

Academia de Liderazgo B. Roberto Cruz
Informe de Responsabilidad Escolar 2024-25
Informado utilizando datos del año escolar 2024-25
Departamento de Educación de California

DIRECCIÓN: 14281 Story Rd.
San José, CA, 95127-3823

Principal: Claudia Moreno, directora

Teléfono: (408) 471-4680

**Rango de
grados:** 9-12

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

- Para obtener más información sobre los requisitos del SARC y acceder a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE (<https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

Acceso a Internet

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Claudia Moreno, Principal

📍 Principal, B. Roberto Cruz Leadership Academy

About Our School

I am honored to present our School Accountability Report Card (SARC), which will provide a comprehensive look at B. Roberto Cruz Leadership Academy's (RCLA) performance, programs, and progress. At our core, we are committed to ensuring that every Jaguar Scholar thrives academically, socially, and emotionally.

This year, we continue to strengthen our instructional practices by ensuring our curriculum is aligned to grade-level standards, integrating literacy and language supports - ensuring that all students, especially our English Language Learners (ELL) and Long-Term English Learners (LTEL), have equitable access to rigorous coursework. Our focus on building a strong, inclusive school culture remains evident in our positive scholar relationships, expanded extracurricular opportunities, and consistent improvements in scholar engagement.

While we celebrate our successes, we also recognize areas for continued improvement. We remain committed to expanding college and career readiness, strengthening support for our ELL students, and improving classification rates. Additionally, we will continue engaging families and community partners to ensure RCLA remains a welcoming and enriching place for all scholars.

Thank you for your ongoing support of our Jaguar Community. Together, we will continue to build a safe, engaging, and academically strong school where every student is empowered to succeed.

Contact

B. Roberto Cruz Leadership Academy
14281 Story Rd.
San Jose, CA 95127-3823

Phone: (408) 471-4680
Email: cmoreno@tfhe.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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
Website	http://www.sjrcla.org
Grade Span	9-12
County-District-School (CDS) Code	43694270131995

School Description and Mission Statement (School Year 2025–26)

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 to 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 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).

The Mission of the Roberto Cruz Leadership Academy (RCLA) is to empower students to become community leaders and socially conscious educators. RCLA aims to educate students

become community leaders and socially conscious educators. RCLA aims to educate students through college preparatory courses that empower them to be academically literate, critical thinkers, effective communicators and independent problem solvers who are agents of education and social justice with a commitment toward the community around them.

Through its focus on developing leaders, RCLA will graduate students prepared to succeed in a university setting, prepares students to serve the needs of their diverse community, and empowers students, parents, and school staff to utilize their cultural, linguistic, and personal strengths for service.

LCAP Goals:

Goal 1: Increase the percentage of scholars meeting or exceeding proficiency standards in English Arts (ELA) and Mathematics by 5% by the end of the academic year measured by standardized assessments (SBAC)

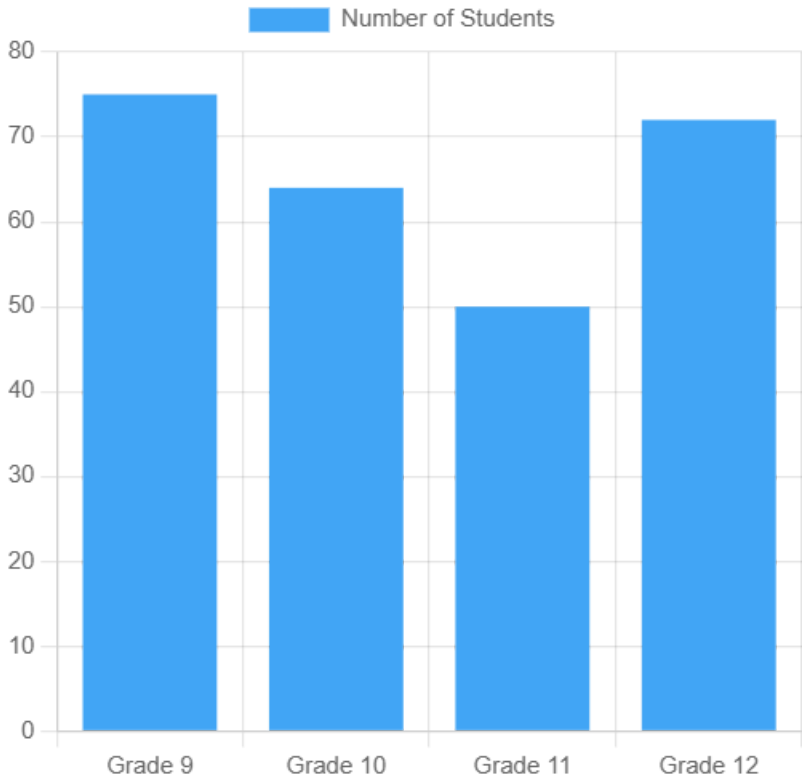
Goal 2: Increasing the percentage of students earning and meeting A-G Requirements by 10% annually

Goal 3: Increasing English Learner reclassification rate by 10% annually

Goal 4: Support strong community engagement that promotes a physically safe environment to positively impact students learning and decrease suspension incidents

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	75
Grade 10	64
Grade 11	50
Grade 12	72
Total Enrollment	261



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	44.44%
Male	55.56%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.77%
Black or African American	1.53%
Filipino	0.32%
Hispanic or Latino	97.32%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	50.19%
Foster Youth	0.00%
Homeless	34.87%
Migrant	0.00%
Socioeconomically Disadvantaged	90.42%
Students with Disabilities	13.03%

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 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)	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/Incomplete/NA	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%

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.

Teacher Preparation and Placement (School Year 2022–23)

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	69.35%	923.60	82.88%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.30	2.48%	22.80	2.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	91.50	8.21%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	22.90	2.06%	11746.90	4.23%
Unknown/Incomplete/NA	3.70	28.10%	53.30	4.79%	14303.80	5.15%
Total Teaching Positions	13.30	100.00%	1114.40	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	7.60	58.85%	865.60	76.90%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.60	2.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	21.38%	75.90	6.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	30.40	2.70%	12112.80	4.34%
Unknown/Incomplete/NA	2.50	19.62%	130.80	11.63%	13705.80	4.91%
Total Teaching Positions	13.00	100.00%	1125.50	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.80	0	0.00
Misassignments	2.50	0	2.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.30	0	2.70

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.3%	5%	31.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.2%	11.4%	12.20%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9	0
	Springboard ELA & ELD Grade 9 SE	
	Selected Novels	
	English 10	
	Springboard ELA & ELD Grade 10 SE	
	Selected Novels	
	English 11	
	Springboard ELA & ELD Grade 11 SE	
	Selected Novels	
	English 12	
	Springboard ELA & ELD Grade 12 SE	
	Selected Novels	
	English Language Development	
	Get Ready! By Vista Learning	
	Get Reading! By Vista Learning	
	AP English Literature	
	AP College Board Framework	
	Selected novels, poems, plays, and short stories	
	AP English Language	
	AP College Board Framework	
	Selected novels, poems, plays, and short stories	
	Supplementary Resources	
	IXL Digital Curriculum	
Mathematics	Math 1	0
	Core Connections Integrated I, 2nd Edition	
	College Preparatory Mathematics (CPM) Curriculum	
	Math 2	
	Core Connections Integrated II, 2nd Edition	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Math 3 Core Connections Integrated Math 3, 2nd Edition College Preparatory Mathematics (CPM) Curriculum Pre-Calculus PreCalculus 3 Edition College Preparatory Mathematics (CPM) Curriculum Supplementary Resources IXL Digital Curriculum and Desmos	
Science	Biology Discovery Education California Aligned NGSS Science Textbook California the Living Earth Chemistry Discovery Education California Aligned NGSS Science Textbook California Chemistry in the Earth System Physics Discovery Education California Aligned NGSS Science Textbook California Physics of the Universe Forensics Kendall Hunt Forensic Science for High School 3rd Edition Murder at Old Fields Forensics Science Lab (Virtual Activity) Zoology Zoology by McGraw Hill AP Environmental Science Environmental Science for the AP BFW Publishing	0
History-Social Science	World History TCI - History Alive! World Connections U.S. History TCI - History Alive! Pursuing American Ideals AP U.S. History AMSCO - AP United States History, 4th edition Government	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Economics TCI - Econ Alive! The Power to Choose	
Foreign Language	Spanish 1 Que Chévere! Level 1 Selected non fiction and fiction readings Spanish 1 Native Speakers ¡Qué Chévere! Level 1 Selected non fiction and fiction readings Spanish 2 ¡Qué Chévere! Level 2 Selected nonfiction and fiction readings Spanish 2 Native Speakers ¡Qué Chévere! Level 2 Selected nonfiction and fiction readings AP Spanish Language and Culture TEMAS AP Spanish, Preparing for the Language and Culture Parthena Draggett (Vista Higher Learning) & Selected Readings AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing) & Selected Readings Supplementary Resources IXL Digital Curriculum	0
Health	Teacher-created materials. Physical Education Framework. Current articles related to health topics.	0
Visual and Performing Arts	Visual and Performing Arts Frameworks. AP College Board Frameworks for the AP Art and 2D Design. Aztec Dancing YouTube (multiple Documentaries), Popol Vuh, Codex Borgia,	0

Educadores del Mundo, Codex Mendoza, Cemanahuak		
Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Tlamachtilyan (native School, Codex Nutall, Calpuilli Tonalehqueh Dance Group, National Geographic Documentaries.	
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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 Spring/Summer 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.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: February 2020

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

Overall Facility Rate

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

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	29%	15%	56%	56%	47%	48%
Mathematics (grades 3-8 and 11)	4%	2%	33%	34%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96%	2.04%	14.58%
Female	22	21	95.45%	4.55%	14.29%
Male	27	27	100.00%	0.00%	14.81%
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	48	47	97.92%	2.08%	14.89%
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	25	24	96.00%	4.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	7.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100.00%	0.00%	2.04%
Female	22	22	100.00%	0.00%	0.00%
Male	27	27	100.00%	0.00%	3.70%
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	48	48	100.00%	0.00%	2.08%
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	25	25	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	8.20%	15.94%	39.02%	39.56%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	69	97.18%	2.82%	15.94%
Female	26	25	96.15%	3.85%	24.00%
Male	45	44	97.78%	2.22%	11.36%
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	69	67	97.10%	2.90%	16.42%
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	27	26	96.30%	3.70%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	40	95.24%	4.76%	15.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2024–25)
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
9	96%	96%	96%	96%	96%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

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 the 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 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 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.

State Priority: Pupil Engagement

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

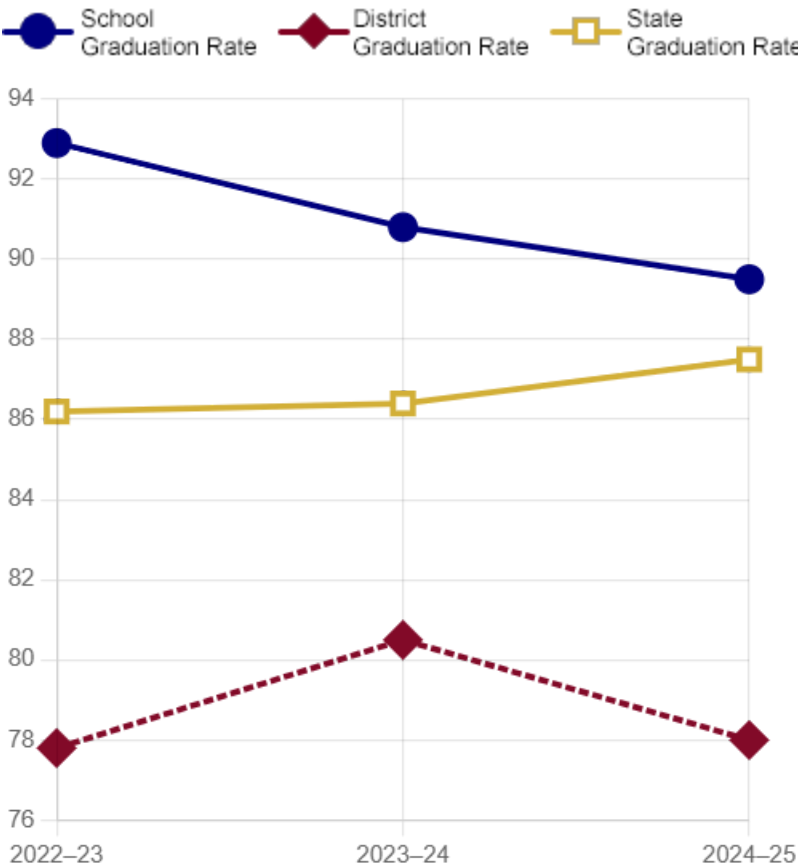
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

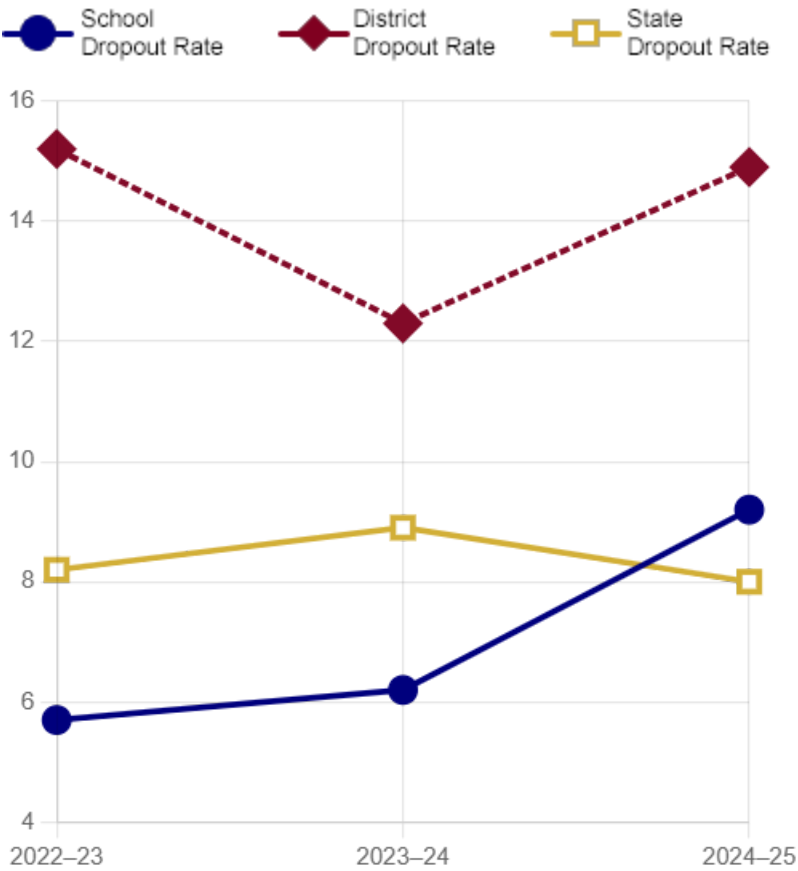
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	92.9%	90.8%	89.5%	77.8%	80.5%	78.0%	86.2%	86.4%	87.5%
Dropout Rate	5.7%	6.2%	9.2%	15.2%	12.3%	14.9%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	68	89.5%
Female	30	25	83.3%
Male	46	43	93.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	74	67	90.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	39	35	89.7%
Foster Youth	0.0	0.0	0.0%
Homeless	29	25	86.2%
Socioeconomically Disadvantaged	76	68	89.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	278	268	105	39.2%
Female	125	120	53	44.2%
Male	153	148	52	35.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	271	261	99	37.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	141	136	51	37.5%
Foster Youth	--	--	--	--
Homeless	91	91	32	35.2%
Socioeconomically Disadvantaged	252	244	99	40.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	34	18	52.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	8.01	6.72	1.08	3.72	2.82	2.34	3.60	3.28	2.94
Expulsions	0.00	0.00	0.36	0.05	0.05	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08%	0.36%
Female	1.60%	0.00%
Male	0.65%	0.65%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.11%	0.37%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.42%	0.71%
Foster Youth	0.00%	0.00%
Homeless	1.10%	0.00%
Socioeconomically Disadvantaged	1.19%	0.40%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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 that 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 plans, fire drills, lockdown drills, earthquake emergency procedure systems, 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

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 (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	14	5	0
Mathematics	24.00	5	6	0
Science	23.00	2	9	0
Social Science	16.00	15	6	0

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	11	7	0
Mathematics	19.00	7	5	0
Science	19.00	10	4	0
Social Science	24.00	3	7	0

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	11	5	1
Mathematics	29.00	1	8	
Science	22.00	6	6	
Social Science	18.00	13	4	

* 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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	242

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$116804.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A		

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

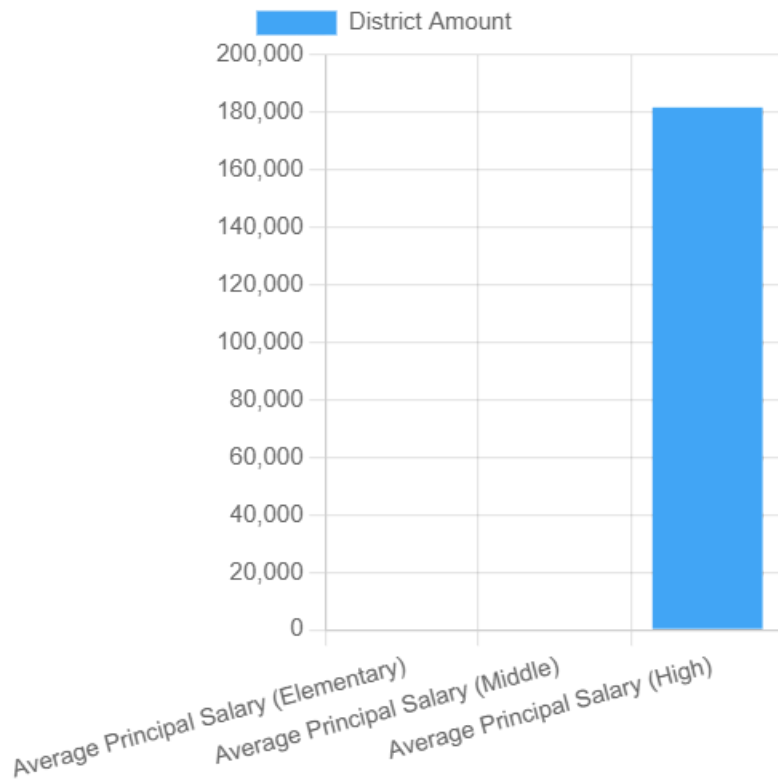
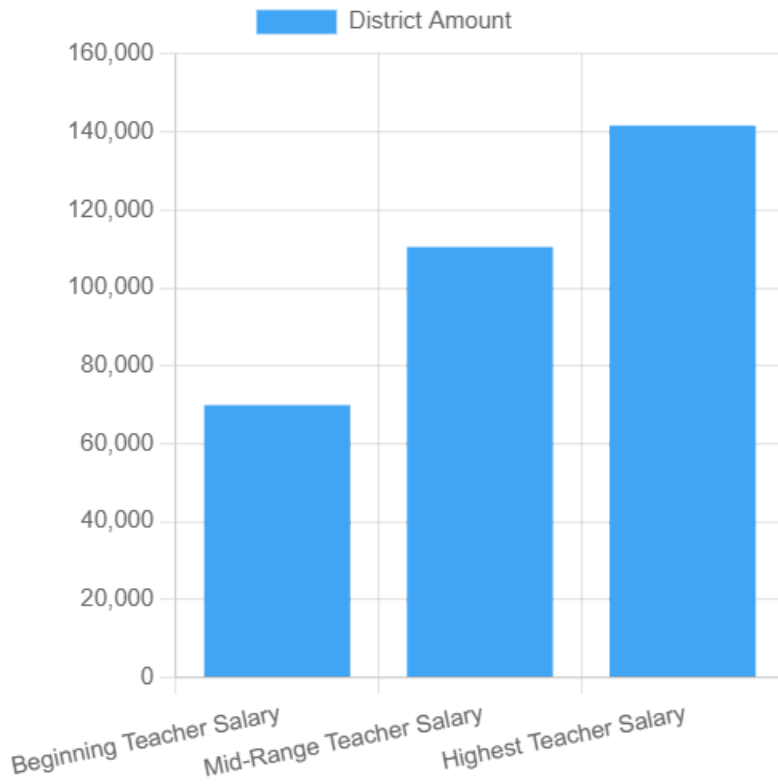
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$69900.00	\$67237.98
Mid-Range Teacher Salary	\$110474.00	\$106841.05
Highest Teacher Salary	\$141638.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$181735.00	\$193950.22
Superintendent Salary	\$329669.00	\$314303.88
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2024–25)

Percent of Students in AP Courses 12.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered*	6

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

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 2024-2025 Teaching and Learning Professional Development series was to provide professional learning, collaborative opportunities and instructional design planning, including strategies and techniques that effectively impact student outcomes. The new school year professional development started off with Dr. Genein Letford, on the 7 Gems of Intercultural Creativity, which included techniques, research and reflection related to movement and creativity (such as the arts) in learning.

Professional Development included, but was not limited to:

- **Features and techniques to support English language learners as adopted from Sheltered Instruction Observation Protocol (SIOP).**
- **Assessment and Data - Understanding CAASPP SBAC, CAASPP CAST, ELPAC and NWEA MAP assessments and data dives to inform instructional focus and student progress monitoring.**
- **Understanding the CA Dashboard Report, 5x5 grids and color status identification.**
- **Instructional Coaching for teachers (one-on-one) and ongoing as needed**
- **Scope and Sequence development.**
- **Lesson Design.**
- **Full-Day release for lesson planning and coaching for identified teachers and new teachers.**
- **Navigating adopted Curriculum materials and resources.**

- Defining and articulating clear student learning Objectives
- Accessing NWEA MAP scores and developing Data Walls
- Best Practices for Effective Teaching
- Classroom Visits accompanied to address glows and grows.
- Special Education - Understanding IEP's and implementing accommodations
- Review of LCAP Goals
- Techniques for Social Emotional Learning in the Classroom and self.
- Universal practices related to student attendance
- Project-Based Learning (designing and ideas aligned to the charter focus)
- English Language Learners - View EL, RFEP, LTEL, and STEL indicators and ELPAC Scores
- Various Workshops on topics such as Time Management and Organization for Teaching, Assessment Levels and Proctoring, and Project Based Learning on multiple sessions to cover all aspects of PBL
- Weekly virtual drop in learning opportunities for all educators

In addition to the 9 days of instruction, curriculum, assessment, and evaluation, the focus of the Wednesday Professional Development was informed by student achievement in English Learner Progress, Math and English. There was a very specific need related to designing learning that is grade-level and challenging for all students. This focus supports school wide goals of improving in English Language Arts, Mathematics and English Learner Progress. This includes being mindful and aware of the Student demographics and student needs, both academic and social-emotional wellbeing. Early in the year and periodically, students and the community were surveyed and Priority Areas for the classroom were identified that guide instructional practice. The school engaged in a variety of planning and learning topics during each Wednesday.

El desarrollo profesional se imparte en el transcurso de 9 días antes del inicio de la escuela como una semana de trabajo de desarrollo profesional de la Fundación. De los 9 días, hay 3 diseñados de la siguiente manera: 1 día para la preparación de la clase y la instrucción del comienzo del año, 1 día para la planificación de la instrucción al comienzo del año y 1 día al final del año para el desmontaje y el cierre. 6 días El enfoque está en el uso de datos para informar la instrucción en el aula. Además, se proporcionan cinco días completos de desarrollo profesional para los maestros durante el año escolar para participar en un mayor Desarrollo Profesional implementado por la Fundación. Los maestros tienen 3 horas semanales para colaborar como escuela en equipos de aprendizaje profesional enfocados en la revisión de la evaluación del trabajo de los estudiantes dados los resultados del desempeño de los estudiantes. Se proporciona desarrollo profesional adicional al equipo después del horario escolar, así como en el verano como entrenamiento instructivo e incorporación para nuevas contrataciones de maestros.

Todo el personal también debe realizar las Sesiones de Capacitación Obligatorias identificadas e impartidas por SafeSchools de CharterSafe, con el Departamento de Recursos Humanos de TFHE supervisando su finalización. Las sesiones incluyen la Capacitación para Denunciantes Obligatorios, la Capacitación sobre Patógenos Transmitidos por la Sangre, la Prevención del Abuso y la Negligencia Infantil, la Prevención del Acoso Sexual (de Personal a Personal y de Personal a

Estudiante), la Capacitación en Primeros Auxilios, la Capacitación en FERPA, la administración de NARCAN y otras capacitaciones urgentes de cumplimiento. La implementación de desarrollo profesional es obligatoria para todo el personal docente y administrativo, con énfasis en el uso continuo de los datos de rendimiento estudiantil para fundamentar temas de desarrollo profesional que aborden las necesidades de los estudiantes y la comunidad a la que sirve.

El programa semanal de desarrollo profesional de RCLA 2024-2025 se diseñó para brindar oportunidades de aprendizaje colaborativo y alineado con la misión a todo el personal durante el año académico. El programa incluye tiempo para reflexionar sobre las prácticas, analizar datos, incorporar talleres del Departamento de Enseñanza y Aprendizaje, y fomentar una cultura de comunidad entre el personal.

También se realizan sesiones de capacitación cruciales durante este período, incluyendo la seguridad de la naloxona, sesiones instructivas del MAP de TFHE y revisiones de datos a mitad de año; todo ello garantiza que el personal esté capacitado para apoyar el bienestar y el progreso académico de los estudiantes. El programa también incluyó tiempo para actividades de desarrollo comunitario, como actividades de trabajo en equipo y celebraciones escolares. En general, el ciclo semanal de desarrollo profesional de RCLA fortaleció los vínculos entre el personal y garantizó la coherencia en las áreas de contenido, lo que permitió que todo el personal se sintiera comprometido y asumiera la responsabilidad.

Medida	2023– 24	2024– 25	2025– 26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	9	9	9