

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

Address:	111 South Madison Ave. Los Angeles, CA , 90004-6053	Principal:	Cynthia Trigueros, Principal
Phone:	(323) 954-9957	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Cynthia Trigueros, Principal

Principal, Rise Kohyang High

Contact

Rise Kohyang High
111 South Madison Ave.
Los Angeles, CA 90004-6053

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 High
Street	111 South Madison Ave.
City, State, Zip	Los Angeles, CA , 90004-6053
Phone Number	(323) 954-9957
Principal	Cynthia Trigueros, Principal
Email Address	ctrueros@brightstarschools.org
Website	http://brightstarschools.org/rkhs
Grade Span	9-12
County-District-School (CDS) Code	19647330133868

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

At Rise Kohyang High School, our mantra *aien aristueuin* or "Ever to Excel", translates to every aspect of our school life and culture. Our mission at RKHS is not only to prepare every student to meet the A-G four-year college requirements but to ensure that they are prepared to succeed in all their post-secondary opportunities. We passionately believe it is the job of our school to open as many doors as possible for our students. As such, our program includes high academic rigor coupled with high expectations, a true commitment to community, and a focus on the celebration of our diversity. In order to achieve our goals, we frame our mantra of high expectations with a focus on Social-Emotional Learning and Restorative Practices. As a pioneer in SEL schools, our school community practices mindfulness activities to enhance our focus and concentration throughout the course of the day, and specifically address the connection between mind and body through the innovative 21st Century Thinking Mindfulness Program.

A tremendously talented, dedicated and proven effective staff of teachers, counselors, and personnel work tirelessly to support this mission. We have built a fully comprehensive academic curriculum for our students. Part of our innovation is that all 9th graders take six A-G courses, providing them with more elective opportunities as upperclassmen.

Our Triton Family is dedicated to serving the whole student and providing a comprehensive four-year high school experience for all. We offer a full CIF Sports program that includes Soccer, Basketball, Volleyball, Cheer, Wrestling, Cross Country and Track and Field, Tennis, Baseball, Softball, Flag Football and E-Sports. The program continues to expand each year based on the interests of our students. We also have a vast array of clubs including Folklorico, music

society, car club, anime, basketball, boxing, cooking and Korean pop culture club. Triton students are tasked to become inspirational self-advocates and leaders. Our students have the opportunity to participate in student government through Leadership Committees to become inspirational leaders in our community through the partnerships with local organizations such as Big Citizens Hub. The variety in our program comes from our focus on student-centered, individualized education. Our students and stakeholders help us develop our program and, therefore, the program is fully inclusive with all students and families playing an important role in our success.

Our vision for RISE KOHYANG HIGH SCHOOL is to create a holistic and inclusive culture of success where all scholars are safe to persevere through challenges and demonstrate personal growth through collaboration, academic excellence and a devotion to community service. RKHS scholars will become lifelong learners who:

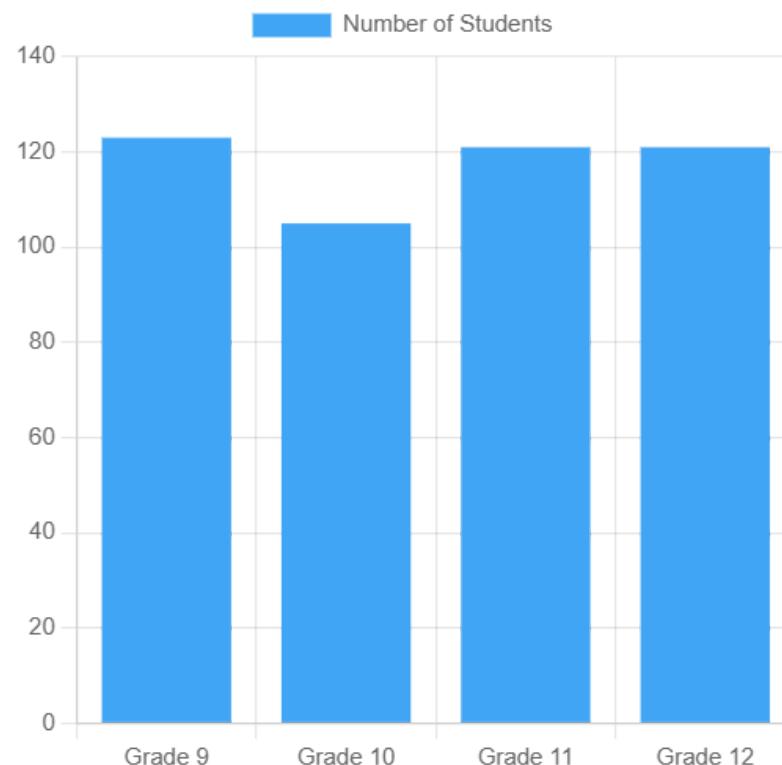
- Are empathetic self-advocates
- Celebrate diversity, and
- Are empowered to succeed in college and in life.

Our mission at RISE KOHYANG HIGH SCHOOL is to create a holistic educational experience by:

- Striving to establish mutually rewarding relationships through collaboration and social-emotional development,
- Building a framework for success through differentiated, engaging learning opportunities,
- Applying critical thinking and creative problem solving skills,
- Fostering partnerships with families to support the success of all scholars and
- Inspiring our scholars to identify and achieve their individual educational goals.

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

Grade Level	Number of Students
Grade 9	123
Grade 10	105
Grade 11	121
Grade 12	121
Total Enrollment	470



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

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	19.60%
Black or African American	4.00%
Filipino	2.30%
Hispanic or Latino	72.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	1.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.40%
Foster Youth	0.20%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	90.90%
Students with Disabilities	12.80%

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)	19.90	85.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.50	2.13%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	10.54%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.13%	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	23.40	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)	15.50	63.99%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	3.00	12.35%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	16.46%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	7.20%	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	24.30	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)	14.80	63.60%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	4.70	20.39%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	7.41%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	8.57%	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	23.30	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	1.00	3	1.00
Misassignments	1.40	1	0.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.40	4	1.70

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	0.50	1.7	2.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.50	1.7	2.00

Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5%	3.1%	12.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	9.40%

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: December 2025

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	English 9-11: SpringBoard, The College Board AP English Language & Composition (11th): The College Board , The Language of Composition, 2nd Ed. English 12 CP: Savvas myPerspectives Online Language Arts Curriculum Secondary English (pilot) HMH HMH Into Literature 6-12 English Language Arts Program (pilot upcoming) AP English Literature & Composition and ELA 12 Honors: The College Board ; Current Novel for AP English Lit and ELA 12 Honors: Lost in Yonkers ELD 1: Inside the USA: NatGeo / Cengage ELD 2: EDGE: Fundamentals: NatGeo / Cengage ELD Support: EDGE: Level A: NatGeo / Cengage	0
Mathematics	Algebra 1, Geometry, Algebra 2, Math Lab, Illustrative Mathematics , Kendall Hunt , AP Precalculus, The College Board , Math Medic AP Calculus AB, The College Board , Math Medic Data Science, Introduction to Data Science (IDS)	0
Science	Biology: Understanding for Life, Utah Genetics (online lab simulations) Chemistry: Gizmos , PhET Labs (online lab simulations) Chemistry Honors: OpenStax , PhET Labs (online lab simulations), pogil.org Environmental Science: Nourish the Future , CA Environmental Education Foundation , Exploring Conservation Science from San Diego Safari Park	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>Physics: OpenStax, PhET Labs (online lab simulations)</p> <p>AP Computer Science Principles: The College Board, Code.org</p> <p>AP Biology: The College Board, Gizmos, Utah Genetics (online lab simulations)</p> <p>AP Environmental Science: The College Board, Gizmos, Nourish the Future, Exploring Conservation Science from San Diego Safari Park</p> <p>AP Psychology: The College Board</p>	
History-Social Science	<p>Ethnic Studies: Thinking Nation</p> <p>AP World History: AP World History: Modern; The College Board; AMSCO Advanced Placement, Perfection Learning; Open Educational Resources</p> <p>Modern World History: Various teacher-created/modified resources & open educational resources</p> <p>AP US History: AP US History, The College Board; https://achieve.bfwpub.com/start America's History, Henretta, AMSCO Advanced Placement: United States History, https://achieve.bfwpub.com/start</p> <p>US Government: iCivics Resources</p> <p>AP US Government: AP Government, The College Board; AMSCO Advanced Placement: US Government and Politics, Perfection Learning, Heimler's History</p>	0
Foreign Language	<p>Spanish 1: Vista Higher Learning/Encuentros 1</p> <p>Spanish 2: Vista Higher Learning/Encuentros 2</p> <p>Spanish 3: Vista Higher Learning / Galeria 1 de lengua y cultura</p> <p>AP Spanish Language: Vista Higher Learning / Temas 2025</p>	0
Health		0
Visual and Performing Arts	Soundtrap Music Production	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
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

RKHS is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis.

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

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)	58%	63%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	29%	28%	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	116	115	99.14%	0.86%	63.48%
Female	57	57	100.00%	0.00%	64.91%
Male	59	58	98.31%	1.69%	62.07%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	25	25	100.00%	0.00%	64.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82%	1.18%	61.90%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	14	14	100.00%	0.00%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	--	0	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	109	108	99.08%	0.92%	62.97%

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: 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	116	115	99.14%	0.86%	27.83%
Female	57	57	100.00%	0.00%	28.07%
Male	59	58	98.31%	1.69%	27.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	25	25	100.00%	0.00%	60.00%
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82%	1.18%	19.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	109	108	99.08%	0.92%	25.93%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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)	38.71%	33.04%	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	113	112	99.12%	0.88%	33.04%
Female	47	46	97.87%	2.13%	21.74%
Male	66	66	100.00%	0.00%	40.91%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	28	27	96.43%	3.57%	48.14%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	79	100.00%	0.00%	29.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	107	106	99.07%	0.93%	32.07%

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.

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	98.13%

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
9	90.6%	89.4%	67.1%	89.4%	77.6%

Note: The administration 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)

At RKHS we pride ourselves in providing extensive family engagement opportunities. Parents have the ability to join organized parent groups/committee's such as the School Site Council and English Language Advisory Council, Korean Parent Association, and Community Schools Advisory Committee to learn more about the school as well as to provide feedback to what we do. Additionally, the school's administrative team, in conjunction with counseling team, puts together an array of parent education events and workshops, as follows:

- Back to School Night
- College Knowledge Academy
- Coffee with the Principals
- Coffee with the Counselors
- FAFSA Family Workshops
- Transition to College Family Workshop
- Suicide Prevention
- Teen Sexual Health
- Drug Awareness and Prevention

The school also provides avenues for families to inform themselves and communicate with the school as follows:

- Parent Newsletter
- Parent Square
- Student Led Conferences
- School Website
- School Social Media

State Priority: Pupil Engagement

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

- High school graduation rates;

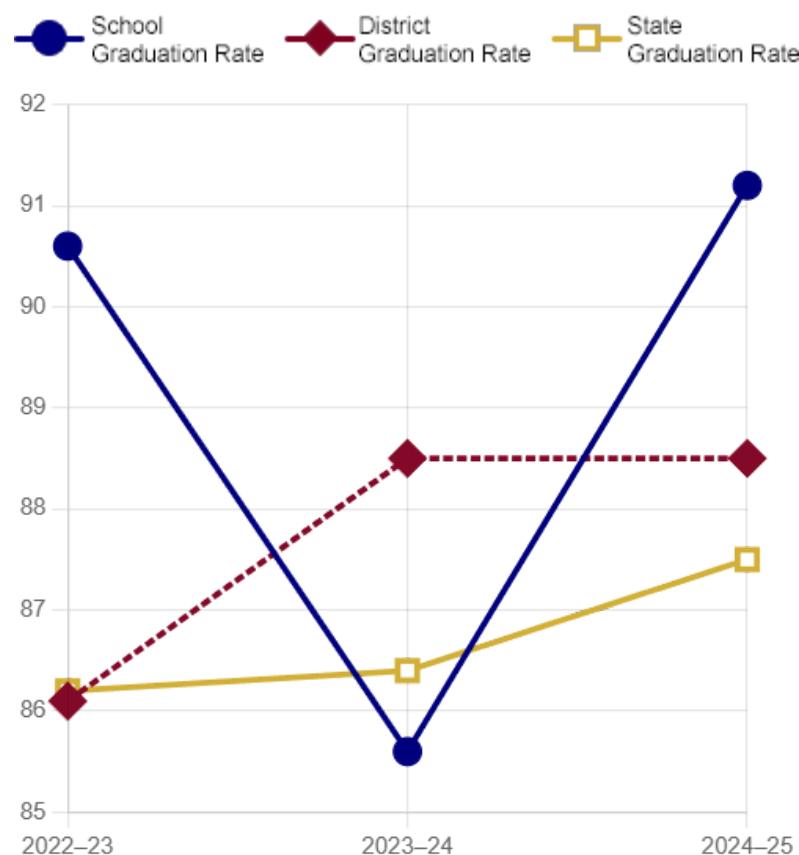
- High school dropout rates; and
- Chronic Absenteeism

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

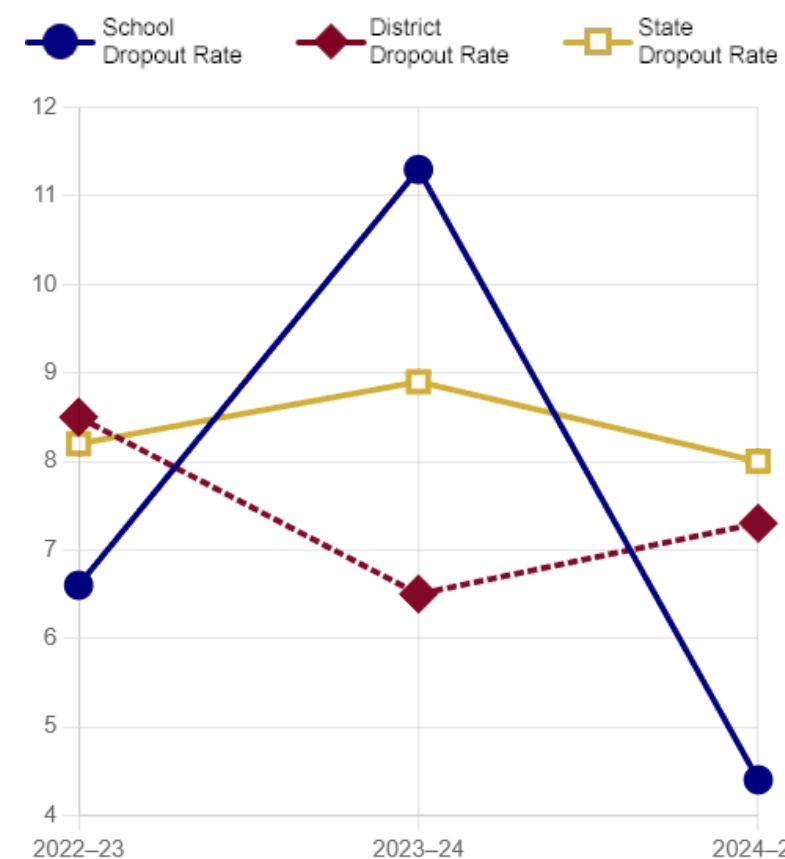
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	90.6%	85.6%	91.2%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	6.6%	11.3%	4.4%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024-25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	114	104	91.2%
Female	48	42	87.5%
Male	66	62	93.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	29	26	89.7%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	78	72	92.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	17	14	82.4%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	111	101	91.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	11	11	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

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

Student Group	Cumulative Enrollment	Chronic Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	472	119	25.2%
Female	225	222	60	27.0%
Male	255	250	59	23.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	93	27	29.0%
Black or African American	19	19	4	21.1%
Filipino	11	11	1	9.1%
Hispanic or Latino	346	340	83	24.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	65	65	21	32.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	438	433	116	26.8%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	61	15	24.6%

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	2.63%	1.55%	0.42%	0.55%	0.60%	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	0.42%	0.00%
Female	0.00%	0.00%
Male	0.78%	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	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.58%	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	1.54%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.23%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	1.64%	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. RKHS is scheduled to renew its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives in January 2025. 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 (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts	22.00	14	10	0
Mathematics	25.00	6	13	0
Science	27.00	2	12	0
Social Science	23.00	9	12	0

* 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.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts	22.00	11	12	1
Mathematics	24.00	7	13	
Science	27.00	4	12	
Social Science	23.00	11	9	2

* 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.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts	22.00	10	14	
Mathematics	23.00	11	6	2
Science	23.00	7	8	
Social Science	27.00	4	9	4

* 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 Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	117.5

* 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)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	0.60

* 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	\$20122.79	\$4249.49	\$15873.30	\$81052.85
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)

Rise Kohyang High School offers an extensive list of programs and services that support and assist students as follows:

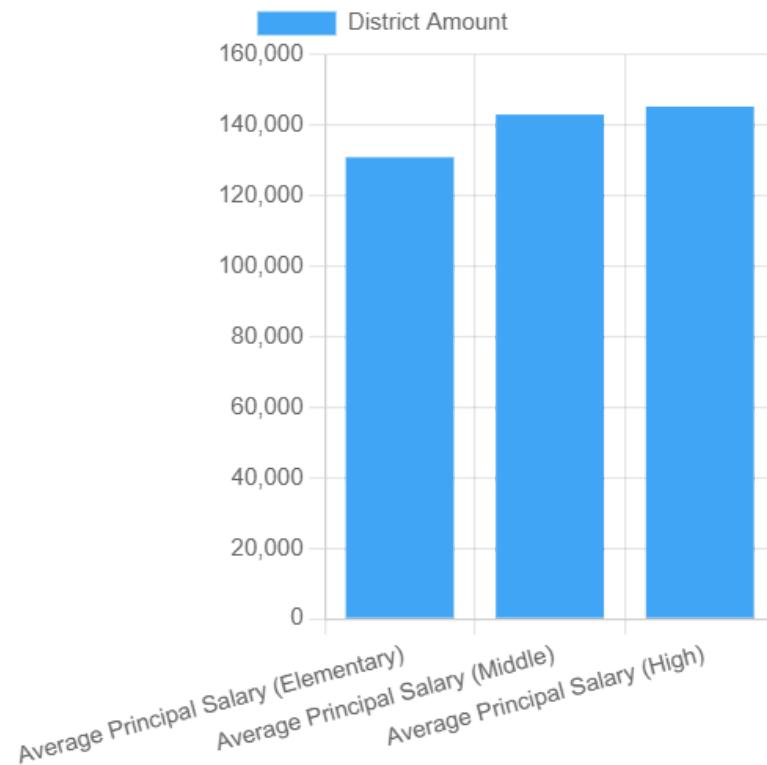
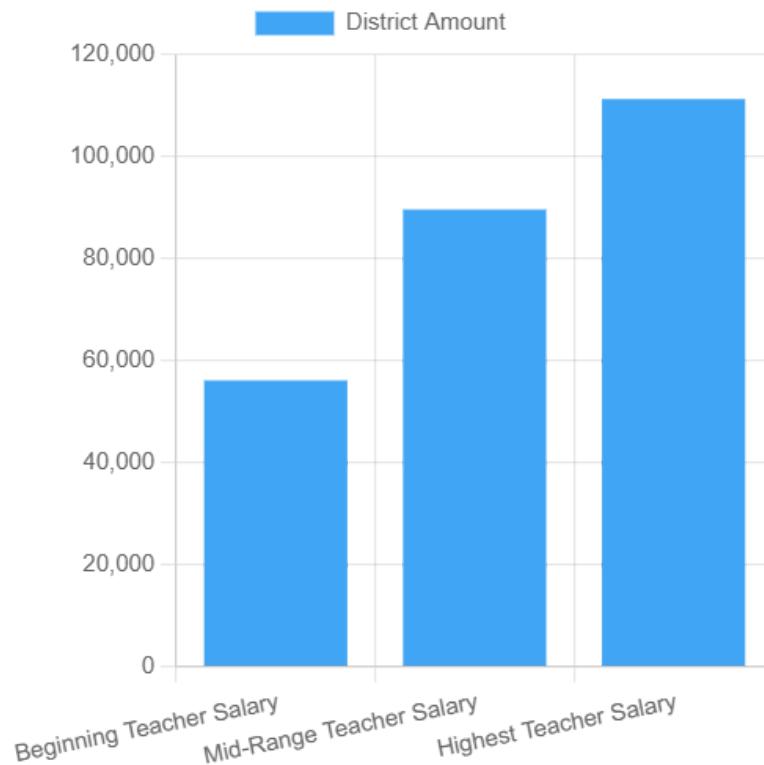
- Tutoring; 2x a week, embedded into our schedule and facilitated by credentialed teachers
- Small Group Instruction; groups of no more than 6 students working with a staff member trained in math, ELA and/or English Language Development supports
- Teacher Office Hours; offered 3x a week for students to check in with teachers, outside of tutoring hours, for additional support
- 2 fully equipped, state-of-the-art Science labs that allow students to experience hands-on, exploratory labs
- CIF Sports; offering 9 seasonal sports
- Full regulation Gymnasium and fully equipped Weight Room to support and strengthen our Athletic Department
- Clubs; 23 clubs offered weekly and facilitated by teachers and staff
- Art Room
- Music Lab where students play live music daily and produce beats using online software
- Restorative Practices Program; allows for students/staff to work on problems restoratively and effectively with the support of two full-time Deans
- Social Emotional Learning; Sown to Grow curriculum facilitated by all advisory teachers, focusing on student emotional development and growth
- On and Off-Campus Student Events and Activities to improve school culture and increase students' sense of belonging
- College Visits to introduce students to post HS education and opportunities
- Parent and Community Center

- Game Room; student and staff recreation before school and during recreational periods

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/>.



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses 39.8 %**

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	5
Science	4
Social Science	4
Total AP Courses Offered*	18

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	51	53	