

Rise Kohyang Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 600 South La Fayette Park Pl.
Los Angeles, CA , 90057-3243

Principal: Kaitlin Allen, Principal

Phone: (323) 954-9957

Grade Span: K-5

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.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Kaitlin Allen, Principal

📍 Principal, Rise Kohyang Elementary

About Our School



Dear RKES Students and Families,

As your Principal, I am honored and humbled to have the opportunity to provide a high-quality educational experience for each of your children. I am excited to continue this journey with you, the journey toward fulfilling our vision: All RKES scholars will become leaders who act with integrity and champion equity to enrich our communities and the world.

To our parents, I thank you for entrusting the RKES team with your child, and I promise you that we will always have your child's best interest at heart. We commit to welcoming, affirming, and loving your child and providing them with the resources and support that they need to thrive academically, socially, and emotionally because together, we are setting the foundation for your child's later success in school and in life.

To our students, I am so excited to continue our adventure together and see the growth you will make over this school year. You'll make new friendships, build strong relationships with your new teacher, build your reading, mathematics, scientific, social-emotional and critical thinking skills. You are strong, intelligent, and capable. I'm so excited to see how you grow this year!

Again, it is my honor to serve as the Principal of RKES. I am committed to creating a space where all students will experience academic success, a safe and positive environment, joy, and validation so that they can grow into confident, courageous, and kind scholars who act with integrity and champion equity to enrich our communities and the world.

Sincerely,

Kaitlin Allen

Contact

Rise Kohyang Elementary
600 South La Fayette Park Pl.
Los Angeles, CA 90057-3243

Phone: [\(323\) 954-9957](tel:(323)954-9957)

Email: superintendent@lausd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2025–26)

School Name	Rise Kohyang Elementary
Street	600 South La Fayette Park Pl.
City, State, Zip	Los Angeles, CA , 90057-3243
Phone Number	(323) 954-9957
Principal	Kaitlin Allen, Principal
Email Address	kallen@brightstarschools.org
Website	http://www.brightstarschools.org/rkes
Grade Span	K-5
County-District-School (CDS) Code	19647330136994

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

We are a small school where every student is known, loved, and supported to thrive. We welcome students of all abilities to enroll in our high quality, joyful, and free public charter school. As a Bright Star School, RKES offers our students rigorous academics, inclusive education, social-emotional support, and rich life opportunities beyond the classroom. We have four core values:

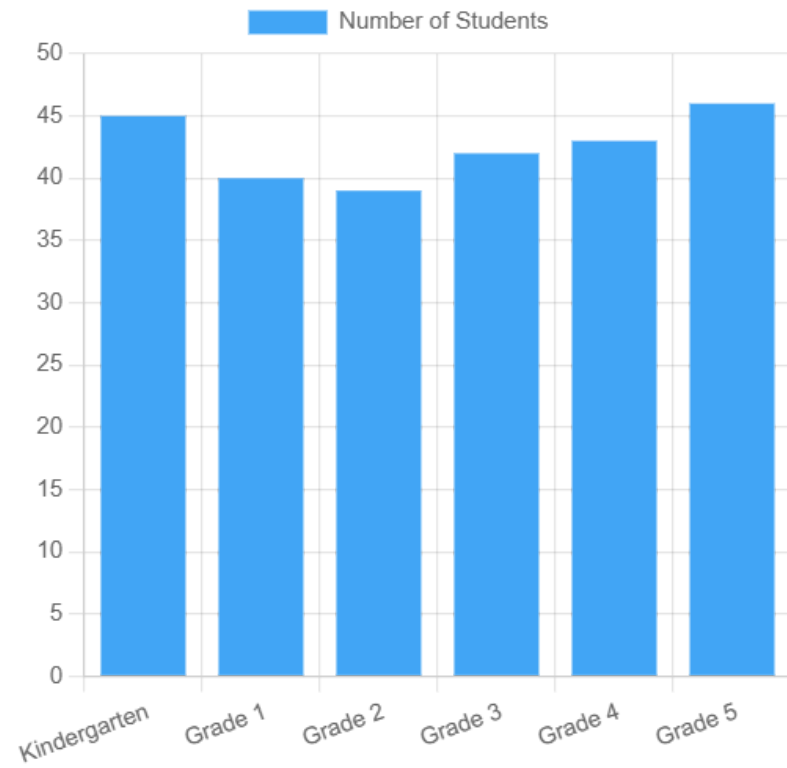
1. **Integridad**, which means we need to be the best versions of ourselves.
2. **Ubuntu**, which means our humanity is shared and we value kindness.
3. **Kohyang**, which means hometown and encourages us to build meaningful connections.
4. **Growth**, which means having a mindset that allows us to achieve excellence.

Our Vision: Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

Our Mission: At Bright Star Schools, our mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	40
Grade 2	39
Grade 3	42
Grade 4	43
Grade 5	46
Total Enrollment	255



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

Student Group	Percent of Total Enrollment
Female	47.48%
Male	52.52%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	11.50%
Black or African American	6.10%
Filipino	2.50%
Hispanic or Latino	77.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.10%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	38.10%
Foster Youth	0.40%
Homeless	5.80%
Migrant	0.00%
Socioeconomically Disadvantaged	88.80%
Students with Disabilities	17.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	52.38%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	18.86%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	28.57%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	5.20	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	88.89%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	11.11%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	9.00	100.00%	27077.80	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	89.99%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	10.01%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	9.90	100.00%	27031.10	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.90	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.90	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.50	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.50	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5%	0%	7.10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12%	0%	7.10%

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

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

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>RKES and Bright Star Schools uses EL Education as its primary Reading/Language Arts curriculum. EL Education is a highly-rated curriculum, and it meets expectations in all grade levels for Text Quality, Building Knowledge, and Usability.</p> <p>Each module (unit) in grades K-2 is comprised of two one-hour blocks of content-based literacy (Module Lessons and K-2 Labs) and the third hour of structured phonics (K-2 Reading Foundations Skills Block). Together, these three hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.</p> <p>EL Module: At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts throughout. Each module has a consistent structure of three units. In K-2, each unit includes one formal assessment.</p> <p>EL Module addresses all Common Core English Language Arts Standards, with the exception of the Reading:Foundational Skills standards, which are explicitly taught in EL Education's Skills Block.</p> <p>Here are the key components of EL Module:</p> <ul style="list-style-type: none"> Designed with the Characteristics of Primary Learners in Mind: Primary students have unique learning and social needs and our K-2 curriculum is designed based on the research of developmental psychologists and educators such as Lev Vygotsky, Maria Montessori and Jean Piaget. Emphasis on oral language development: Interactive, conversational immersion in oral language in the early years is critically important for children's literacy development. Module Lessons include an explicit focus on the Speaking and Listening standards and the Labs provide opportunities for students to use content and academic vocabulary to apply oral language skills. 	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> • Daily work with rich, complex text and volume of reading: The Module Lessons are built around close read-alouds of complex text. In addition, each day in the Labs begins with storytime--a read-aloud chosen for its relationship to the content or character focus of the Labs. This frequent work with rich text builds comprehension skills, broadens content knowledge, and develops academic vocabulary. • Regular engagement with songs and poems: Almost every day, K-2 students share songs and poems. These serve many functions: They give students cues about transitions from activity to activity, help build a positive classroom community, build fluency, give students opportunities to practice specific language standards, and give students a deep schema for rhythm and syntax. And, they are joyful. <p>Benchmark Advance: All students, grades TK-5, receive Benchmark Phonics, which offers a structured literacy approach with an emphasis on application of learning to reading and writing and unit topics designed for building vocabulary and content knowledge.</p> <p>All students, including students with IEPs and English learners, receive all components of EL Education as their primary Language Arts curriculum and Benchmark Phonics.</p> <p>Launch to Literacy: In addition to EL Education, English learners receive an additional block of Designated ELD class, using Data Works's Launch to Literacy Program. Launch to Literacy is a comprehensive English Language Development (ELD) program for English learners of any age who have little or no English proficiency or for native English speakers just learning to read. These learners are systematically taught how to read using the following elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Comprehension Skills, Writing, and Language Skills. The phonetic elements are integrated throughout the program.</p> <p>i-Ready: Finally, all students receive 30 minutes a day of i-Ready Personalized Instruction through the My Path curriculum.</p>	
Mathematics	<p>RKES and Bright Star Schools uses Bridges in Mathematics as its primary Mathematics curriculum for grades TK-4. Bridges is a highly-rated curriculum, and it meets expectations in all grade levels for Text Quality, Building Knowledge, and Usability.</p> <p>Bridges in Mathematics is a comprehensive PK-5 curriculum that equips teachers to fully address Common Core state standards in a rigorous, engaging, and accessible manner. Students gain a deep understanding of</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places and Number Corner.</p> <p>Our students in 5th grade engage in standards-based instruction through Illustrative Mathematics. This curriculum was adopted by RKES for 5th grade in 2025.</p> <p>i-Ready: Finally, all students receive 30 minutes a day of i-Ready Personalized Instruction through the My Path curriculum.</p>	
Science	<p>?Students in grades K-5 use Amplify Science, which blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists. This was adopted for K-5 in 2025.?</p>	0
History-Social Science	<p>EL Education formally teaches and assesses History and Social Studies standards, using the C3 Framework. At least two modules per year allow students to build important content knowledge based on a compelling topic related to social studies.</p> <p>We also use Studies Weekly to teach the California Social Studies standards.</p>	0
Foreign Language	<p>?Currently, students at RKES do not have explicit foreign language instruction, given the age of our students.?</p>	0
Health	<p>?Our 5th grade students receive health education from one of our community partners, Claris Health. They provide sexual and relational health education presentations, small group discussions, and mentoring opportunities that empower youth and young adults to critically navigate sexual decisions, healthy relationships, dating, and the media's influence. ?</p>	0
Visual and Performing Arts	<p>?RKES students have visual arts for one semester (approximately 60 minutes/week) and dance for two semesters (approximatoely 60 minutes/week). We use teacher-created materials, as well as P.S. Arts, all aligned</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
with California state standards.?		
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

RKES currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. RKES installed a new deck and indoor play space area for its students. All restrooms were upgraded along with the flooring and lighting in the building.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repaired plumbing to address clogging line issues
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Upgraded outdoor asphalt, repaving and striping to improve flow and safety

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	37%	29%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	29%	42%	32%	35%	35%	37%

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	136	99.27%	0.73%	28.68%
Female	59	59	100.00%	0.00%	33.90%
Male	78	77	98.72%	1.28%	24.68%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00%	0.00%	52.94%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00%	0.00%	23.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	0%	--
White	0	0	0%	0%	0%
English Learners	49	49	100.00%	0.00%	10.20%
Foster Youth	--	--	--	--	--
Homeless	--	--	100.00%	0%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	124	123	99.19%	0.81%	27.64%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	7.69%

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	136	99.27%	0.73%	41.91%
Female	59	59	100.00%	0.00%	38.98%
Male	78	77	98.72%	1.28%	44.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00%	0.00%	76.47%
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00%	0.00%	39.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	0%	--
White	0	0	0%	0%	0%
English Learners	49	49	100.00%	0.00%	32.65%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	124	123	99.19%	0.81%	43.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	0.00%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of

students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)		12.77%	21.89%	24.78%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96%	2.04%	14.58%
Female	14	14	100.00%	0.00%	7.14%
Male	35	34	97.14%	2.86%	17.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	41	40	97.56%	2.44%	17.50%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

- Annual Family Interviews: Welcome families to the new school year. Opportunity to build relationships amongst staff, students, and families. Allows teachers to learn about individual students and build relationships
- School Site Council and English Learner Advisory Committee
- College Knowledge Academy: Inform parents about the college-going process. An opportunity to start planning college choice and preparedness as a family. MS-Financial Planning and foundation of math
- Chat with Principal/Counselors: To provide parents an opportunity to communicate with the principal and counselors in a welcoming setting for comments and concerns.
- Suicide Prevention: Provide students and families with scientifically-sound information and resources to promote mental health and wellness.
- Sexual Health: Provide students and families with scientifically-sound information and resources to promote sexual health Education.
- Drug Awareness: Increase awareness of substance abuse and how to protect students from drugs.
- Testing: Opportunity for families to understand the different types of assessments that students take including i-Ready, ELPAC, CAASPP, SAT and ACT. More importantly to share resources and strategies to support their student's success.
- Family Conferences: At the end of each trimester to discuss individual student progress

State Priority: Pupil Engagement

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

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

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	323	303	61	20.1%
Female	158	143	25	17.5%
Male	165	160	36	22.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	5	13.5%
Black or African American	24	20	3	15.0%
Filipino	--	--	--	--
Hispanic or Latino	239	228	51	22.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	126	120	17	14.2%
Foster Youth	--	--	--	--
Homeless	18	17	3	17.6%
Socioeconomically Disadvantaged	285	272	58	21.3%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	55	20	36.4%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.48%	0.70%	0.62%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.62%	0.00%
Female	0.63%	0.00%
Male	0.61%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	4.17%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.56%	0.00%
Socioeconomically Disadvantaged	0.70%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	3.51%	0.00%

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

School Safety Plan (School Year 2025–26)

The Safe Schools Plan is renewed annually. RKES renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/5/25. The plan covers items such as the school site mission, the assessment of the school's current status, emergency response procedures, notifying teachers about dangerous pupils, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment (including both a physical and social climate project for the upcoming school year) and lastly covers Title IX.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	0	0
1	26.00	0	2	0
2	21.00	0	0	0
3	19.00	2	0	0
4		0	0	0
5		0	0	0
6		0	0	0
Other**		0	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	2	2	0
1	21.00	0	2	0
2	25.00	0	2	0
3	23.00	0	2	0
4	22.00	0	2	0
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		4	
1	20.00	3	3	
2	20.00	6		
3	21.00	2	2	
4	22.00		4	
5	23.00		4	

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	139

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	4.20

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24918.65	\$6783.99	\$18134.66	\$75204.64
District	N/A	N/A	\$12748.41	\$90557.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

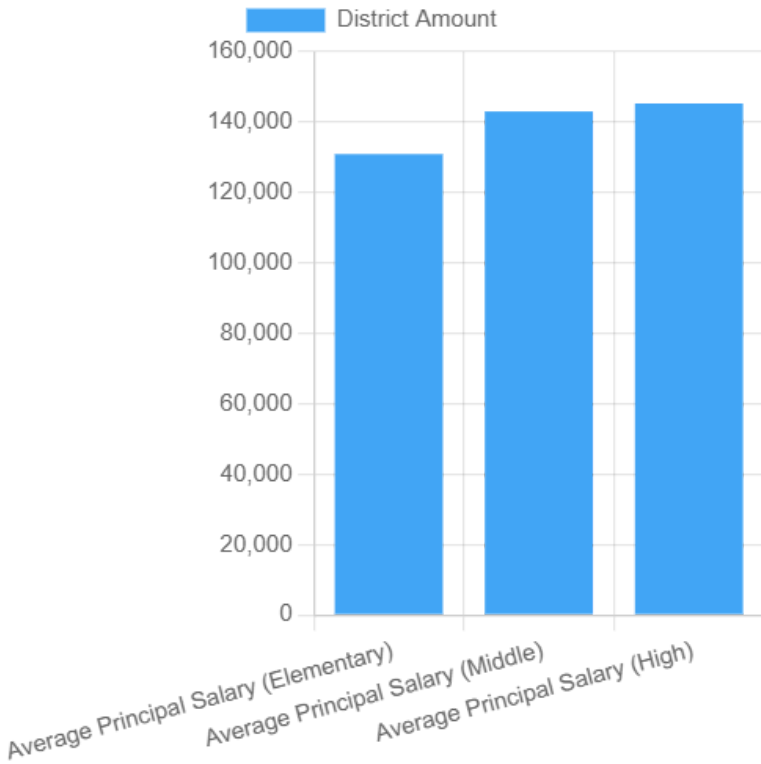
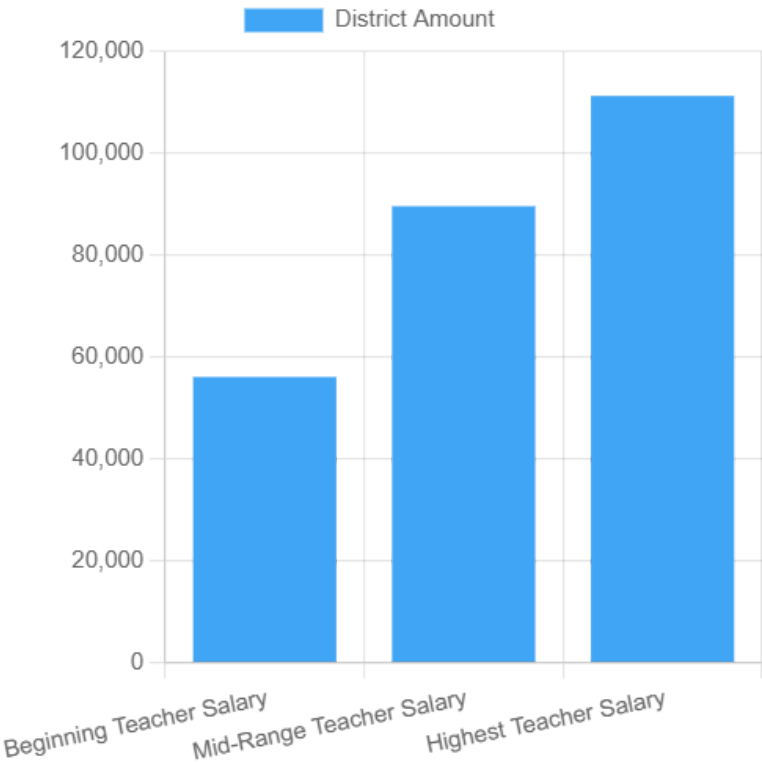
Types of Services Funded (Fiscal Year 2024–25)

- Grade-Level Inclusion Specialist Teachers (Resource Teachers): Our Inclusion Specialist Teachers (ISTs) support students and move up with them in grade levels.
- Counselors
- Free After-School Program to support working families
- Free instructional materials for all students

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	47	33	48