

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *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 web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **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 refers to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

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	<a href="https://www.esuhsd.org">https://www.esuhsd.org</a>

**Table 2: School Contact Information (School Year 2021–2022)**

Entity	Contact Information
School Name	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	<a href="mailto:rpalomo@sjrcla.org">rpalomo@sjrcla.org</a>
Website	<a href="https://www.sjrcla.org">https://www.sjrcla.org</a>
County-District-School (CDS) Code	43 69427 0131995

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

### 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 predominantly 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.

**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 2020–2021)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Grade 9</b>	60

<b>Grade 10</b>	79
<b>Grade 11</b>	60
<b>Grade 12</b>	60
<b>Total Enrollment</b>	259

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	54.2%
<b>Male</b>	45.8%
<b>Non-Binary</b>	0.0%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	0.0%
<b>Black or African American</b>	0.0%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	97.68%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>Two or More Races</b>	0.0%
<b>White</b>	1.54%
<b>English Learners</b>	31.3%
<b>Foster Youth</b>	0.0%
<b>Homeless</b>	0.0%
<b>Migrant</b>	0.0%
<b>Socioeconomically Disadvantaged</b>	91.9%
<b>Students with Disabilities</b>	15.8%

## **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 2019–2020)**

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12	85.7%	-	-	-	-
<b>Intern Credential Holders Properly Assigned</b>	0	0	-	-	-	-
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	14.3%	-	-	-	-
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0%	-	-	-	-
<b>Unknown</b>	0	0%	-	-	-	-
<b>Total Teaching Positions</b>	14	100%	-	-	-	-

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 to 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: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

**Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)**

Indicator	Number
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

**Table 9: Class Assignments (School Year 2019–2020)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%

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

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

**Year and month in which the data were collected:** August 2021

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 RCLA has adopted the *Discovery Education California Aligned NGSS Science Techbook* for Biology, Chemistry, and Physics and *KENDALL HUNT Forensic Science for High School* and access to the supplemental material [Murder at Old Fields Forensics Science Lab online Activity](#). The Math Department at RCLA has adopted the *College Preparatory Mathematics* (CPM) curriculum and IXL supplemental materials, which aim to enhance conceptual understanding and promote mastery of math standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts:	<b>English 9</b> Springboard ELA & ELD Grade 9 SE	No	0%
	<b>English 10</b> Springboard ELA & ELD Grade 10 SE	No	
	<b>English 11</b> Springboard ELA & ELD Grade 11 SE	No	
	<b>English 12</b> Springboard ELA & ELD Grade 12 SE	Yes	
	<b>AP English Language</b> Everything's An Argument Selected non-fiction texts	Yes	



	<p><b><u>AP English Literature</u></b>  Perrine's Literature: Structure, Sound &amp; Sense (AP Edition)  Selected poems, short stories, novels, and plays</p>		
<p><b>Mathematics:</b></p>	<p><b>College Preparatory Mathematics (CPM) Curriculum:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Integrated Math 1</u></b> CORE CONNECTIONS INTEGRATED I</li> <li>• <b><u>Integrated Math 2</u></b> CORE CONNECTIONS INTEGRATED II</li> <li>• <b><u>Integrated Math 3</u></b> CORE CONNECTIONS INTEGRATED III</li> <li>• <b><u>Pre Calculus:</u></b> PRECALCULUS THIRD EDITION</li> <li>• <b><u>AP Calculus:</u></b> CPM CALCULUS Softbound copy (PDF)</li> </ul> <p><b><u>IXL digital curriculum, DESMOS, Quizizz</u></b></p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes</p>	<p>0%</p>
<p><b>Science:</b></p>	<p><b>Discovery Education California Aligned NGSS Science Techbook:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Biology</u></b> California the Living Earth</li> <li>• <b><u>Chemistry</u></b> California Chemistry in the Earth system</li> <li>• <b><u>Physics</u></b> California Physics of the Universe</li> </ul> <p><b><u>Forensics</u></b></p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>0%</p>

	<p>KENDALL HUNT Forensic Science for High School, 3rd Edition (class set, ebook per student, PDF)</p> <p><b>Supplemental:</b> <a href="#">Murder at Old Fields Forensics Science Lab online Activity</a></p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	
<b>History/Social Science:</b>	<p><b><u>World History</u></b> TCI - History Alive! World Connections</p> <p><b><u>AP World History</u></b> AMSCO - AP World History: Modern</p> <p><b><u>U.S. History</u></b> TCI - History Alive! Pursuing American Ideals</p> <p><b><u>AP U.S. History</u></b> AMSCO - AP United States History, 4th edition</p> <p><b><u>Government</u></b> TCI - Gov Alive! Power, Politics, and You</p> <p><b><u>AP Government</u></b> AMSCO - AP United States Government and Politics</p> <p><b><u>Economics</u></b> TCI - Econ Alive! The Power to Choose</p>	<p><b>No</b></p> <p><b>Yes</b></p> <p><b>No</b></p> <p><b>Yes</b></p> <p><b>No</b></p> <p><b>No</b></p> <p><b>Yes</b></p>	<b>0%</b>
<b>Foreign Language:</b>	<p><b>Spanish 1</b> Realidades 1 &amp; Selected non fiction and fiction readings</p> <p><b>Spanish 1 Native Speakers</b> Realidades 1 &amp; Selected non fiction and fiction readings</p> <p><b>Spanish 2</b> Realidades 2 &amp; Selected nonfiction and fiction readings</p>	<p><b>No</b></p> <p><b>No</b></p> <p><b>No</b></p>	<b>0%</b>

	<p><b>Spanish 2 Native Speakers</b> Realidades 2 &amp; Selected nonfiction and fiction readings</p> <p><b>Spanish 3</b> Lazarillo de Tormes Reader and Selected nonfiction and fiction readings</p> <p><b>AP Spanish Language and Culture</b> AP Spanish, Preparing for the Language and Culture Examination, Jose M. Diaz (Pearson) &amp; Selected Readings</p> <p><b>AP Spanish Literature and Culture</b> Azulejo. Anthology &amp; Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing) &amp; Selected Readings</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p>	
<b>Health:</b>	<p><b>Physical Education</b> Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0</p>	No	0%
<b>Visual/Performing Arts:</b>	<p><b>Drama</b> <i>Selected Monologues from:</i> American Theatre</p> <p>Book of Monologues for Men (Vol 1) by Stephanie Coen</p> <p>The Actor's Book of Contemporary Stage</p> <p>Monologues: More Than 150 Monologues from More Than 70 Playwrights by Nina Shengold</p> <p>American Theatre Book of Monologues for Women (Vol 2) by Stephanie Coen</p>	No	0%

	<p>American Theatre Book of Monologues for Men (Vol 1) by Stephanie Coen</p> <p>Actor's Choice: Monologues for Women by Erin Detrick</p> <p>Actor's Choice: Monologues for Men by Erin Detrick</p> <p>Speak the Speech!: Shakespeare's Monologues Illuminated by Rhona Silverbush and Sami Plotkin</p> <p><b><u>Visual Arts</u></b>  <i>Atlas of Human Anatomy for the Artist</i> by Stephen Peck  <i>Perspective Made Easy</i> by Robbie Lee</p> <p><b><u>Aztec Dancing:</u></b>  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.</p> <p><b><u>Digital Media:</u></b>  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.</p>	<p>No</p> <p>No</p>	
<p><b>Science Laboratory Equipment:</b></p>	<p>University grade science facilities (2) that include the following:</p> <ul style="list-style-type: none"> <li>● Lab grade work stations (16 stations per lab facility.</li> <li>● Beakers of all measurements</li> <li>● Measuring equipment for liquids and solids</li> <li>● Scales</li> </ul>	<p>No</p>	<p>0%</p>

	<ul style="list-style-type: none"> <li>● Magnifying devices</li> <li>● Microscopes</li> <li>● Sinks with running water</li> <li>● Hot plates/bunsen burners</li> <li>● Chemicals</li> <li>● Heat lamps</li> <li>● Fume hoods</li> <li>● Eye wash stations (1 per lab)</li> <li>● Emergency shower (1 per lab)</li> <li>● Goggles,</li> <li>● TV projection</li> <li>● Meter stickers</li> <li>● Straws, cups, tissue, scissors</li> <li>● Variety of experiment kits, including Ph testing kits</li> <li>● Syringes</li> <li>● A variety of writing utensils and Calculators</li> <li>● Petri dishes</li> <li>● Chemical grade lab coats and gloves</li> <li>● Balances</li> <li>● Digital multimeter</li> <li>● Periodic table posters</li> <li>● Variety of lab utensils/gear</li> <li>● First aid kits</li> <li>● Pipettes</li> <li>● DNA Replicator (PCR) Machine, Spectrophotometer, Transilluminator, Centrifuge, Micropipettes, Gel Electrophoresis Chambers</li> </ul>		
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**Table 11: 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 the auditorium/nutrition space with a state-of-the-art new kitchen.

**Table 12: 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:** August 2019

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

**Overall Facility Rate**

**Year and month of the most recent FIT report:** August 2019

**Table 13: 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE

criteria, or a combination of both, and they could only choose one of the following:

- o Smarter Balanced ELA and mathematics summative assessments;
  - o Other assessments meeting the SBE criteria; or
  - o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **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 14: 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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.



**Table 15: 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 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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 16: 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 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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 17: Local Assessment Test Results in ELA by Student Group**

Assessment Name(s): NWEA MAP

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	60	31	57.0%	43.0%	9.7%
Female	32	16	50.0%	50.0%	6.3%
Male	28	15	53.6%	46.4%	13.4%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	60	31	57%	43%	9.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners	-	-	-	-	-
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	-	-

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 18: Local Assessment Test Results in Mathematics by Student Group**

Assessment Name(s): NWEA MAP

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	60	33	55.0%	45.0%	6.1%
Female	32	18	56.3%	33.7%	0%
Male	28	15	53.6%	46.4%	13.3%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	60	33	55%	45%	6.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners	-	-	-	-	-
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	-	-

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019–2 020</b>	<b>School 2020–20 21</b>	<b>District 2019–20 20</b>	<b>District 2020–2 021</b>	<b>State 2019–20 20</b>	<b>State 2020–2 021</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 21: Career Technical Education Programs (School Year 2020–2021)**

Not Applicable (N/A).
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**Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)**

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	0.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	42.4%

### 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 24: California Physical Fitness Test Results (School Year 2020–2021)**

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## **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 25: Opportunities for Parental Involvement (School Year 2021–2022)**

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

**Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
<b>Dropout Rate</b>	25.4%	9.6%	13.6%	15.6%	14.5%	14.0%	9.0%	8.9%	9.4%
<b>Graduation Rate</b>	74.6%	90.4%	85.0%	77.5%	78.4%	77.2%	84.5%	84.2%	83.6%



**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2020–2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
<b>All Students</b>	60	51	85.0%
<b>Female</b>	22	20	90.9%
<b>Male</b>	38	31	81.6%
<b>Non-Binary</b>	0	0	0.0%
<b>American Indian or Alaska Native</b>	0	0	0.0%
<b>Asian</b>	0	0	0.0%
<b>Black or African American</b>	0	0	0.0%
<b>Filipino</b>	0	0	0.0%
<b>Hispanic or Latino</b>	59	50	84.7%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0%
<b>Two or More Races</b>	0	0	0.0%
<b>White</b>	0	0	0.0%
<b>English Learners</b>	21	17	81.0%
<b>Foster Youth</b>	0	0	0.0%
<b>Homeless</b>	0	0	0.0%
<b>Socioeconomically Disadvantaged</b>	53	45	84.9%
<b>Students Receiving Migrant Education Services</b>	0	0	0.0%
<b>Students with Disabilities</b>	-	-	-

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 28: Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	260	260	65	25.0%
<b>Female</b>	109	109	24	22.0%
<b>Male</b>	151	151	41	27.2%
<b>American Indian or Alaska Native</b>	0	0	0	0.0%
<b>Asian</b>	0	0	0	0.0%
<b>Black or African American</b>	0	0	0	0.0%
<b>Filipino</b>	0	0	0	0.0%
<b>Hispanic or Latino</b>	260	260	65	25.0%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0%
<b>Two or More Races</b>	0	0	0	0.0%
<b>White</b>	0	0	0	0.0%
<b>English Learners</b>	121	121	30	24.8%
<b>Foster Youth</b>	0	0	0	0.0%
<b>Homeless</b>	0	0	0	0.0%
<b>Socioeconomically Disadvantaged</b>	185	185	47	25.4%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0%
<b>Students with Disabilities</b>	42	42	9	21.4%

### **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 29: Suspensions and Expulsions**

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

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018–2 019	State 2020– 2021
<b>Suspensions</b>	0.3%	0.0%	3.6%	0.0%	3.5%	0.2%
<b>Expulsions</b>	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%

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 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
<b>Suspensions</b>	2.2%	3.0%	2.6%
<b>Expulsions</b>	0.0%	0.1%	0.1%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

**Table 31: Suspensions and Expulsions by Student Group**

(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.0%	0.0%
<b>Female</b>	0.0%	0.0%
<b>Male</b>	0.0%	0.0%
<b>Non-Binary</b>	0.0%	0.0%
<b>American Indian or Alaska Native</b>	0.0%	0.0%
<b>Asian</b>	0.0%	0.0%
<b>Black or African American</b>	0.0%	0.0%
<b>Filipino</b>	0.0%	0.0%
<b>Hispanic or Latino</b>	0.0%	0.0%
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%
<b>Two or More Races</b>	0.0%	0.0%
<b>White</b>	0.0%	0.0%
<b>English Learners</b>	0.0%	0.0%
<b>Foster Youth</b>	0.0%	0.0%
<b>Homeless</b>	0.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%

<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%
<b>Students with Disabilities</b>	0.0%	0.0%

**Table 32: School Safety Plan (School Year 2021–2022)**

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

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

**Table 35: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–2021)**

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 36: 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	-

<b>Mathematics</b>	22	7	5	-
<b>Science</b>	22	4	6	-
<b>Social Science</b>	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 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–2020)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	23	8	10	-
<b>Mathematics</b>	22	7	5	-
<b>Science</b>	22	4	6	-
<b>Social Science</b>	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 38: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–2021)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	22	7	11	-
<b>Mathematics</b>	24	4	7	-
<b>Science</b>	25	1	6	-
<b>Social Science</b>	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 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	250:1

\*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.

**Table 40: Student Support Services Staff (School Year 2020–2021)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.33
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	1.0
<b>Other</b>	3.0

\*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.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries  
(Fiscal Year 2019–2020)**

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 42: Types of Services Funded (Fiscal Year 2020–2021)**

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 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

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 44: Advanced Placement (AP) Courses (School Year 2020–2021)**

**Percent of Students in AP Courses: 56.0%**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	1
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	0
<b>Social Science</b>	3
<b>Total AP Courses Offered*</b>	6

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

**Table 45: Professional Development**

<b>Measure</b>	<b>2019–2020</b>	<b>2020–2021</b>	<b>2021–2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	9

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level 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 2020–2021)**

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

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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 2: LEA-Level 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 2020–2021)**

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

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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 3: LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s): NWEA MAP**  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>LEAwide</b>	60	31	57.0%	43.0%	9.7%
<b>Female</b>	32	16	50.0%	50.0%	6.3%
<b>Male</b>	28	15	53.6%	46.4%	13.4%
<b>American Indian or Alaska Native</b>	0	0	0.0%	0.0%	0.0%
<b>Asian</b>	0	0	0.0%	0.0%	0.0%
<b>Black or African American</b>	0	0	0.0%	0.0%	0.0%
<b>Filipino</b>	0	0	0.0%	0.0%	0.0%
<b>Hispanic or Latino</b>	60	31	57%	43%	9.7%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0%	0.0%	0.0%
<b>Two or More Races</b>	0	0	0.0%	0.0%	0.0%
<b>White</b>	0	0	0.0%	0.0%	0.0%
<b>English Learners</b>	-	-	-	-	-
<b>Foster Youth</b>	0	0	0.0%	0.0%	0.0%
<b>Homeless</b>	0	0	0.0%	0.0%	0.0%
<b>Military</b>	0	0	0.0%	0.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	-	-	-	-	-
<b>Students Receiving Migrant Education Services</b>	0	0	0.0%	0.0%	0.0%
<b>Students with Disabilities</b>	-	-	-	-	-

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

**Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): NWEA MAP**  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>LEAwide</b>	60	33	55.0%	45.0%	6.1%
<b>Female</b>	32	18	56.3%	33.7%	0%
<b>Male</b>	28	15	53.6%	46.4%	13.3%
<b>American Indian or Alaska Native</b>	0	0	0.0%	0.0%	0.0%
<b>Asian</b>	0	0	0.0%	0.0%	0.0%
<b>Black or African American</b>	0	0	0.0%	0.0%	0.0%
<b>Filipino</b>	0	0	0.0%	0.0%	0.0%
<b>Hispanic or Latino</b>	60	33	55%	45%	6.1%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0%	0.0%	0.0%
<b>Two or More Races</b>	0	0	0.0%	0.0%	0.0%
<b>White</b>	0	0	0.0%	0.0%	0.0%
<b>English Learners</b>	-	-	-	-	-
<b>Foster Youth</b>	0	0	0.0%	0.0%	0.0%
<b>Homeless</b>	0	0	0.0%	0.0%	0.0%
<b>Military</b>	0	0	0.0%	0.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	-	-	-	-	-
<b>Students Receiving Migrant Education Services</b>	0	0	0.0%	0.0%	0.0%
<b>Students with Disabilities</b>	-	-	-	-	-

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.