Roberto Cruz Leadership Academy
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Roberto Cruz Leadership Academy
Street	14271 Story Road
City, State, Zip	San Jose, Ca 95127
Phone Number	(408) 585-5023
Principal	Bettina M. Lopez
E-mail Address	blopez@tfhe.org
Web Site	www.sjrcla.org
CDS Code	43-69427-0131995

District Contact Information	
District Name	East Side Union High School District
Phone Number	408-347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhsd.org
Web Site	www.esuhsd.org

School Description and Mission Statement (School Year 2017-18)

Description

B. Roberto Cruz Leadership Academy (BRCLA), often referred as RCLA, is a small, personalized, college-prep charter high school that serves an urban, residential, low-income community in East San Jose, CA. It is managed by The Foundation for Hispanic Education and chartered by the East Side Union High School District. RCLA opened its doors for its inaugural school year on August 3rd, 2015, following a two-week Summer Bridge transition program for incoming 9th graders. The Summer Bridge transition program ran from July 6th through July 17th, 2015. The Summer Bridge program culminated with a grand ribbon cutting ceremony which was attended by BRCLA students and their families, community and educational leaders and the school's namesake's wife, Mrs. Roberto Cruz, is a community leader and founder of the National Hispanic University. RCLA currently serves about 250 ninth through eleventh graders in its 3rd inaugural year. BRCLA will add about 100 students each year until it reaches approximately 400 students in grades 9 through 12.

Population and Demographic Data

The schools' student enrollment is predominately Latino (97.9%) and 91.5% are or have been English Language Learners. RCLA serves a large, working-class immigrant community of Mexican-Americans, where 85.3% of our students are on free or reduced lunch. 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% received 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 the B. Roberto Cruz Leadership Academy (RCLA) is to empower students to become community leaders and socially conscious educators. RCLA sponsors a Teacher Club cohort that integrates technology, real-world projects, community values, bi-literacy, and an environment that promotes personalized learning where students access post-secondary educational opportunities. 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.

RCLA's location is uniquely situated to address a need in one of the most at-risk areas of the state that serves a disproportionate number of working poor families. RCLA's innovative strategies for delivering standards-based curriculum and teaching strategies ensure equitable opportunities for all of the students served and provides the greatest chance of success for the students in RCLA's community.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	95
Grade 10	95
Total Enrollment	190

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0
White	1.1
Two or More Races	0.5
Socioeconomically Disadvantaged	85.3
English Learners	41.1
Students with Disabilities	12.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	4	12	10	
Without Full Credential	2	1	4	
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments *	2	1	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 01/2017

RCLA is in its second year. The textbooks and instructional materials listed below reflect selections for the 9th & 10th grade courses. RCLA will add to this list on an annual basis as new grade levels are added to the school. All textbooks and instructional materials are Common Core aligned. Teachers and other instructional staff undergo training as provided by publishers in the implementation of the different textbook programs. Textbooks and instructional materials are chosen both from the State Board of Education adoption list and through internal processes.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Always Running Absolutely True Diary of a Part-Time Indian 12 Angry Men Animal Farm Joy Luck Club Fahrenheit 415 Edge, Publisher Hampton Brown	Yes	0
Mathematics	Common Core Math 1 Core-MVP © 2016 Grades 8-9 Common Core Math 2 Core-MVP © 2016 Grades 9-10 Common Core Math 3 Core-MVP © 2016 Grade 10	Yes	0
Science	Biology Miller & Levine 2010	Yes	0
History-Social Science	Occupied America: A History of Chicanos by Rodolfo Acuna	No	0
Foreign Language	Realidades 1 & 2 Publisher: Pearson Prentice Hall Mundo Twenty One Book by Fabian A. Samaniego Hampton-Brown Edge: Reading, Writing, & Language ©2014	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

RCLA is currently situated at 14271 Story Road in San Jose. It occupies approximately 42,000 SF in a class "A" educational facility. The lease also includes an athletic field, auditorium, common areas, nutrition space and parking.

Daily janitorial service is provided by on-site staff during the day and a 3rd party for evening and weekend service. Maintenance of major systems, such as fire protection, emergency generator, landscaping and HVAC, are provided by qualified vendors on a regular basis. Recent improvements include upgrades to our internet infrastructure, classroom cabling, flooring, new auditorium lighting and painting. We are also in the process of submitting our first Prop 39 Energy Expenditure plan for approval so we can begin a series of improvements to the building.

Due to ongoing construction in 2017-2018 RCLA is temporarily housed in modular spaces for both classroom and office use located at 14271 Story Road in San Jose, CA. Once construction is completed, RCLA will move into a new, state of the art, 2-story educational space containing 14 classrooms and 5 offices. Currently, RCLA is occupying 12 classroom/office spaces and making occasional use of LCPA's science labs. The modular classroom spaces have been improved with repairs to surrounding modular ramps, replacement of HVAC systems, preventative structural repairs, and new classroom furniture for over 250 students. RCLA continues to use the nutrition area and athletic field for their student needs.

Recent improvements to their spaces include new carpets, paint, upgraded electrical, new ramps and improved internet capacity. Additional site work is underway which will further enhance the educational experience for the students at Roberto Cruz Leadership Academy.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/2014				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.48
2015–16 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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31.8	15.9	23.9

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Poder de Los Padres is the RCLA (Roberto Cruz Leadership Academy) is a Parent Workshop monthly series, facilitated in Spanish, that is implemented in a four-year plan. It promotes parent engagement and involvement at the school site. The program series is offered monthly to inform parents how to navigate the school and to empower them to support the academic success of their students. Poder de Los Padres parents also support school events and academic milestones for students by coordinating and organizing parents to participate.

Parents are also involved in the shared governance of the school site through active participation in RCLA's School Site Council and RCLA's English Learner Advisory Committee. These school committees provide parent group recommendations toward the alignment of the school's instructional programs and federal funding. The school ELAC representatives also participate in the Foundation's DLAC committee in representation of RCLA.

In the 2017-2018 school year, an RCLA Parent Leadership Committee now assists the Principal in designing and implementing events that promote a positive school culture. Parents developed a timeline of activities such as academic recognition, college and career field trips, Jaguar Pride community events for implementation in the summer, breaks and within the school year. The RCLA Parent Leadership Committee also meets monthly with the Foundation for Hispanic Education's Executive Vice President and the RCLA Principal to support the school in its grade level expansion years.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions		3.8	4.2	3.5	3.8	4.0	3.8	3.7	3.6
Expulsions		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

RCLA shares the campus with another charter high school, Latino College Prep Academy. As such, RCLA shares a detailed, comprehensive Safety Plan with LCPA 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. In the 2017-2018 school year an RCLA School Culture team of teachers, staff, and 4 students per grade level received a training series of Restorative Justice practices for schools. 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					16	4	1		21	7	6	
Mathematics					16	5			19	7	3	
Science									19	7	3	
Social Science					18	6	2		19	8	2	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	190
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.333	N/A
Social Worker	1.0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist	.6	N/A
Other	1.0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	22266	5700	16566	63415
District	N/A	N/A	N/A	$87,300
Percent Difference: School Site and District	N/A	N/A		-31.7
State	N/A	N/A	$6,574	$82,770
Percent Difference: School Site and State	N/A	N/A	86.4	-26.5

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

Types of Services Funded (Fiscal Year 2016-17)

Roberto Cruz Leadership Academy opened to its first class of ninth graders in August 2015. As such, the school is not in PI status. RCLA recently went through an initial WASC visit and is awaiting feedback.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$54,131	$50,221
Mid-Range Teacher Salary	$88,881	$83,072
Highest Teacher Salary	$109,686	$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$128,094
Average Principal Salary (High)	$145,985	$146,114
Superintendent Salary	$273,721	$226,121
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	9.4

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The focus of the school's Professional Development was selected due to student achievement data results in Math and English. The school has focused on Literacy across the content areas based on the student performance data and student population demographics. Student and the community were surveyed and Priority Areas, TEN Priority Profile, for the classroom were identified that guide instructional practice. Inclusively, RCLA teachers implement the Growth Mindset and Gradual Release of Responsibility in lesson design.

Professional development is delivered five days prior to the beginning of school as a Foundation professional development work week, for all its charter schools. The focus is on the use of data to inform classroom instruction. Additionally, five full days of professional development are provided RCLA teachers during the school year to participate in further Foundation implemented Professional Development. RCLA teachers have 3 hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes. Additional professional development is provided to the RCLA team after school hours in Growth Mindset and Gradual Release of Responsibility throughout the year, as well as in the summer as an introduction professional development for new teacher hires at RCLA. RCLA Math teachers participate in summer professional development as part of the Math Initiative in team sessions where Literacy and Project-Based Lesson Design are implemented.

The implementation of professional development is supported by and for teachers through peer to peer instructional coaching, the use of student performance date as a review in teams, and in department focused working sessions.