

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Roberto Cruz Leadership Academy

Address: 14281 Story Road, San Jose, CA 95127 **Phone:** (408) 471-4680

Principal: Elizabeth Austin

Grade Span: 9th – 12th

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	East Side Union High School District
Phone Number	(408) 347-5010
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
Website	esuhsd.org

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Roberto Cruz Leadership Academy
Street	14281 Story Road
City, State, Zip	San Jose, CA 95127
Phone Number	(408) 471-4680
Principal	Elizabeth Austin
Email Address	eaustin@sjrcla.org
Website	sjrcla.org
County-District-School (CDS) Code	43-69427-0131995

Table 3: School Description and Mission Statement (School Year 2022–23)

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, Better 4 You Meals, Second Harvest Food Bank, The Health Trust, City National Bank, Jose Valdes Math Academy, and the California Interscholastic Federation.

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.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

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
Grade 9	64
Grade 10	57
Grade 11	77
Grade 12	56
Total Enrollment	254

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	56.70%
Male	43.30%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.0%
Filipino	0.0%
Hispanic or Latino	100.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%
White	0.0%
English Learners	53.5%
Foster Youth	0.0%
Homeless	0.0%
Migrant	0.0%
Socioeconomically Disadvantaged	88.0%
Students with Disabilities	16.9%

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

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)	12	85.7%	-	-	-	-
Intern Credential Holders Properly Assigned	0	0.0%	-	-	-	-
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	14.3%	-	-	-	-
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0%	-	-	-	-
Unknown	0	0.0%	-	-	-	-
Total Teaching Positions	14	100.0%	-	-	-	-

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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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)	12	85.7%	-	-	-	-
Intern Credential Holders Properly Assigned	0	0.0%	-	-	-	-
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	14.3%	-	-	-	-
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0%	-	-	-	-
Unknown	0	0.0%	-	-	-	-
Total Teaching Positions	14	100.0%	-	-	-	-

Note: The data in this table is based on 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.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	2	2
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	2	2

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: February 2022

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

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 English 10 Springboard ELA & ELD Grade 10 SE English 11: Springboard ELA & ELD Grade 11 SE English 12: Springboard ELA & ELD Grade 12 SE AP Literature: Selected novels, poems, plays, and short stories	Yes	0.0%
Mathematics	College Preparatory Mathematics (CPM) Curriculum: ● Integrated Math 1: CORE CONNECTIONS INTEGRATED I ● Integrated Math 2: CORE CONNECTIONS INTEGRATED II ● Integrated Math 3: CORE CONNECTIONS INTEGRATED III ● Pre Calculus: PRECALCULUS THIRD EDITION ● AP Calculus: CPM CALCULUS Softbound copy (PDF) ● IXL digital curriculum, DESMOS, Quizizz	Yes	0.0%
Science	Discovery Education California Aligned NGSS Science Textbook: Biology: California the Living Earth	Yes	0.0%

	Chemistry: California Chemistry in the Earth system Physics/Physics Honors: California Physics of the Universe Forensics: KENDALL HUNT Forensic Science for High School, 3rd Edition		
History-Social Science	World History: TCI - History Alive! World Connections AP World History: AMSCO - AP World History: Modern U.S. History: TCI - History Alive! Pursuing American Ideals AP U.S. History: AMSCO - AP United States History, 4th edition Government: TCI - Gov Alive! Power, Politics, and You AP Government: AMSCO - AP United States Government and Politics Economics: TCI - Econ Alive! The Power to Choose	Yes	0.0%
Foreign Language	Spanish 1 Realidades 1 & Selected non fiction and fiction readings Spanish 1 Native Speakers Realidades 1 & Selected non fiction and fiction readings Spanish 2 Realidades 2 & Selected nonfiction and fiction readings Spanish 2 Native Speakers	Yes	0.0%

	Realidades 2 & Selected nonfiction and fiction readings Spanish 3 Lazarillo de Tormes Reader and Selected nonfiction and fiction readings AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Examination, Jose M. Diaz (Pearson) & Selected Readings AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing) & Selected Readings		
Health	Physical Education Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0	Yes	0.0%
Visual and Performing Arts	Drama <i>Selected Monologues from:</i> American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen The Actor's Book of Contemporary Stage Monologues: More Than 150 Monologues from More Than 70 Playwrights by Nina Shengold American Theatre Book of Monologues for Women (Vol 2) by Stephanie Coen American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen Actor's Choice: Monologues for Women by Erin Detrick Actor's Choice: Monologues for Men by Erin Detrick Speak the Speech!: Shakespeare's Monologues Illuminated by Rhona Silverbush and Sami Plotkin Visual Arts	Yes	0.0%

	<i>Atlas of Human Anatomy for the Artist</i> by Stephen Peck <i>Perspective Made Easy</i> by Robbie Lee Aztec Dancing: YouTube (multiple Documentaries), Popol Vuh, Codex Borgia, Educadores del Mundo, Codex Mendoza, Cemanahuak Tlamachtilyan (native School, Codex Nutall, Calpuilli Tonalehqueh Dance Group, National Geographic Documentaries. Digital Media: ITTEN The Elements of Design (Johannes Itten), The Elements of Logo Design (Design Thinking, Branding, Making Marks, Youtube Video Tutorials, Adobe Graphic Design Tools, 5 Composition Rules to Follow.		
Science Laboratory Equipment (grades 9-12)	University grade science facilities (2) that include the following: • Lab grade work stations (16 stations per lab facility. • Beakers of all measurements • Measuring equipment for liquids and solids • Scales • Magnifying devices • Microscopes • Sinks with running water • Hot plates/bunsen burners • Chemicals • Heat lamps • Fume hoods • Eye wash stations (1 per lab) • Emergency shower (1 per lab) • Goggles • TV projection • Meter sticks • Straws, cups, tissue, scissors • Variety of experiment kits, including Ph testing kits • Syringes • A variety of writing utensils and Calculators • Petri dishes • Chemical grade lab coats and gloves • Balances	N/A	0.0%

	• Digital multimeter • Periodic table posters • Variety of lab utensils/gear • First aid kits • Pipettes • DNA Replicator (PCR)		
--	--	--	--

Table 12: School Facility Conditions and Planned Improvements

RCLA is situated at 14281 Story Road, San Jose, CA 95127, in a modern state of the art, multi-story, 21,000 square foot educational space containing 14 classrooms and 3 offices, in addition to a Cafeteria (Finn Center), recreational spaces (i.e., Bustos Plaza, Athletic Field), 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.

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. Improvements include upgrades to the Finn Center auditorium/nutrition space in Fall 2021, and most recently modernization of the Sobrato Athletics Building in Fall 2022.

Table 13: 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: 02/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No Action Required
Interior: Interior Surfaces	X			No Action Required
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			In-House Maintenance from the TFHE Department of Facilities
Electrical: Electrical	X			No Action Required
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No Action Required
Safety: Fire Safety, Hazardous Materials	X			Annual Check and Replacement of Fire Extinguishers
Structural: Structural Damage, Roofs	X			No Action Required
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			No Action Required

Overall Facility Rate

Year and month of the most recent FIT report: February 2020

Table 14: Overall Rating

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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	15.07%	N/A	63.06%	N/A	47.06%
Mathematics (grades 3-8 and 11)	N/A	2.74%	N/A	38.08%	N/A	33.38%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33%	2.67%	15.07%
Female	24	24	100.0%	0.0%	20.84%
Male	51	49	96.08%	3.92%	12.24%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	0	0	N/A	N/A	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	74	72	97.30%	2.70%	15.28%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	0	0	N/A	N/A	N/A
English Learners	45	43	95.56%	4.44%	2.33%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	8	7	87.5%	12.5%	*
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	61	59	96.72%	3.28%	15.25%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	18	17	94.44%	5.56%	11.76%

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.

**Table 17: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33%	2.67%	2.74%
Female	24	24	100.00%	0.00%	4.17%
Male	51	49	96.08%	3.92%	2.04%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	0	0	N/A	N/A	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	74	72	97.30%	2.70%	2.78%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	0	0	N/A	N/A	N/A
English Learners	45	43	95.56%	4.44%	2.33%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	8	7	87.50%	12.50%	*
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	61	59	96.72%	3.28%	1.69%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	18	17	94.44%	5.56%	0.00%

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.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/A	5.45%	N/A	37.53%	N/A	29.45%

Note: 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	55	98.21%	1.79%	5.45%
Female	30	30	100.0%	0.0%	6.67%
Male	26	25	96.15%	3.85%	4.00%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	0	0	N/A	N/A	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	50	49	98.00%	2.00%	6.12%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	0	0	N/A	N/A	N/A
English Learners	30	29	96.67%	3.33%	3.45%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	12	12	100.0%	0.0%	0.0%
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	53	52	98.11%	1.89%	5.77%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	9	9	100.0%	0.0%	*

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.

Table 20: Career Technical Education Programs (School Year 2021–22)

Not Applicable – Local Educational Agency does not have a Career Technical Education (CTE) Program as of the 2022 – 2023 Academic Year.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	36.0%

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

Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	85.0%	85.0%	85.0%	85.0%	85.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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 regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

RCLA 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 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 (RCLA).

RCLA 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 the School Site Council (SSC), English Learner Advisory Committee (ELAC), Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 30 – 40 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;
- High school graduation rates; and
- Chronic Absenteeism.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	9.60%	13.60%	7.00%	14.5%	14.0%	10.0%	8.9%	9.4%	9.6%
Graduation Rate	90.40%	85.00%	91.80%	78.4%	77.2%	90.0%	84.2%	83.6%	90.4%

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	57	52	91.2%
Female	30	28	93.3%
Male	27	24	88.9%
Non-Binary	0	0	N/A
American Indian or Alaska Native	0	0	0.0%
Asian	0	0	0.0%
Black or African American	0	0	0.0%
Filipino	0	0	0.0%
Hispanic or Latino	57	52	91.2%
Native Hawaiian or Pacific Islander	0	0	0.0%
Two or More Races	0	0	0.0%
White	0	0	0.0%
English Learners	38	37	97.4%
Foster Youth	0	0	N/A
Homeless	11	11	100.0%
Socioeconomically Disadvantaged	57	52	91.2%
Students Receiving Migrant Education Services	0	0	N/A
Students with Disabilities	11	11	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	259	259	76	29.3%
Female	111	111	34	30.6%
Male	148	148	42	28.4%
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	259	259	76	29.3%
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	N/A	N/A	N/A	N/A
Foster Youth	0	0	0	0.0%
Homeless	34	34	8	23.4%
Socioeconomically Disadvantaged	234	234	68	29.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	N/A	N/A	N/A	N/A

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.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.2%	3.0%	2.6%
Expulsions	0.0%	0.1%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.0%	0.8%	0.0%	3.4%	0.2%	3.2%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.8%	0.0%
Female	0.4%	0.0%
Male	1.3%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.8%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	N/A	N/A
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	N/A	N/A
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	N/A	N/A

Table 31: School Safety Plan (School Year 2022–23)

RCLA shares the campus with another charter high school, Latino College Preparatory Academy. As such, RCLA shares a detailed, comprehensive Safety Plan with RCLA, its sister school, that outlines 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 things such as child abuse reporting procedures, policies pursuant to Education Code 48915(c) 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, bomb threats, earthquake emergency procedure system, and safe transportation during emergencies. RCLA has also set yearly safety goals that have been determined by the students, staff, and parents.

RCLA implements a restorative justice approach to promoting a positive school culture and climate. The RCLA School Culture team provides wrap-around services to students and includes staff, student and parent voice in building a positive school climate and environment. The RCLA team continues to develop and implement Restorative Justice practice within the school's safety and school culture plans.

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.

Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)

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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)

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.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23	8	10	-
Mathematics	22	7	5	-
Science	22	4	6	-
Social Science	22	6	8	-

*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.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

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

*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.

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

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

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	250 to 1

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.33
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	0.33
Other	4.0

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,330.00	\$3,685.00	\$10,645.00	\$68,240.00
District	N/A	N/A	\$8,406.00	\$98,287.00
Percent Difference – School Site and District	N/A	N/A	21.03%	-44.0%
State	N/A	N/A	\$8,444.00	\$84,531.00
Percent Difference – School Site and State	N/A	N/A	26.1%	-19.3%

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

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: Instructional Coaching, Parent Engagement and Governance, Parent Education

Title II: Instructional Coaching, Professional Development

Title III: Parent Engagement Activities, Supplemental Instruction for English Learners

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,185.00	\$54,687.00
Mid-Range Teacher Salary	\$98,823.00	\$92,222.00
Highest Teacher Salary	\$121,954.00	\$114,208.00
Average Principal Salary (Elementary)	N/A	\$143,647.00
Average Principal Salary (Middle)	N/A	\$145,785.00
Average Principal Salary (High)	\$154,344.00	\$162,322.00
Superintendent Salary	\$293,091.00	\$258,950.00
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	5.0%

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses:** 30%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered*	10

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

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9