

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

California Department of Education

For **B. Roberto Cruz Leadership Academy**

Address: 14281 Story Road, San Jose, CA 95127 **Phone:** (408) 585-5022
Principal: Roberto Palomo **Grade Span:** 9 – 12

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

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

About This School

District Contact Information (School Year 2020–2021)

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

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	B. Roberto Cruz Leadership Academy
Street	14281 Story Road
City, State, Zip	San Jose, CA 95127
Phone Number	(408) 585-5022
Principal	Roberto Palomo
Email Address	rpalomo@sjrcla.org
Website	Sjrcla.org
County-District-School (CDS) Code	43-69427-0131995

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

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).

Population and Demographic Data

RCLA opened its doors for its inaugural school year on August 3rd, 2015, on the same campus as its peer school site (14281 Story Road, San Jose, CA 95127), Latino College Preparatory Academy (LCPA). RCLA currently serves about 253 9 through 12 grade students as of its sixth full year in operation. In its full occupancy, RCLA will serve approximately 420 students in grades 9 through 12 representative of the local community's demographics for ethnicity, background, primary language, socioeconomic standing, and other identifiers. For RCLA and its school community, its student enrollment is comprised of 96% Latino, 78% free or reduced lunch, 12% identified Special Education students, and 38% English Language Learners. In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 2% have attained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school thru 12th grade. Its founding faculty serves as role models for the school's 1st generation college-going population.

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

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	79
Grade 10	59
Grade 11	53
Grade 12	71
Ungraded Secondary	0
Total Enrollment	258

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

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.1
Native Hawaiian or Pacific Islander	0.0
White	0.8
Two or More Races	0.8
Socioeconomically Disadvantaged	80.2
English Learners	46.7
Students with Disabilities	12.0
Foster Youth	-
Homeless	-

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	10	12	13	-
Without Full Credential	4	2	0	-
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	-

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

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

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

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

	Resources from Core Plus Mathematics, McGraw-Hill, 2014-15 <u>Supplemental:</u> IXL digital curriculum, DESMOS, Quizizz	Yes	
Science	Discovery Education California Aligned NGSS Science Techbook: <u>Biology</u> California the Living Earth <u>Chemistry</u> California Chemistry in the Earth system <u>Physics/Physics Honors</u> California Physics of the Universe <u>Forensics</u> KENDALL HUNT Forensic Science for High School, 3rd Edition Supplemental: Murder at Old Fields Forensics Science Lab online Activity	Yes Yes Yes Yes Yes	0
History-Social Science	<u>World History</u> TCI - History Alive! World Connections <u>AP World History</u> AMSCO - AP World History: Modern <u>U.S. History</u> TCI - History Alive! Pursuing American Ideals <u>AP U.S. History</u> AMSCO - AP United States History, 4th edition <u>Government</u>	Yes Yes Yes Yes Yes	0

	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 Yes Yes	
Foreign Language	Spanish 1 Realidades 1 Selected nonfiction and fiction readings Spanish 1 Native Speakers Realidades 1 Selected nonfiction and fiction readings Spanish 2 Realidades 2 Selected nonfiction and fiction readings Supplemental: Paso a Paso Textbook Spanish 2 Native Speakers Realidades 2 Cajas de Carton (novel) Selected nonfiction and fiction readings Supplemental: Paso a Paso Textbook AP Spanish Language and Culture Triángulo Aprobado 5th Edition - Wayside Publishing Azulejo 2nd Edition - Wayside Publishing AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and	No No No No No No	0

[illegible]

	<i>Atlas of Human Anatomy for the Artist</i> by Stephen Peck <i>Perspective Made Easy</i> by Robbie Lee <u>Aztec Dancing:</u> 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. <u>Digital Media:</u> 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.	No	
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	No	0

	• Hot plates/bunsen burners • Chemicals • Heat lamps • Fume hoods • Eye wash stations (1 per lab) • Emergency shower (1 per lab) • Goggles, • TV projection • Meter stickers • 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 • Digital multimeter • Periodic table posters • Variety of lab utensils/gear • First aid kits • Pipettes DNA Replicator (PCR) Machine, Spectrophotometer, Transilluminator, Centrifuge, Micropipettes, Gel Electrophoresis Chambers		
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Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

School Facility Conditions and Planned Improvements

RCLA is situated at 14281 Story Road, San Jose, CA 95127, in a new, state of the art, 2-story, 20,070 square foot educational space containing 14 classrooms and 5 offices. The campus lease also includes an athletic field, auditorium, common areas, nutrition space, and parking. Technical support for technology and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Better 4 You Meals.

Daily janitorial service is provided by on-site staff during the day and a third-party approved contractor for evening and weekend service. Maintenance of major systems, such as fire protection, emergency generator, landscaping, electrical systems, network equipment, emergency exit signage, elevator system, pest control, and HVAC, are provided by qualified vendors on a regular basis. Recent improvements include upgrades to our internet infrastructure, classroom cabling, flooring, and painting, while the auditorium/nutrition space is currently under full renovation for reopening in Fall 2021.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

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

Overall Rating

Exemplary	Good	Fair	Poor
-	Good Rating	-	-

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	30.0	N/A	62.25	N/A	51.10	N/A
Mathematics (grades 3-8 and 11)	10.0	N/A	41.75	N/A	39.73	N/A

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	36.9

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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

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

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

C. Engagement**State Priority: Parental Involvement**

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

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 a one higher education program after graduation – a two-year community college or a four-year university. Parents are offered the opportunity to be supportive by participating in their child's academic and non-academic/personal development endeavors. Most importantly, parents are empowered to participate and take a vital role in creating a college going culture as led by a partnership with their school site (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. RCLA involves parents as key stakeholders in the school. It is important to RCLA that parents feel part of the high school and college readiness process for their child. RCLA wants students to go home and talk about the college application and financial aid process with their parents just as much as they do with their college counselor. More importantly, RCLA wants parents, especially those who never graduated from high school or college, to feel confident in assisting their child in the college application process and to help students make informed and smart decisions about their future. Parents participate in School Site Council (SSC), English Learner Advisory Committee (ELAC), Poder de Los Padres, Monthly Cafecito Meetings, monthly survey efforts, and are engaged weekly through a School Newsletter. Approximately 100 - 150 parents participate each month in at least one school site effort as overseen by the Principal. The meetings are focused on getting the parents involved in the student's education with parents at RCLA on campus frequently for continued oversight and rapport building.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	N/A	N/A	25.3	20.5	17.8	15.6	9.1	9.6	9.0
Graduation Rate	N/A	N/A	74.6	71.5	75.7	77.5	82.7	83.0	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	0.0	0.3	3.6	3.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

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

School Safety Plan (School Year 2020–2021)

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.

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

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

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

** “Other” category is for multi-grade level classes.

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

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

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

** “Other” category is for multi-grade level classes.

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

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

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

** “Other” category is for multi-grade level classes.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23	7	10	-
Mathematics	21	7	4	-
Science	24	2	4	-
Social Science	25	1	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.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	258.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

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

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,441.07	\$3,713.82	\$10,727.50	68,030.00
District	N/A	N/A	N/A	94,375.00
Percent Difference – School Site and District	N/A	N/A	N/A	-27.9
State	N/A	N/A	N/A	82,746.00
Percent Difference – School Site and State	N/A	N/A	N/A	-17.8

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

Types of Services Funded (Fiscal Year 2019–2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

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

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

Advanced Placement (AP) Courses (School Year 2019–2020)**Percent of Students in AP Courses: 27.4%**

Subject	Number of AP Courses Offered*
Computer Science	-
English	2
Fine and Performing Arts	-
Foreign Language	2
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	8

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

Professional Development

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

In addition to the 9 full days on instruction, curriculum, assessment and evaluation, the focus of the school's Professional Development was selected due to student achievement data results in Math and English. The school has focused on Literacy across the content areas based on the student performance data and student population demographics. Student and the community were surveyed and Priority Areas for the classroom were identified that guide instructional practice. Inclusively, RCLA 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 RCLA teachers during the school year to participate in further Foundation implemented Professional Development. RCLA 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 RCLA team after school hours in Growth Mindset and Gradual Release of Responsibility throughout the year, as well as in the summer as an introduction professional development for new teacher hires at RCLA.

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.