

**Roberto Cruz Leadership Academy
School Accountability Report Card
Reported Using Data from
the 2019 – 2020 School Year
Published During 2020 – 2021**

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) 585-5022
Principal	Roberto Palomo
Email Address	rpalomo@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-preparatory public charter high school that serves underrepresented students in East San Jose, CA. The primary tenets of RCLA are social responsibility, civic engagement, and service to the community. RCLA is committed to providing comprehensive learning experiences to students seeking to close the existing opportunity gap and achieve postsecondary success via a college-oriented curriculum. The B. Roberto Cruz Leadership Academy (RCLA) contributes positive change in East San Jose by providing young English Language Learners with a lifelong love of learning and developing poised and confident leaders who are committed to serving their community. By developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses, RCLA strives to provide students with the opportunities to apply their classroom learning to fieldwork experience. RCLA is managed by The Foundation for Hispanic Education (TFHE) and chartered by the East Side Union High School District (ESUHSD).

Population and Demographic Data

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

Mission and Vision

The mission of B. Roberto Cruz Academy (RCLA) is simple: RCLA's mission is "to identify, encourage, train and accelerate high school English language learners and put them on a pathway to become credentialed teachers and work with historically educationally underserved students." The pathway from RCLA to college to teacher credential is called the Maestros Accelerated Program (Maestros). Maestros at RCLA is a unique partnership with community colleges (i.e. San Jose Evergreen Community College District and Santa Clara University (CSU) to continue developing an educational pipeline to support and guide students into a teaching career. Key partners and collaborators instrumental in the success of and service to RCLA students include: Santa Clara County Office of Education, Alum Rock Counseling Center, the Santa Clara County Department of Public Health, Better 4 You Meals, Second Harvest Food Bank, The Health Trust, City National Bank, Jose Valdes Math Academy, and the California Interscholastic Federation.

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

Grade Level	Number of Students
Grade 9	70
Grade 10	59
Grade 11	53
Grade 12	71
Total Enrollment	258

Student Enrollment by Group (School Year 2019 – 2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	98.1%
White	0.8%
Socioeconomically Disadvantaged	80.2%
English Learners	46.7%
Students with Disabilities	12.0%
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	13	-
Without Full Credential	4	2	-	-
Teaching Outside Subject Area of Competence (with full credential)	-	-	-	-

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 – 2020)

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

The instructional materials that have been adopted at RCLA are aligned with State Standards (Common Core, Next generation, ELD, etc) and have been selected as they provide resources that support our English Language Learners. Most recently 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:	<p><u>English 9</u> Springboard ELA & ELD Grade 9 SE</p> <p><u>English 10</u> Springboard ELA & ELD Grade 10 SE</p> <p><u>English 11</u> Springboard ELA & ELD Grade 11 SE</p> <p><u>English 12</u> Springboard ELA & ELD Grade 12 SE</p> <p><u>AP English Language</u> Everything's An Argument Selected non-fiction texts</p> <p><u>AP English Literature</u> Perrine's Literature: Structure, Sound & Sense (AP Edition) Selected poems, short stories, novels, and plays</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes</p> <p>Yes</p>	<p>0%</p>
Mathematics:	<p>College Preparatory Mathematics (CPM) Curriculum:</p> <ul style="list-style-type: none"> • <u>Integrated Math 1</u> CORE CONNECTIONS INTEGRATED I • <u>Integrated Math 2</u> CORE CONNECTIONS INTEGRATED II • <u>Integrated Math 3</u> CORE CONNECTIONS INTEGRATED III • <u>Pre Calculus:</u> PRECALCULUS THIRD EDITION 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>0%</p>

	<ul style="list-style-type: none"> • <u>AP Calculus:</u> CPM CALCULUS Softbound copy (PDF) <p><u>IXL digital curriculum, DESMOS, Quizizz</u></p>	No	
		Yes	
Science:	<p>Discovery Education California Aligned NGSS Science Techbook:</p> <ul style="list-style-type: none"> • <u>Biology</u> California the Living Earth • <u>Chemistry</u> California Chemistry in the Earth system • <u>Physics</u> California Physics of the Universe <p><u>Forensics</u> KENDALL HUNT Forensic Science for High School, 3rd Edition (class set, ebook per student, PDF)</p> <p>Supplemental: Murder at Old Fields Forensics Science Lab online Activity</p>	Yes	0%
		Yes	
		Yes	
		Yes	
		Yes	
		Yes	
History/Social Science:	<p><u>World History</u> TCI - History Alive! World Connections</p> <p><u>AP World History</u> AMSCO - AP World History: Modern</p> <p><u>U.S. History</u> TCI - History Alive! Pursuing American Ideals</p> <p><u>AP U.S. History</u> AMSCO - AP United States History, 4th edition</p> <p><u>Government</u> TCI - Gov Alive! Power, Politics, and You</p> <p><u>AP Government</u> AMSCO - AP United States Government and Politics</p> <p><u>Economics</u> TCI - Econ Alive! The Power to Choose</p>	No	0%
		Yes	
		No	
		Yes	
		No	
		No	
		Yes	
Foreign Language:	Spanish 1		0%

	<p>Realidades 1 & Selected non fiction and fiction readings</p> <p>Spanish 1 Native Speakers Realidades 1 & Selected non fiction and fiction readings</p> <p>Spanish 2 Realidades 2 & Selected nonfiction and fiction readings</p> <p>Spanish 2 Native Speakers Realidades 2 & Selected nonfiction and fiction readings</p> <p>Spanish 3 Lazarillo de Tormes Reader and Selected nonfiction and fiction readings</p> <p>AP Spanish Language and Culture AP Spanish, Preparing for the Language and Culture Examination, Jose M. Diaz (Pearson) & Selected Readings</p> <p>AP Spanish Literature and Culture Azulejo. Anthology & Guide to the AP Spanish Literature and Culture Course. (Wayside Publishing) & Selected Readings</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>	
Health:	<p>Physical Education Glencoe Health, Mary H. Bronson, Ph.D, 2011 McGraw Hill, ISBN: 978-0-07-891328-0</p>	No	0%
Visual and Performing Arts:	<p><u>Drama</u> <i>Selected Monologues from: American Theatre</i></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> <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>	No	0%

	<p>Speak the Speech!: Shakespeare's Monologues Illuminated by Rhona Silverbush and Sami Plotkin</p> <p>Visual Arts <i>Atlas of Human Anatomy for the Artist</i> by Stephen Peck <i>Perspective Made Easy</i> by Robbie Lee</p> <p>Aztec Dancing: 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>Digital Media: 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>Science Laboratory Equipment:</p>	<p>University grade science facilities (2) that include the following:</p> <ul style="list-style-type: none"> • Lab grade work stations (16 stations per lab facility. • Beakers of all measurements • Measuring equipment for liquids and solids • Scales • Magnifying devices • Microscopes • Sinks with running water • Hot plates/bunsen burners • Chemicals • Heat lamps • Fume hoods • Eye wash stations (1 per lab) • Emergency shower (1 per lab) • Goggles, • TV projection • Meter sticks • Straws, cups, tissue, scissors • Variety of experiment kits, including Ph testing kits • Syringes • A variety of writing utensils and Calculators • Petri dishes • Chemical grade lab coats and gloves • Balances • Digital multimeter 	<p>No</p>	<p>0%</p>

	<ul style="list-style-type: none"> • Periodic table posters • Variety of lab utensils/gear • First aid kits • Pipettes • DNA Replicator (PCR) Machine, Spectrophotometer, Transilluminator, Centrifuge, Micropipettes, Gel Electrophoresis Chambers 		
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School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (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: 02/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Natural Gas Line, Mechanical/HVAC, Sewer	Excellent	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces, Classroom Cabinetry, Elevator	Excellent	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical Wiring, Breaker Box, Classroom Lighting	Excellent	
Restrooms/Fountains: Restrooms, Toilets, Urinals Sinks/Fountains, Backflow Preventer	Good	
Safety: Fire Safety, Fire Sprinkler, Hazardous Materials	Excellent	
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 grade eleven. All eligible students may participate in the administration of the CAAs.
- 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 Programs (School Year 2019-20)

No Career Technical Education (CTE) Programs were offered in the 2019 – 2020 academic year.

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	-

Measure	CTE Program Participation
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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	36.9%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	50.0%	10.6%	6.1%

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)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-18	School 2018-19	School 2019-20	District 2017-18	District 2018-19	District 2019-20	State 2017-18	State 2018-19	State 2019-20
Dropout Rate	N/A	25.3	9.5	17.8	15.6	14.5	9.5	9.0	8.9
Graduation Rate	N/A	74.6	90.4	75.7	77.5	78.4	83.0	84.5	84.3

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 2017-18	School 2018-19	School 2019-20	District 2017-18	District 2018-19	District 2019-20	State 2017-18	State 2018-19	State 2019-20
Suspensions	0.0	0.3	0.0	3.6	3.4	-	3.5	3.5	-
Expulsions	0.0	0.0	0.0	0.1	0.0	-	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.

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*	258.0

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

Student Support Services Staff (School Year 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)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019 – 2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,441.07	\$3,713.82	\$10,727.25	\$68,030.00
District	N/A	N/A	N/A	\$88,797.00
Percent Difference - School Site and District	N/A	N/A	N/A	-23.3
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 2019 – 2020)

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 2019 – 2020)

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)	-	-
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 2019 – 2020)

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 for the classroom were identified that guide instructional practice. Inclusively, RCLA teachers implement the Growth Mindset and Gradual Release of Responsibility in lesson design.

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

All staff are also expected to take Mandatory Training Sessions as identified and administered by CharterSafe's SafeSchools with TFHE's Department of Human Resources tracking completion. Sessions include Mandated Reporter Training, Bloodborne Pathogen Training, Child Abuse Neglect Prevention, Sexual Harassment Prevention (Staff to Staff and Staff to Student), First Aid Training, FERPA Training, and other pressing compliance trainings. The implementation of professional development is supported by and for teachers through peer to peer instructional coaching, the use of student performance data as a review in teams, and in department focused working sessions.