

Roberto Cruz Leadership Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Roberto Cruz Leadership Academy
Street	14281 Story Road
City, State, Zip	San Jose, Ca 95127
Phone Number	(408) 585-5023
Principal	Claudia Moreno
Email Address	cmoreno@sjrcla.org
Website	www.sjrcla.org
County-District-School (CDS) Code	43-69427-0131995

Entity	Contact Information
District Name	B. Roberto Cruz Leadership Academy
Phone Number	408-347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	www.esuhsd.org

School Description and Mission Statement (School Year 2019-20)

Description

B. Roberto Cruz Leadership Academy (BRCLA), often referred to 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 three-week Summer Bridge transition program for incoming 9th graders. RCLA currently serves about 262 9-12th graders in its 4th inaugural year. 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.

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 through 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 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	70
Grade 10	61
Grade 11	80
Grade 12	59
Total Enrollment	270

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	98.1
White	0.7
Socioeconomically Disadvantaged	91.9
English Learners	39.3
Students with Disabilities	12.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	12	12	12
Without Full Credential	4	2	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 08/2019

RCLA adopted new curriculum for their English Language Arts courses as well as the Social Science Courses. Teachers attended trainings on the new curriculum over the summer. All textbooks and instructional materials are Common Core aligned.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>SpringBoard through CollegeBoard for all of our ELA classes. SpringBoard includes all novel excerpts required for the unit.</p> <p>9th Grade: SpringBoard Grade 9</p> <p>10th Grade: SpringBoard Grade 10</p> <p>11th Grade: SpringBoard Grade 11</p> <p>12th Grade: SpringBoard Grade 12</p>	Yes	0
Mathematics	<p>Common Core Math 1 Core-MVP © 2016 Grades 8-9</p> <p>Common Core Math 2 Core-MVP © 2016 Grades 9-10</p> <p>Common Core Math 3 Core-MVP © 2016 Grade 10</p> <p>Pre Calculus: Mathematics for Calculus "Precalculus: Mathematics for Calculus 7th ed" by James Stewart. CPM Precalculus Softbound copy (PDF)</p> <p>AP Calculus CPM: Calculus Version 1 access to the Teacher Editions online for CPM</p>	Yes	0
Science	Biology Miller & Levine 2010	Yes	0
History-Social Science	<p>History Alive! World Connections</p> <p>World History: Preparing for the Advanced Placement</p> <p>History Alive! Pursuing American Ideals</p>	Yes	0

	United States Government and Politics (AMSCO)		
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
Health	Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill	No	0
Visual and Performing Arts	Art I Cartooning the Head & Figure, Jack Hamm	No	0
Science Laboratory Equipment (grades 9-12)	All science equipment is updated on an as-needed basis. Supplies needed for labs purchased as labs occur.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

RCLA is situated at 14281 Story Road in San Jose, in a new, state of the art, 2-story educational space containing 14 classrooms and 5 offices. 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.

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

Year and month of the most recent FIT report: 07/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	16	30	59	59	50	50
Mathematics (grades 3-8 and 11)	9	10	38	39	38	39

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	73	94.81	5.19	30.14
Male	40	37	92.50	7.50	24.32
Female	37	36	97.30	2.70	36.11
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	74	70	94.59	5.41	30.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	69	67	97.10	2.90	31.34
English Learners	44	42	95.45	4.55	16.67
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	72	93.51	6.49	9.72
Male	40	37	92.50	7.50	5.41
Female	37	35	94.59	5.41	14.29
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	74	69	93.24	6.76	10.14
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	69	66	95.65	4.35	10.61
English Learners	44	41	93.18	6.82	7.32
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Participation (School Year 2018-19)

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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	24.2	7.6	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 the representation of RCLA. An RCLA Parent Leadership Committee 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.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	0.0	0.3	4.0	3.6	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

RCLA shares the campus with another charter high school, Latino College Prep Academy. As such, RCLA shares a detailed, comprehensive Safety Plan with LCPA, 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. The school safety plan was reviewed and discussed with the school faculty and student representatives on November 18, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	21	7	6		23	7	10		23	8	10	
Mathematics	19	7	3		21	7	4		22	7	5	
Science	19	7	3		24	2	4		22	4	6	
Social Science	19	8	2		25	1	8		22	6	8	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	270.0

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

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,425.00	\$1,444.00	\$15,981.00	\$66,524.00
District	N/A	N/A	N/A	\$88,797.00
Percent Difference - School Site and District	N/A	N/A		-28.7
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	72.2	-28.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Students at RCLA receive ELD support via a TOSA. Students also have an advisory program for an hour four days a week.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	3%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	27.4

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

In addition to the 9 full days on instruction, curriculum, assessment and evaluation, the focus of the school's Professional Development was selected due to student achievement data results in Math and English. The school has focused on Literacy across the content areas based on the student performance data and student population demographics. Student and the community were surveyed and Priority Areas, 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 for RCLA teachers during the school year to participate in further Foundation implemented Professional Development. RCLA teachers have 3 hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes. Additional professional development is provided to the RCLA team after school hours in Growth Mindset and Gradual Release of Responsibility throughout the year, as well as in the summer as an introduction professional development for new teacher hires at RCLA.

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