

# Escuela Popular Accelerated Family Learning

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Patricia Reguerin

Principal, Escuela Popular Accelerated Family Learning

#### About Our School

##### Message from K-8 Principal

Dear Dual-Language Academy Students and Families,

We welcome you to the 2017-18 school year. This year we are looking at continuing our clustering of TK-8th grade classes. This means that the Academy will be divided into the following clusters: TK-2nd, 3rd-5th, and 6th-8th.

Together we will continue to develop relationships and practices that will assure every student feels safe, respected, and loved. We also want to continue our focus on making academic progress aligned with California's Common Core Standards.

The school's expectations are: 1) Be in your school seat at 8:15, 2) Follow school dress code, 3) Respect yourself and others. Please support us by reviewing these expectations with your students daily.

Please know that if you have a success, question, concern, or comment you can reach us by calling the school's office or by email. Please feel free to approach us on campus if needed.

Please know that all families are valued and your participation is an integral part of your child's education. With your support we know that we will have an outstanding school year!

Your Principal and Assistant Principal,

Velasquez-Melvin@escuelapopular.org

Alvarez-laura@escuelapopular.org

Office: (408) 275-7190

##### Message from 9-12 Principal

July 20th, 2017

Dear Families,

I am happy to welcome you all back to the new 2017-2018 school year! We hope to have a productive partnership with you to ensure that our children can reach their highest potential. We recognize that to be successful in school, our children need support from both home and school. We know that a strong relationship with you will make a big difference in your child's education. We ask that you guide and support your child's learning by ensuring that your child follows the steps below:

- 1) Attend school daily and arrive on time. School starts at 8:00 AM daily.
- 2) Complete all assignments assigned by teachers.
- 3) Read every day to develop a love of reading and to improve literacy skills.
- 4) Share with you his/her school experiences so that you are aware of school life.
- 5) Inform you if he/she needs additional support in any area or topic.
- 6) Leave cell phones in his/her backpack and in silent mode.

The first day of school is Monday, August 14. At the beginning of each school year, we will provide free backpacks filled with school supplies to all students. Please complete the documents attached and submit to the main office before the first day of school. When you turn in the documents, you will be given a coupon with a number, that number is the order in which your child will choose his/her new backpack. The backpacks will be distributed on the first day of school.

If you have any comments, suggestions, or questions, you can come directly to my office or the main office. My office is always open from 8 AM-4PM, please come any time, it will be my pleasure to greet you. Thank you very much for being part of our family and community and I thank you for choosing Escuela Popular for your child's education. We hope to continue to serve you in the best possible way.

Please communicate via email at [margaretdominguez@escuelapopular.org](mailto:margaretdominguez@escuelapopular.org), and you may also call me at 408.275-7191 EXT.1009

Sincerely,

Margaret Dominguez

Principal

Escuela Popular High School Youth Academy

149 North White Road San Jose, CA 95127

Office: 408-275-7191 ext. 1009

Cell: 408-426-0836

## Contact

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*Escuela Popular Accelerated Family Learning  
146 N. White Road  
San Jose, CA 95127*

*Phone: 4082757190*

*E-mail: [patricia@escuelapopular.org](mailto:patricia@escuelapopular.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	East Side Union High
<b>Phone Number</b>	(408) 347-5000
<b>Superintendent</b>	Chris Funk
<b>E-mail Address</b>	<a href="mailto:funkc@esuhsd.org">funkc@esuhsd.org</a>
<b>Web Site</b>	<a href="http://www.esuhsd.org">www.esuhsd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Escuela Popular Accelerated Family Learning
<b>Street</b>	146 N. White Road
<b>City, State, Zip</b>	San Jose, Ca, 95127
<b>Phone Number</b>	4082757190
<b>Principal</b>	Patricia Reguerin
<b>E-mail Address</b>	<a href="mailto:patricia@escuelapopular.org">patricia@escuelapopular.org</a>
<b>Web Site</b>	<a href="http://www.escuelapopular.org">www.escuelapopular.org</a>
<b>County-District-School (CDS) Code</b>	43694274330726

*Last updated: 2/13/2018*

### School Description and Mission Statement (School Year 2017-18)

Escuela Popular Accelerated Family Learning Center (hereinafter referred to as "EP-AFLC", "EPAFLC", "EP", or "Escuela Popular") is a TK-12 family learning center. EPAFLC began as a community-based grassroots school to address the growing need for English instruction in East San Jose; as a consequence, Escuela Popular has been providing educational services since 1986. Within the first year of operation, the demand for learning and schooling grew rapidly and Escuela Popular continued to expand in number of students, classes, and services. In 1999, Escuela Popular was asked to operate as a satellite campus of a new charter school organization. School leaders seized the opportunity to expand services to the community at large by providing a dual language transitional kindergarten through eighth grade academy, along with a high school academy for youth, and in keeping with the vision of Escuela Popular as a family learning center, an academy for parents and adults. In 2002, Escuela Popular was able to function independently and acquired its own non-profit status, assuming the name Escuela Popular del Pueblo. It was then when the school opened its doors as Escuela Popular Accelerated Family Learning Center. This entire enterprise was started by Lidia Reguerin, a Stanford alumna with over fifty years teaching experience, whose vision was driven by the educational principles of Paulo Freire. She firmly believed that teaching is an act of love and that we should teach our students to pursue their dreams.

Escuela Popular Accelerated Family Learning Center currently provides educational services to over 364 students in two academies:

1. The Dual Language Academy: The Dual Language Academy, a dual immersion elementary school, serves students in grades TK-8.
2. The Under 19 High School Academy: Serving grades 9-12, this academy serves recent immigrants, the children of immigrants whose primary language is Spanish, and students who have been unsuccessful in other public schools.

Demographically, Escuela Popular serves a predominantly low-income, Latino community. A brief summary of pertinent demographic information follows:

- ? 90% Latino, 2% American Indian or Alaskan Native, 1% Filipino, 7% who declined to report.
- ? Most students (89% in 2015-16) qualify for the free & reduced cost lunch program or fall under the federal poverty guidelines.
- ? 82% of the student body are classified as English Learners:
  - o In the High School Academy, the majority of students are recent immigrants who are monolingual Spanish speakers.
  - o In the Dual Language Academy, the majority of the students are English Learners.

? Mobility:

- o Due to the economy, the mobility at the Dual Language Academy has increased.
- o The High School Academy student population is more mobile, given the nature of the population served.

From the outset, EPAFLC's students' status in society and the resulting issues that they face have been central to the school's educational approach. Critical issues students face include:

- ? poverty
- ? language isolation from the dominant culture
- ? immigration issues and resulting insecurities
- ? culture shock resulting in a feeling of disempowerment and dependency
- ? life threatening travel to the US resulting in trauma
- ? family separation, which is particularly hard on the youth
- ? frequently interrupted educational cycle

EPAFLC realizes that no individual can be successful academically unless these issues are addressed. So while the school presents a rigorous education, it does so in a framework shaped by an understanding of students' day-to-day life circumstances. Experience teaches us, that in spite of those circumstances, students can and do succeed beyond their wildest expectations.

The knowledge, skills and competencies required to be an "educated person" in the 21st century continues to increase as our state, country and global community evolve. The rapid shifts of industries that drive our economy require a drastically different employment force than in previous generations.

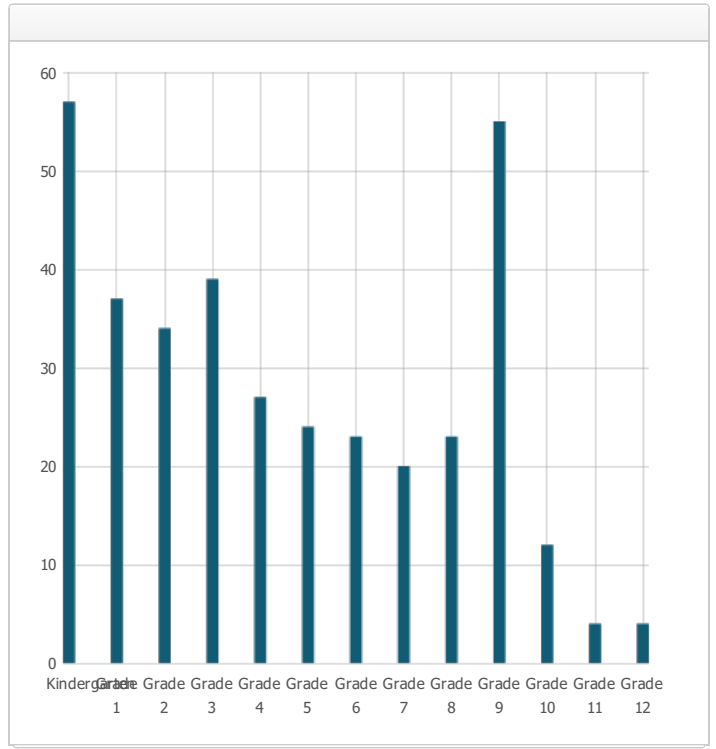
The contributions made by all levels of today's workforce are measured based upon the value-added to an idea, product or service. In order to be competitive in today's job market, knowledge and capacity in more than one discipline is often necessary, whereas competence in one area was sufficient in the past. Working effectively as part of an interdisciplinary team to successfully carry out the mission of an organization is increasingly important, specifically amongst a diverse community.

Therefore, EPAFLC believes an "educated person" in the 21st century is a self-motivated, competent, lifelong learner who exhibits the following traits : RISE by being...

- Responsible citizens
- Intellectually curious and independent learners
- Sound healthy individuals
- Effective bi-literate and bilingual communicators

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	57
Grade 1	37
Grade 2	34
Grade 3	39
Grade 4	27
Grade 5	24
Grade 6	23
Grade 7	20
Grade 8	23
Grade 9	55
Grade 10	12
Grade 11	4
Grade 12	4
<b>Total Enrollment</b>	<b>359</b>



*Last updated: 2/13/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	2.2 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	96.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.5 %
English Learners	83.0 %
Students with Disabilities	5.8 %
Foster Youth	0.3 %

*Last updated: 2/12/2018*

## A. Conditions of Learning

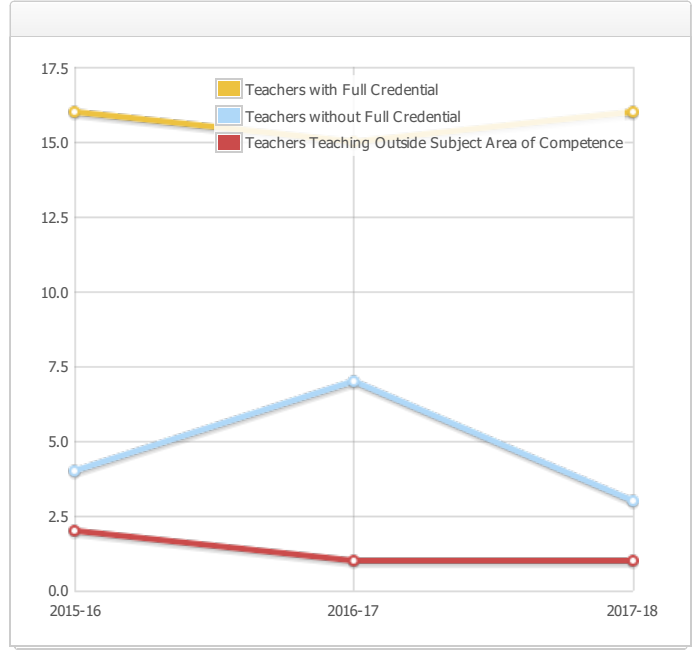
### State Priority: Basic

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

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

#### Teacher Credentials

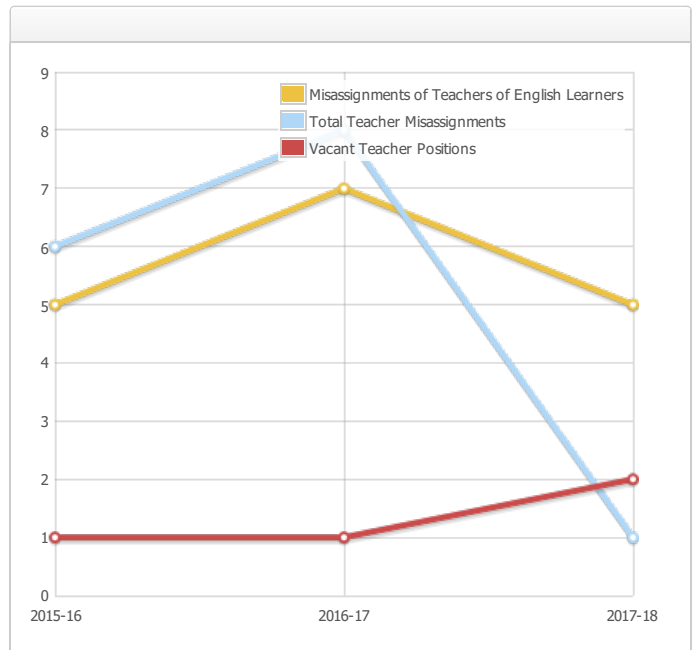
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	15	16	
Without Full Credential	4	7	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	1	



Last updated: 2/13/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	5	7	5
Total Teacher Misassignments*	6	8	1
Vacant Teacher Positions	1	1	2



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

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

Last updated: 2/13/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<ul style="list-style-type: none"> <li>• Engage New York ELA : New York State Education Department (TK-8th grade)</li> <li>• Adelante: Benchmark (TK-8th grade)</li> <li>• RaZKids: online application (available TK-8th grade)</li> <li>• Study Island Application: Edmentum (available to 6th-8th grade)</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Engage New York Mathematics : New York State Education Department (TK-8th grade)</li> <li>• Study Island Application: Edmentum (available to 6th-8th grade)</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>• Adelante: Benchmark (TK-8th grade)</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>• Adelante: Benchmark (TK-8th grade)</li> </ul>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/9/2018

### School Facility Conditions and Planned Improvements

The overall conditions of the Dual Language site is good/fair. Systems, safety, structural, and external areas are in good condition. Interior and cleanliness is fair with regular cleaning and maintenance. Electrical work is needed on the second floor. Restrooms and fountains require additional maintenance.

In the spring of 2014, Escuela Popular began to work with a project manager and architectural firm to begin the design of the improvement of the 149 N. White Rd. campus. The School designed site plans that would consolidate the EPAFLC and EPCTC academies onto one campus. The project will construct 24 new high-efficiency classrooms in three buildings. The project will also upgrade the existing track and grass field for school and community use, as well as additional parking lots. The redesigned new campus will house Escuela Popular's four academies. On October 19, 2016, the Alum Rock Union Elementary School District approved Escuela Popular's proposed site plans. The school expects to house all academies on one campus beginning in fall 2018.

Any school facilities leased or constructed by EPAFLC shall comply with federal, state, and local building and zoning regulations as applicable to charter schools, including compliance with the Americans with Disabilities Act and include a certificate of occupancy.

*Last updated: 2/13/2018*

### School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Regular maintenance has been done.
Interior: Interior Surfaces	Fair	Additional work was done to give classrooms a fresh coat of paint and new furniture.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Interior and cleanliness is fair with regular cleaning and maintenance but the carpets are scheduled for deep cleaning
Electrical: Electrical	Poor	Electrical work is needed on the second floor, room 222.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms and fountains require additional maintenance.
Safety: Fire Safety, Hazardous Materials	Good	Regular meetings and reviews have been conducted to ensure all safety standards are met.
Structural: Structural Damage, Roofs	Good	Regular maintenance has been done.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Gates, fences, doors, and windows are in good conditions. The playground is under fair conditions requiring additional tanbark.

### Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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*Last updated: 2/13/2018*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	13%	16%	61%	63%	48%	48%
Mathematics (grades 3-8 and 11)	10%	4%	38%	39%	36%	37%

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

*Last updated: 2/13/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	161	154	95.65%	16.23%
Male	90	87	96.67%	--
Female	71	67	94.37%	23.88%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	153	147	96.08%	15.65%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	136	129	94.85%	13.95%
English Learners	135	128	94.81%	11.72%
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 2/13/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	161	161	100.00%	
Male	90	90	100.00%	
Female	71	71	100.00%	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	153	153	100.00%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	136	136	100.00%	
English Learners	135	135	100.00%	
Students with Disabilities	17	17	100.00%	17.65%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 2/12/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	32.0%	19.0%	50.0%	49.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 2/12/2018*

**Career Technical Education Programs (School Year 2016-17)****College & Career Skills:**

Students will demonstrate skills to assist them in today's workforce and society such as, perform basic health procedures, develop a resume, perform in job interview, use a variety of soft and hardware, apply and attend college.

**Performance-Based Learning and Skills**

Teachers provide students opportunities to engage in authentic and meaningful tasks that are essential to applying the skills needed in the workforce and career readiness. Technology skills (job skills) learned spiral through all academic core classes. Performance tasks assigned incorporate the skills the students have learned in technology classes and core academic classes, providing a relevant and authentic application. These culminating performance tasks provide relevance to the students as well as help them hone their job skills through the use of technology.

**Performance tasks could include:**

- Interviews, debates, role plays, persuasive writing,
- Culminating oral personal education reflection task (PER),
- Developing a business plan in economics,
- Writing and designing a publication that advocates for a particular policy initiative,
- Engage in debates related to current and relevant topics.

*Last updated: 2/12/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 2/13/2018***Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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

Last updated: 2/13/2018

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Escuela Popular will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

As a family learning center, EP believes that parents are partners in their children's education. Parental involvement at EP extends well beyond volunteering and parent conferences. Many parents are enrolled in the high school academy offered by EP-CTC, while their children are enrolled in the lower grades at EP.

In addition to the formal structures described above, EP works to create a welcoming environment for families, many of whom do not have positive associations with their children's schools. One important way of welcoming families and students is by valuing and celebrating their primary language. All correspondence is sent home in both English and Spanish. All school meetings are conducted in both English and Spanish.

Additionally, the vast majority of staff, and all staff who answer the phone or greet parents, speak Spanish. Escuela Popular uses the following strategies to involve parents/families in student learning:

- ? Bilingual/bicultural staff
- ? Monthly newsletters to parents/families
- ? Home visits
- ? Family Nights
- ? Parent Committee
- ? Parent Conference
- ? Volunteer opportunities
- ? Family Counselor
- ? Community building activities throughout the year

Family Service: We are committed to helping all students be successful and it is important that all DL families are involved in helping our students grow and learn. We encourage family service hours, but they are not required. We celebrate all volunteers and those who complete 14 hours of service or more per year will receive a recognition certificate with our school seal. We provide many different opportunities for our families to participate on and off campus. Some ways that families can be involved include: helping to plan and organize events, reading or participating in the classroom, organizing homework, soliciting donation of funds or materials, and other specialty classes, etc.

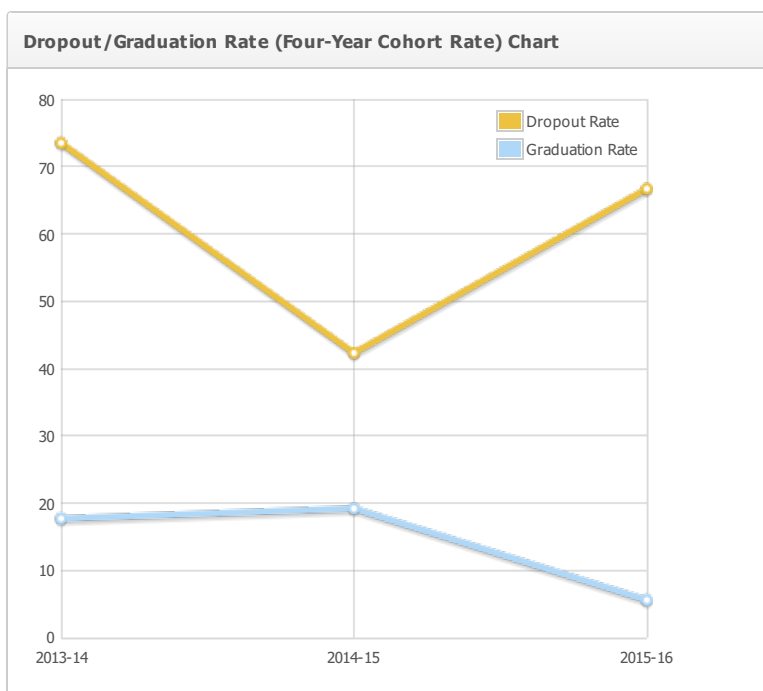
# State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	73.5%	42.3%	66.7%	12.0%	11.7%	10.0%	11.5%	10.7%	9.7%
Graduation Rate	17.7%	19.2%	5.6%	82.9%	83.0%	85.0%	81.0%	82.3%	83.8%



Last updated: 2/13/2018



**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	5.0%	83.9%	87.1%
Black or African American	0.0%	83.5%	79.2%
American Indian or Alaska Native	0.0%	79.0%	80.2%
Asian	0.0%	94.0%	94.4%
Filipino	0.0%	93.3%	93.8%
Hispanic or Latino	5.0%	75.6%	84.6%
Native Hawaiian or Pacific Islander	0.0%	93.8%	86.6%
White	0.0%	91.0%	91.0%
Two or More Races	0.0%	87.1%	90.6%
Socioeconomically Disadvantaged	5.0%	79.7%	85.5%
English Learners	5.0%	48.6%	55.4%
Students with Disabilities	0.0%	60.1%	63.9%
Foster Youth	0.0%	39.0%	68.2%

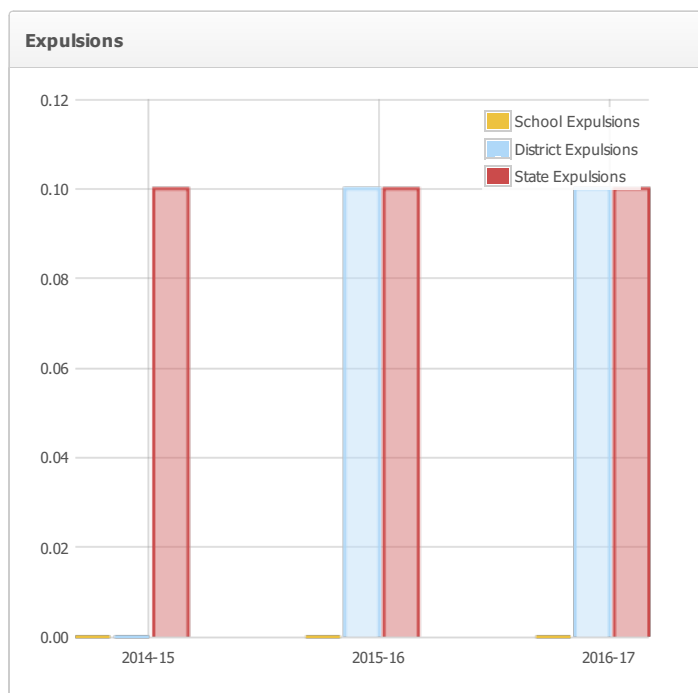
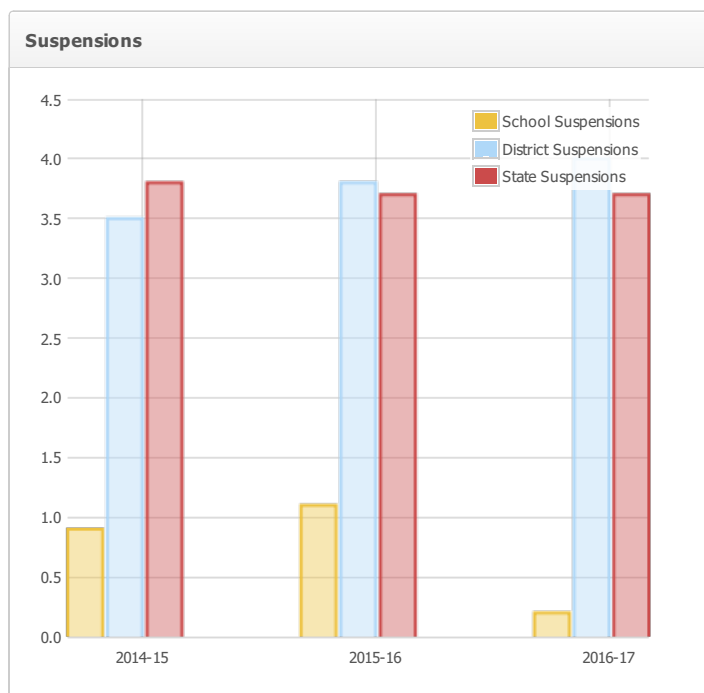
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9%	1.1%	0.2%	3.5%	3.8%	4.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/13/2018

## School Safety Plan (School Year 2017-18)

The safety plan for the high school campus maintains a school environment that is safe and secure, and it enhances community trust.

Last Reviewed and Updated: January, 2018

Last discussed with Faculty: January, 2018

Each year, teachers review the Safety Plan with students. Key elements of the plan include the following: Evacuation Procedures, including staff and student responsibilities

Description of Evacuation Areas Earthquake Plan, including "Drop, Cover, and Hold On" drill information and procedures

Last updated: 1/15/2018

Lockdown Procedures, including, Lockdown and Shelter in Place

The fundamental school security plan, which includes daily campus sweeps to identify damage to property, suspicious circumstances, and safety risks. Monthly

drills, alternating between fire and earthquake drills.

*Last updated: 2/13/2018*

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	71.4%

Last updated: 2/13/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	1	0	1	34.0	1	0	1	19.0	2	1	0
1	23.0	0	2	0	34.0	0	0	1	19.0	2	0	0
2	18.0	2	0	0	23.0	0	2	0	34.0	0	0	1
3	34.0	0	0	1	18.0	2	0	0	20.0	2	0	0
4	35.0	0	0	1	31.0	0	1	0	14.0	2	0	0
5	24.0	0	1	0	32.0	0	1	0	12.0	2	0	0
6	22.0	0	1	0	23.0	0	1	0	23.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/13/2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.0	8	0	0	9.0	12	0	0	11.0	6	1	0
Mathematics	10.0	9	0	1	8.0	12	0	0	12.0	4	1	0
Science	7.0	6	0	0	8.0	5	0	0	8.0	3	0	0
Social Science	14.0	6	2	1	10.0	3	0	0	8.0	6	0	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.

Last updated: 2/13/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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

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

\*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.

Last updated: 2/13/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12782.0	\$2974.0	\$9808.0	\$52641.0
District	N/A	N/A	\$0.0	\$87300.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$82770.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/13/2018

## Types of Services Funded (Fiscal Year 2016-17)

The academy provides the following supports to students:

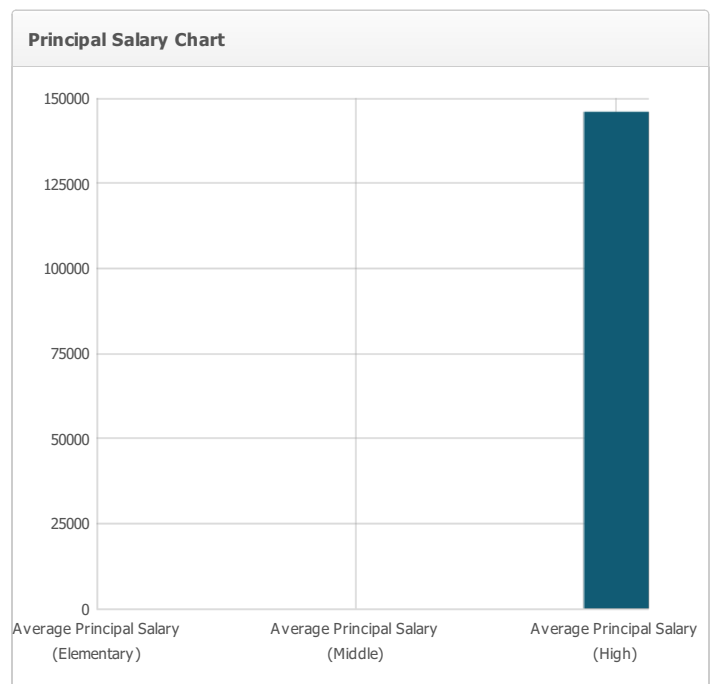
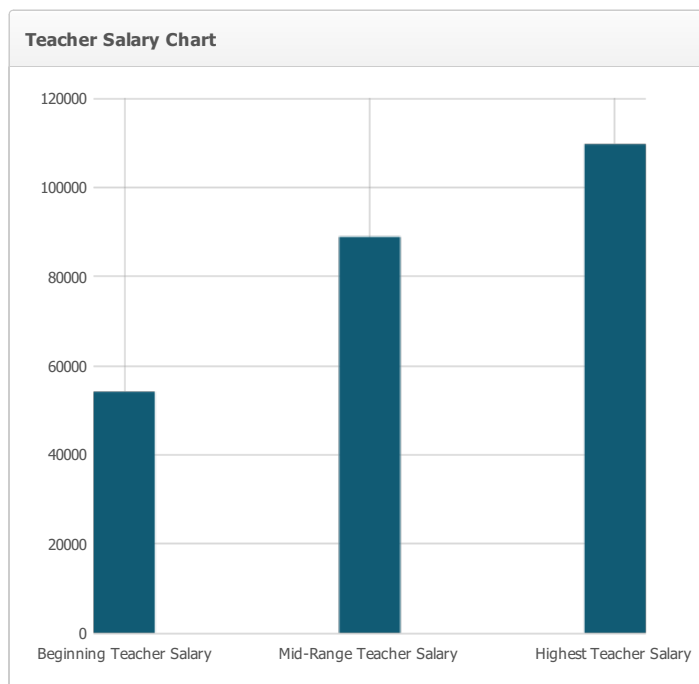
- Counselors help students complete academic plans and to identify course requirements
- Drop-out prevention counseling
- Transportation for students
- Academic counseling guidance for applying to post-secondary education
- Smaller group instruction in Mathematics
- Dean of Students to support with counseling and conflict resolution

Last updated: 2/13/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$128,094
Average Principal Salary (High)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of Budget for Teacher Salaries	36.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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





**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 2/13/2018*

**Professional Development**

In general, the school has 22 days of professional development. The primary areas of focus for the last three years are as follows:

EP has partnered up with the Teaching Excellence Network (TEN) and has developed PLCs. We have allotted 4 hours each month (two Wednesdays for two hours) for PLC collaboration. The PLCs are comprised of 6-9 teachers, of heterogenous disciplines. The PLCs focus on learning and developing community responsive educators. To begin, students and families participate in two surveys: The Priorities Survey and the FeedbackLoop survey. The Priorities survey allows the school community to select 12 priorities. There after, teachers and administrators, receive feedback from the school community during the "Feedback Loop" on the 12 priorities. Based on the feedback a teacher receives, that individual teacher develops and action plan. The PLC group decides on a "Theme", based on the priorities and the action plans. A Praxis Learning Circuit is created, on the selected "Theme". The teachers professional development becomes relevant to the school communities needs.

*Last updated: 2/12/2018*