Rise Kohyang Middle

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	600 South Lafayette Park Pl. Los Angeles, CA , 90057	**Principal:**	Ruth Kim, Principal
Phone:	(323) 954-9957	**Grade Span:**	6-8

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

Ruth Kim, Principal

📍 Principal, Rise Kohyang Middle

About Our School

Contact

Rise Kohyang Middle
600 South Lafayette Park Pl.
Los Angeles, CA 90057

Phone: (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 Middle
Street	600 South Lafayette Park Pl.
City, State, Zip	Los Angeles, CA , 90057
Phone Number	(323) 954-9957
Principal	Ruth Kim, Principal
Email Address	rkim@brightstarschools.org
Website	http://www.brightstarschools.org/rkms
Grade Span	6-8
County-District-School (CDS) Code	19647330124222

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

RKMS Vision

R – Reciprocate. Give back.

I – Initiate and Innovate. Change starts with you.

S – Steward. Be an advocate for change.

E - Elevate through Education.

Core Values

Advocacy is a core value we instill in our students based on RKMS' Mission and Vision. Students demonstrate this value per grade level Student-Led Conferences where they show

6th - Advocacy of Self

7th - Advocacy of School

8th - Advocacy of Community

Our culture of high expectations emphasizes character development and strong values; this is called our PREP system at RKMS. Students must be Prepared, Respectful, Engaged and Professional. We track this on our Dean's List Program.

Our high standards of accountability ask the entire school community to strive for our shared success. One way we do this is by avoiding "social promotion" of our students before they meet grade level standards. Our openness to continuous improvement creates an atmosphere comfortable with change. We constantly evaluate and improve our curriculum and experiences.

The goal of Bright Star Schools is to create a culture of professionalism and success for all students, teachers and staff. All individuals on campus are expected to hold themselves to high standards of conduct and professionalism. We strive for mutual respect and admiration between students and adults.

The following expectations are to be upheld on every Bright Star Campus in and out of the classroom:
Bright Star students will be PREPARED in arriving to school and to class.
Bright Star students will be RESPECTFUL to peers and adults on campus.
Bright Star students will be actively ENGAGED learners.
Bright Star students will be PROFESSIONAL in wearing the uniform and being prepared for class.

Any student who exhibits an unwillingness to comply with these expectations will be referred to the Principal or Dean of Student Culture for appropriate interventions and disciplinary actions, which may include detention, parent conferences and Restorative Circles.
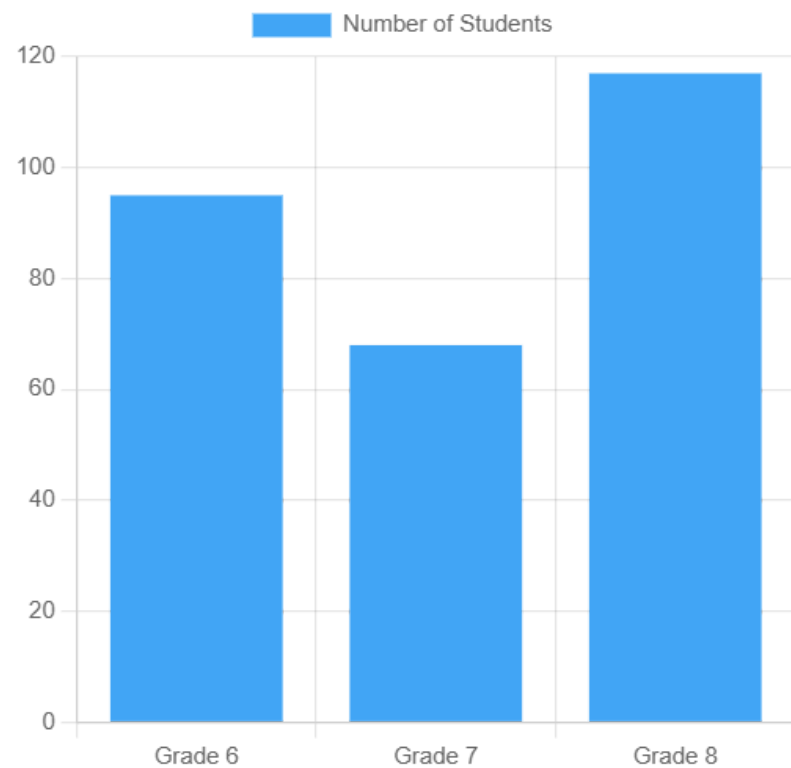
Middle School Values

6th Advocacy of Self * Conscientiousness – We agree to a strict moral code in which honesty, above all, is respected. We value accountability, personal responsibility, and learning from our mistakes. We understand that we must take care of ourselves before we can take care of others.

7th Advocacy of School * Compassion – We learn that taking care of others (family, friends/peers, classmates, our school, local and global communities) is the noblest thing we can do. We learn to work as teammates, focusing on cooperative efforts by the members of a group or team to achieve a common goal.

8th Advocacy of Community * Creativity – We brainstorm new solutions to old problems by thinking "outside of the box." We express ourselves in unique written, oral, and artistic ways.

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

Grade Level	Number of Students
Grade 6	95
Grade 7	68
Grade 8	117
Total Enrollment	280

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

Student Group	Percent of Total Enrollment
Female	48.21%
Male	51.79%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	13.20%
Black or African American	5.00%
Filipino	0.40%
Hispanic or Latino	79.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	24.30%
Foster Youth	0.40%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disavantaged	93.90%
Students with Disabilities	16.10%

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)	11.90	70.57%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	5.89%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	23.54%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	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	16.90	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)	13.00	81.25%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	6.25%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.25%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.25%	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	16.00	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)	13.00	69.67%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	10.72%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	3.54%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	16.08%	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	18.60	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	0.60
Misassignments	4.00	1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	4.00	1	0.60

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	0.00	1	3.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	1	3.00

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)	23.1%	6.5%	0.00%
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%	0.00%

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: 2024

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	EL Education - novel-based curriculum covering 2-3 novels per grade level i-Ready - independent online program to support ELA growth	0
Mathematics	Illustrative Math i-Ready - independent online program to support math growth	0
Science	Amplify Curriculum	0
History-Social Science	Achievement First	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
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

RKMS is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. RKMS repaved its asphalt to improve flow and safety, added PE line markers to support structured outdoor activities, and installed walking paths to increase pedestrian safety. RKES removed a parking space that blocked access to the trash bins ensuring consistent trash pickup, and upgraded its main office to create a single, secure access point to strengthen visitor management and operations.

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	Repaired roof to address leaks from ceiling
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

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)	44%	49%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	24%	33%	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	272	260	95.59%	4.41%	49.42%
Female	127	118	92.91%	7.09%	55.08%
Male	145	142	97.93%	2.07%	44.69%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	35	94.59%	5.41%	71.43%
Black or African American	14	13	92.86%	7.14%	38.46%
Filipino	--	--	--	--	--
Hispanic or Latino	213	208	97.65%	2.35%	45.89%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	49	41	83.67%	16.33%	2.44%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	256	247	96.48%	3.52%	48.37%

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	44	44	100.00%	0.00%	20.45%

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	272	267	98.16%	1.84%	32.58%
Female	127	124	97.64%	2.36%	37.90%
Male	145	143	98.62%	1.38%	27.97%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	36	97.30%	2.70%	72.22%
Black or African American	14	14	100.00%	0.00%	21.43%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	213	209	98.12%	1.88%	26.31%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	49	48	97.96%	2.04%	14.58%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	256	253	98.83%	1.17%	31.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	44	100.00%	0.00%	11.37%

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)	23.62%	37.03%	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	110	108	98.18%	1.82%	37.03%
Female	50	50	100.00%	0.00%	42.00%
Male	60	58	96.67%	3.33%	32.76%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	15	15	100.00%	0.00%	73.33%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	88	86	97.73%	2.27%	33.72%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	16	16	100.00%	0.00%	6.25%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	107	105	98.13%	1.87%	36.19%

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	15	15	100.00%	0.00%	26.67%

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
7	98.5%	98.5%	98.5%	98.5%	98.5%

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)

Back to School Night: Welcome families to the new school year. Opportunity to build relationships amongst staff, students, and families.

School Site Council, English Learner Advisory Committee; Community Schools Advisory Council

Parenting Partners: Parenting Partners™ workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. If schools are trained in Parenting partners and have the materials, continue to host once a year. If they don't have it, then creating a workshop series that deals with Positive Parenting MS- 1-2 sessions on Positive Parenting (Communication / Discipline / Boundaries)

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 NWEA, ELPAC, and CAASPP,. More importantly to share resources and strategies to support their student's success.

Transition Topics: Support students and families at the end of their journey in a school for the next journey in their life. MS- Transition to High School

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	298	292	60	20.5%
Female	144	141	30	21.3%
Male	154	151	30	19.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	4	10.0%
Black or African American	17	15	7	46.7%
Filipino	--	--	--	--
Hispanic or Latino	231	230	46	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	72	72	15	20.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	282	276	56	20.3%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	47	11	23.4%

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	2.70%	3.50%	0.34%	0.55%	0.60%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	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	0.34%	0.00%
Female	0.69%	0.00%
Male	0.00%	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	0.43%	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	0.00%	0.00%
Socioeconomically Disadvantaged	0.35%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	0.00%	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. RKMS renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 11/19/25. 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	0.00	0	0	0
1			0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	26.00	0	16	0
Other**	0.00	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				
1				
2				
3				
4				
5				
6	14.00	22		
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				
1				
2				
3				
4				
5				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	28.00	4	16	2
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 (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	25.00	2	10	2
Mathematics	28.00	0	12	0
Science	28.00	0	12	0
Social Science	28.00	0	11	1

* 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	20.00	10	6	2
Mathematics	25.00	4	4	2
Science	25.00	4	7	1
Social Science	25.00	4	6	1

* 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	30.00		11	2
Mathematics	32.00		8	6
Science	31.00		6	3
Social Science	31.00		7	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.

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

Title	Ratio
Pupils to Academic Counselor*	140

* 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	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	2.20

* 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	$25196.78	$9200.30	$15996.48	$77055.05
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)

Inclusion Specialist Teachers (Resource Teachers): Our Inclusion Specialist Teachers (ISTs) support students and move up with them in grade levels. Our current IST-to-student ratio is 1: 25.

Grade-Level Counselors: We also have two counselors who move with students as they go through RKMS. The counselors have a caseload of 1:150, which is much lower than many schools.

Life Experience Lessons: At RKMS, we believe that learning happens both inside and outside the classroom. We have field trips throughout the year to colleges, museums, and other local attractions. We also plan overnight Life Experience Lessons (LELs) that have included camping, Catalina Island, San Francisco, Zion Canyon, and Alaska. We know that not all students have access to these experiences, and we do our best to provide these opportunities to our students.
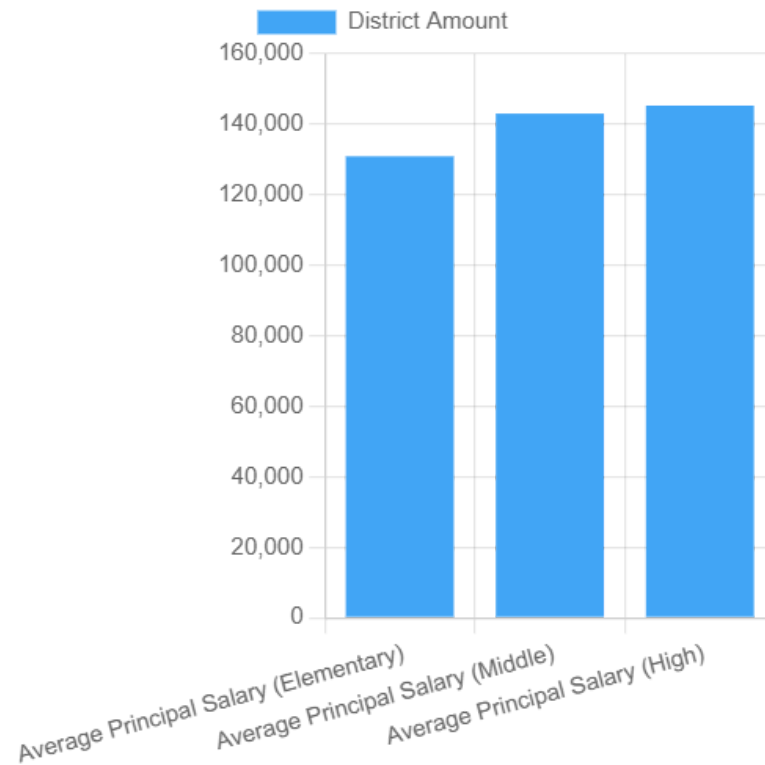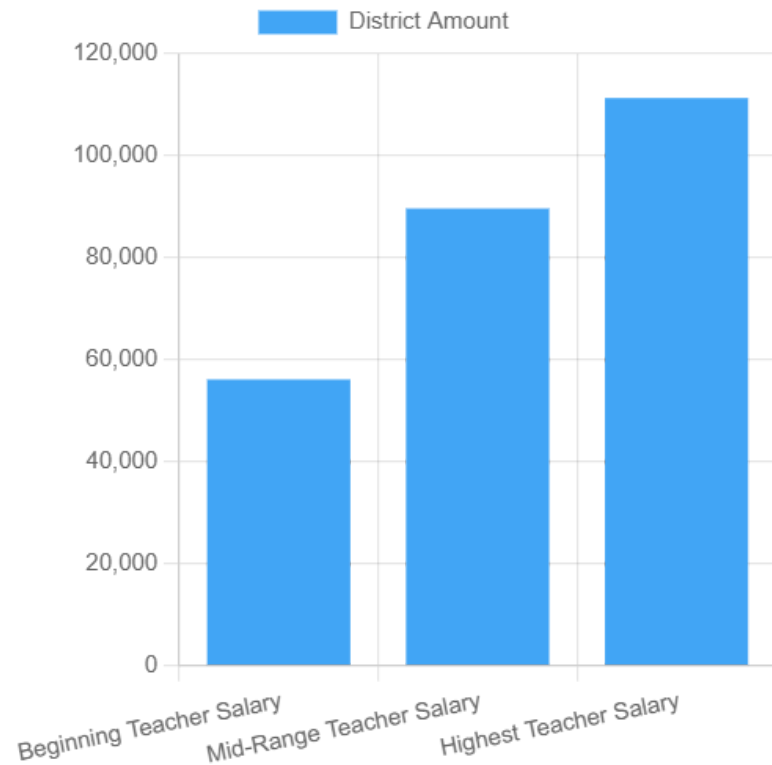
LEL Outcomes: Students will experience life, people, and places outside of LA. Students will have an opportunity to connect with both students and staff members, developing deeper connections. Students will have a better understanding of the requirements Colleges/Universities have for enrolling in their programs. Students will push themselves physically and mentally, gaining confidence in themselves as well as motivating others.

Honors: Our ELA and Math classes offer honors courses that provide students access to a more rigorous curriculum, with 8th graders being able to complete Algebra by the time they graduate with us. This year, all of our 6th and 7th graders are enrolled in a double-block accelerated block to prepare them to be in Algebra by 8th grade.

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

Restorative Practices/Culture PD: This PD series is created and delivered by our Senior Director of Culture and Dean of Restorative Practices to provide direct support for teachers implementing restorative practices in their classrooms. The PDs this year have covered understanding conflict, realigning with DeansList, and data analysis on our interventions and positive points in DeansList. It will be ongoing to ensure that we address relevant behavior and trends based on student and staff needs and feedback.

Operations PD: School safety is extremely important to us here on campus and also to our families. When we survey our families, 26% of respondents say they worry about violence sometimes, frequently, or almost always. We want to be best prepared for all situations and lockdown is one of them. We recently started a partnership with Joffe to provide training to our staff. We had our first active assailant training with them in January after they completed an assessment of our campus. Prior to that, our Senior Dean of Operations presented to both students and staff about emergency preparedness and drills. We regularly practice, time, and gather feedback on what we can do to improve.

i-Ready PD: Delivered by i-Ready to help staff utilize all the features effectively.

Cadre PD: Several times each school year, there is opportunity for Cadre PD which is facilitated by our cadre leaders per content. This allows teachers to come together with other teachers in the organization who teach the same content and grade levels. This is an opportunity for conversation and collaboration across campuses. This additional time provides support and connection between teachers who teach the same content.

Coaching: All teachers receive coaching through a school-site-based coach. This allows us to keep track of their progress and grow them as educators. We use focused Danielson Critical Attributes to assess during observations.

Culture and Faculty PLCs: We have weekly staff meetings to deliver PD around instruction and culture. This cadence allows us to respond to the direct needs and trends noticed in coaching.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	21	30	38