Health, Revolution Foods, Second Harvest Food Bank, The Health Trust, City National Bank, Jose Valdes Math Academy, and the California Interscholastic Federation.

2023-24 School Description and Mission Statement

LCAP Goals (2021 - 2024):

Goal #1: Increase A-G completion rates and student proficiency in core subjects with additional support.

Goal #2: Increase community engagement, family outreach, and communication efforts to support student achievement.

Goal #3: Increase access and measures in support of mental health/wellness initiatives.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	44
Grade 10	74
Grade 11	75
Grade 12	71
Total Enrollment	264

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.9%
Male	59.1%
Asian	0.8%
Black or African American	1.5%
Hispanic or Latino	97.3%
White	0.4%
English Learners	52.3%
Homeless	25.8%
Socioeconomically Disadvantaged	89%
Students with Disabilities	15.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	71.28	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	14.36	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.50	2.25	12115.80	4.41
Unknown	1.90	14.29	60.90	5.39	18854.30	6.86
Total Teaching Positions	13.90	100.00	1131.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.20	73.26	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	35.40	3.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	26.74	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.60	2.24	11953.10	4.28
Unknown	0.00	0.00	60.90	5.32	15831.90	5.67
Total Teaching Positions	12.60	100.00	1145.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	2.00	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.3	23.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.2	7.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?SpringBoard English Language Arts Curriculum English 9 Springboard ELA & ELD Grade 9 SE English 10	Yes	0

	Springboard ELA & ELD Grade 10 SE English 10 Honors Springboard ELA & ELD Grade 10 SE Pre-AP English 2 Curriculum English 11 Springboard ELA & ELD Grade 11 SE English 12 Springboard ELA & ELD Grade 12 SE ERWC Expository Reading and Writing Curriculum AP English Language and Composition College Board AP English Language & Composition Frameworks AP English Literature and Composition College Board AP English Literature & Composition Frameworks Inspire Literacy (iLit) Curriculum ELD I iLit Level E ELD II iLit Level F ELD III iLit Level G?		
Mathematics	College Preparatory Mathematics (CPM) Curriculum Integrated Math 1 Core Connections Integrated I Integrated Math 2 Core Connections Integrated II Integrtated Math 3 Core Connections Integrated III Pre-Calculus PreCalculus Third Edition AP Calculus CPM Calculus Softbound Copy (PDF) College Board AP Calculus Frameworks Supplementary Resources IXL Digital Curriculum, Desmos, Quizizz		0
Science	Discovery Education California Aligned NGSS Science Textbook Biology California the Living Earth Chemistry		0

	California Chemistry in the Earth System Physics California Physics of the Universe Forensics Kendall Hunt Forensic Science for High School 3rd Edition Murder at Old Fields Forensics Science Lab online Activity AP Environmental Science College Board AP Environmental Science Frameworks		
History-Social Science	Teachers' Curriculum Institute's (TCI) World History TCI - History Alive! World Connections U.S. History TCI - History Alive! Pursuing American Ideals Government TCI - Government Alive! Power, Politics, and You Economics TCI - Econ Alive! The Power to Choose Amsco School Publications AP World History AMSCO - AP World History Connections Ways of the World Curriculum College Board AP World History Frameworks AP U.S. History AMSCO - AP United States History College Board AP U.S. History Frameworks AP U.S. Government/ Econ AMSCO - AP United States Government and Politics College Board AP U.S. Government Frameworks Ethnic Studies Teacher created curriculum based on the Social Justice Standards Supplemental Materials: East Side Dreams Precious Knowledge Documentary Third World Liberation Front Documentary Ted Talk: Kimberle Crenshaw Intersectionality Okun White Supremacy Culture Characteristics A People's History of the USA So you want to talk about Race Introduction of "Indigenous Persons History of the US" Indigenous People History of the USA Pocahontas Film Supreme Court Cases and Indigenous Peoples Dakota Access Pipeline Articles History of Immigration in the USA Article: Chinese Immigration Article: Filipino Immigration Article: South Asian Immigration Article: MENA Immigration		0

	US Census Data Base https://immigrationhistory.org/timeline/ Stand and Deliver Film Documentary: Slavery by Another Name Malcolm X Video Black Panther 10 Point Plan BLM Video Crash Course: Origins of Hip Hop Frida Kahlo Paintings Bad Bunny - Andrea Bad Bunny - Yo Perreo Sola Excerpts of Lives in Limbo The Impact of Media Stereotypes on Opinions and Attitudes Towards Latinos Stonewall Primary Source Documents History of POC Drag Articles		
Foreign Language	¡Qué Chévere! Carnegie Learning Curriculum Spanish 1 ¡Qué Chévere! Level 1 Spanish 2 ¡Qué Chévere! Level 1 Spanish 3 ¡Qué Chévere! Level 1-2 Spanish 1 for Native Speakers ¡Qué Chévere! Level 2 Spanish 2 for Native Speakers ¡Qué Chévere! Level 3 Spanish 3 for Native Speakers ¡Qué Chévere! En Voz Alta AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Course College Board AP Spanish Language & Culture Frameworks AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course College Board AP Spanish Literature & Culture Frameworks		0
Health	Teacher Created Materials and Health Connected Curriculum following the California Physical Education standards/framework.		0
Visual and Performing Arts	?Visual Art 1 Atlas of Human Anatomy for the Artist by Stephen Peck Perspective Made Easy by Robbie Lee Aztec Dancing: YouTube (multiple Documentaries), Popol Vuh, Codex Borgia, Educadores del Mundo, Codex Mendoza, Cemanahuak Tlamachtiloyan (native School, Codex Nutall, Calpuilli Tonalehqueh Dance Group National Geographic Documentaries. Digital Media 1 ITTEN The Elements of Design (Johannes Itten), The Elements of Logo Design (Design Thinking, Branding, Making		0

	Marks, YouTube Video Tutorials, Adobe Graphic Design Tools, 5 Composition Rules to Follow.		
	AP 2D Art & Design		
	Teacher Created Materials following the AP College Board Curriculum for AP 2D Art & Design.		
	Visual Art 2		
	Teacher Created Materials following California Visual Arts Standards/Framework.?		

School Facility Conditions and Planned Improvements

RCLA is located at 14281 Story Road, San Jose, CA 95127, in a modern state of the art, two-story, 23,000 square foot educational space containing 12 classrooms and 4 offices. In addition, students also have access to a Cafeteria (Finn Center), recreational spaces (i.e., Bustos Plaza, Athletic Field), a college support center (Abby Sobrato Center for College Success), and a staff/student parking lot. Technical support for technology infrastructure, operations, and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Revolution Foods for brunch and lunch daily.

Daily janitorial service is provided by on-site staff during the day and internally sourced for evening service. Maintenance of major systems, such as fire protection, emergency generator, landscaping, electrical systems, network equipment, emergency exit signage, elevator system, pest control, deferred maintenance, and HVAC troubleshooting, are provided by qualified vendors included in an annual vendor list. Recent improvements include upgrades to the Finn Center Auditorium/Nutrition space in Fall 2021 and modernization of the Sobrato Athletics Building in Fall 2022. There are no forthcoming capital projects planned for the instructional spaces, which were built through new construction in the 2018 - 2019 academic year.

Year and month of the most recent FIT report

October 2023

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	26	58	58	47	46
Mathematics (grades 3-8 and 11)	3	3	34	32	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	68	98.55	1.45	26.47
Female	34	33	97.06	2.94	33.33
Male	35	35	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	26.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	36	35	97.22	2.78	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	20.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	68	98.55	1.45	2.94
Female	34	33	97.06	2.94	3.03
Male	35	35	100.00	0.00	2.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	2.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	36	35	97.22	2.78	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	2.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.45	5.80	37.64	38.21	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	5.80
Female	26	26	100.00	0.00	7.69
Male	43	43	100.00	0.00	4.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	68	100.00	0.00	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	38	38	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	48	100.00	0.00	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

2022-23 Career Technical Education Programs

B. Roberto Cruz Leadership Academy does not offer a CTC program/pathway.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	35.71

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90%	90%	90%	90%	90%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

RCLA students, parents, and staff are held to a high level of expectations consistent with the school site's Student/Family Handbook and Summer Bridge Orientation curriculum. The expectation is that 100% of students will gain acceptance and matriculate into at least one higher education program after graduation – a two-year community college (including certification programs) or a four-year university. Parents/Guardians are offered the opportunity to be supportive by participating in their child's academic and non-academic/personal development endeavors via committees such as School Site Council, English Learner Advisory Committee, Community Schools Focus Groups, and the Parent Advisory Committee. 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 (RCLA). Moreover, partner organizations such as the Hispanic Foundation of Silicon Valley, Parent Institute of Quality Education, San Jose Learning Center and YMCA Project Cornerstone offer professional development and training opportunities for families to continue their own education to become better equipped for supporting their student's academic endeavors.

RCLA operates under the premise that the teachers, parents, and students must work together as partners to create the offerings for a quality education, as evidenced by its Schoolwide Learner Outcomes (SLO) and Local Control & Accountability Plan (LCAP) Actions and Goals. Parents also participate in Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 20 - 30 parents participate each month in at least one school site effort. The meetings are focused on getting the parents involved in the student's education with parents at RCLA on campus frequently for continued oversight and rapport building.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	13.3	6.6	5.7	14	13.6	15.2	9.4	7.8	8.2
Graduation Rate	85	91.8	92.9	77.2	81.5	77.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	279	89	31.9
Female	121	117	42	35.9
Male	166	162	47	29.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	3	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	280	272	83	30.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	153	151	47	31.1
Foster Youth	0	0	0	0.0
Homeless	73	73	22	30.1
Socioeconomically Disadvantaged	259	254	81	31.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	47	23	48.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.11	8.01	0.03	3.41	3.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.08	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.01	0
Female	4.96	0
Male	10.24	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.54	0
Foster Youth	0	0
Homeless	10.96	0
Socioeconomically Disadvantaged	7.34	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.38	0

2023-24 School Safety Plan

RCLA has a comprehensive Safety Plan that outlines the protocol to be used, systems that must be in place, and procedures that must be followed in the event of an emergency. The school safety plan covers an array of different systems such as child abuse reporting procedures, policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations, procedures to notify teachers and counselors of dangerous students, sexual harassment policy, safe ingress and egress to and from school, rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning, dress code, routine and emergency disaster procedures including natural disasters, human-created disasters or power outages.

Routine and emergency disaster procedures include but are not limited to; emergency and disaster preparedness plan, fire drills, lockdown drills, earthquake emergency procedure system, and safe transportation during emergencies. Ensuring that our community feels safe on our campus is of the utmost priority for the Roberto Cruz Leadership Academy. These safety plans have been outlined and thoroughly reviewed with teachers, staff, students, and parents throughout the year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	11	
Mathematics	24	4	7	
Science	25	1	6	
Social Science	22	9	7	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	8	9	
Mathematics	22	4	7	
Science	25	1	8	
Social Science	16	12	7	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	14	5	0
Mathematics	24	5	6	0
Science	23	2	9	0
Social Science	16	15	6	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	240

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16465.46	\$4739.60	\$11725.86	
District	N/A	N/A		\$105,255
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	42.6	

Fiscal Year 2022-23 Types of Services Funded

RCLA uses Categorical funds to support various services and programs that support its students and families.

Below is a general overview of how RCLA uses Title I, II and III funds:

Title I: Curriculum & Instructional Coaching, Paraprofessional Support, Parent Engagement and Governance, Parent Education

Title II: Instructional Coaching, Professional Development

Title III: Parent Engagement Activities, Paraprofessional Support for English Learners

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,471	\$57,234
Mid-Range Teacher Salary	\$101,894	\$95,467
Highest Teacher Salary	\$130,638	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$171,239	\$173,198
Superintendent Salary	\$280,339	\$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

B. Roberto Cruz Leadership Academy staff, including Certificated and Classified members, engage in 9 full days of Professional Development and Continuous Improvement Days. Additionally, staff members engage in Professional Development on designated Wednesdays for 100 minutes, for approximately 29 Wednesdays, during the Academic School year.

The purpose of the 2022-2023 Teaching and Learning professional development series was to provide professional learning

Professional Development

and collaborative opportunities with strategies and techniques that positively impact student outcomes. Professional Development includes, but is not limited to:

- Sheltered Instruction Observation Protocol (SIOP) features and techniques
- Assessment and Data - Understanding our state and local assessments and data dives to inform instructional focus and monitoring
- Instructional Coaching
- Lesson Design
- Curriculum Mapping
- Defining Objectives
- Best Practices for Effective Teaching
- Book Study - Grading for Equity

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, 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 teachers during the school year to participate in further Foundation implemented Professional Development. 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 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.

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 data as a review in teams, and in department focused working sessions.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9