

Escuela Popular Accelerated Family Learning

Mrs. Daisy Barocio

Principal, Escuela Popular Accelerated Family Learning

About Our School

Message from K-8 Principal

7 de agosto del 2013

Queridos estudiantes y familias de la Academia de Doble Inmersión (DL),

Les doy la bienvenida al año escolar 2013-2014. ¡Será un año de transición y muchos eventos excitantes! Uno de los objetivos que tenemos es el desarrollo de relaciones y sistemas que nos ayudaran para asegurar que todos nuestros estudiantes se sientan seguros, respetados y apreciados. Otra meta importante para nosotros es que nuestros estudiantes siempre estén trabajando para lograr el progreso académico y se conviertan en líderes en nuestra comunidad escolar.

Quiero aprovechar esta oportunidad para avisarles que siempre estaré disponible para escuchar sus preguntas, comentarios, preocupaciones y elogios. Si tienen algo que quieran compartir conmigo, por favor siéntase con confianza para dirigirme la palabra en la escuela, dejarme una nota, un correo electrónico, un texto o una llamada por teléfono.

Les agradezco con anticipo su apoyo y compromiso de cumplir nuestras expectativas de la escuela. Es importante que todos los estudiantes lleguen a tiempo, vengan con el vestuario apropiado a la escuela, se respeten a sí mismos, a los demás, y que tomen buenas decisiones en todas situaciones.

El primer día de clases será el 26 de Agosto y las clases comenzarán a las 8:15 am, pero nos veremos antes. Los invito a nuestra Noche de Regreso a la Escuela el 22 de Agosto del 2013 a las 5:45pm. Durante este tiempo podrán visitar el salón de su hijo/a, comprar las playeras o sudaderas de Jaguar, recibir el manual de familia y lista de materiales. También recibirá todas las formas necesarias para que su hijo/a reciba el almuerzo y transportación en autobús el primer día de clases.

Por favor, sepan que todos los estudiantes y sus familias son valorados y una parte integral de nuestra comunidad escolar. Espero ver a las familias en todo el campus todo el tiempo, no tan solo cuando estén cumpliendo las horas voluntarias que se requieren. Este año espero ver a todo mundo aprendiendo y creciendo académicamente y socialmente en nuestra escuela.

R.I.S.E.

¡Somos los Jaguares!

Su directora,

Mrs. Barocio

daisy@escuelapopular.org

Oficina: (408) 275-7190

Celular: (408) 426-6592

August 7, 2013

Dear Dual-Language Students and Families (DL),

I welcome you to our 2013-2014 school year. It will be a year of transitions and many exciting events. A goal we have will be to develop relationships and systems that help us move towards ensuring that our students feel safe, respected, and loved. Another important goal for us is that our students are always working towards making academic progress and becoming leaders within our community.

I also want to take this moment to reach out and let you know that I am always available to listen to your questions, comments, concerns, and praises. If you have anything that you would like to share with me please feel free to approach me around school, leave me a note, e-mail, text or call me.

I ask for your support in committing to following our school expectations. It is important that all students arrive to school on time, come in their school clothing, treat themselves and others with care, and make good decisions.

The first day of school will be August 26th, and class will start at 8:15 am, however, I will be seeing you before then. I would like to invite you to our Back-to-School Night on August 22, 2013 at 5:45pm. During this time you will be able to visit your child's classroom, purchase Jaguar Gear, receive the Family Handbook, and materials list. You will also be receiving all the forms needed to ensure that your child receives their lunch and bus transportation on the first day of school.

Please know that all students and families are valued and an integral part of our school environment. I hope to see families around campus for more than the required amount of time. I look forward to starting this school year and watching everyone grow and learn.

R.I.S.E.

We are the R.I.S.E.ing Jaguars!

Your Principal,

Mrs. Barocio

daisy@escuelapopular.org

Office: (408) 275-7190

Cell: (408) 426-6592

Message from 9-12 Principal

17 de agosto del 2013

Estimados padres/tutores/guardias de familia,

Bienvenidos al año escolar 2013 -2014. Estamos orgullosos de tener a usted y a sus hijo/s como parte de la familia de Escuela Popular. Cada miembro del equipo de Escuela Popular ha estado preparándose para el regreso de nuestros estudiantes. Tenemos las más altas expectativas y planes para garantizar que cada estudiante que asiste a Escuela Popular demuestre crecimiento académico este año. Los resultados esperados del aprendizaje a nivel escolar son que todos los estudiantes de Escuela Popular se ALZARAN siendo Ciudadanos Responsables, Estudiantes Intellectualmente curiosos e independientes, Individuos Sanos y saludables, y Comunicadores bilingües que saben leer y escribir en inglés y español.

El éxito académico de cada estudiante es la meta principal del personal de la Escuela Popular. Estamos convencidos que cada estudiante puede aprender y estamos preparados para ofrecer tiempo y apoyo a cada estudiante que lo necesite. Le pido su apoyo y participación en la educación de su hijo de modo que mande a su hijo(a) a la escuela todos los días a tiempo, anime a su hijo(a) que lea cada noche por 30 minutos, revísele la tarea cada noche y pídale a su hijo(a) y pregúntele acerca de lo que aprendió en la escuela cada día. Por favor anime a su hijo a que se acueste temprano cada noche, no mas tarde de las 9:00 P.M.

Están invitados a venir a conocer a los maestros de su hijo(a) el miércoles, 12 de septiembre de 6:00 a 7:30 P.M. Esta junta nos ayudara a conocernos y formar una relación.

El horario escolar es de 8:00 A.M. a 3:10 P.M. lunes, martes, jueves, y viernes. Los miércoles es de 8:00 A.M. a 2:05 P.M. La escuela comienza cada mañana a las 8:00 A.M. Es importante que los estudiantes lleguen a tiempo.

Este año no tienen que vestirse en uniforme. El código vestuario consiste de no azul o rojo, no ropa que sea descotada, transparente, sin mangas, o que enseñen el diafragma o hendidura. Esperamos que se vistan en ropa apropiada para la escuela.

Por favor llame a la escuela si tiene alguna pregunta al 408-275-7191. Cada visitante tiene que inscribirse y mostrar identificación en la oficina antes de poder entrar a cualquier parte de la escuela. Si desea hablar con el maestro de su hijo(a) por favor haga una cita por teléfono o por correo electrónico y venga durante la hora de planear el maestro. Los maestros están disponibles durante la hora de planear cualquier día de la semana excluyendo los miércoles.

Apreciamos su comprensión y cooperación durante el comienzo del año escolar. Si tiene preguntas por favor de llamarle directamente al 408.426.6586. Espero verlos en la junta el 12 de septiembre y mas que todo estoy segura que tendremos un año excepcional. ¡Visítenos en Facebook!

Atentamente,

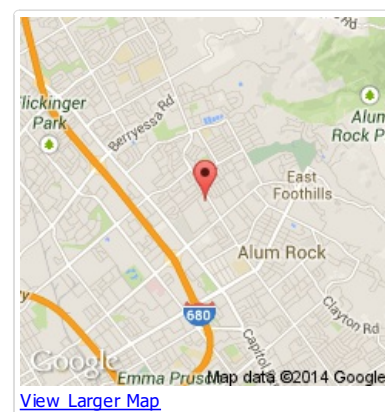
Gricelda H. González

Directora

Contact

467 North White Rd.
San Jose, CA
95127-1936

Phone: 408-275-7194
E-mail: daisy@escuelapopular.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Escuela Popular Accelerated Family Learning
Street	467 North White Rd.
City, State, Zip	San Jose, Ca, 95127-1936
Phone Number	408-275-7194
Principal	Mrs. Daisy Barocio
E-mail Address	daisy@escuelapopular.org
County-District-School (CDS) Code	43694274330726

District	
District Name	East Side Union High
Phone Number	(408) 347-5000
Web Site	www.esuhdsd.org
Superintendent First Name	Chris
Superintendent Last Name	Funk
E-mail Address	funkc@esuhsd.org

Last updated: 1/27/2014

School Description and Mission Statement (School Year 2012-13)

PENDING BOARD APPROVAL

Escuela Popular Accelerated Family Learning Center (hereinafter referred to as "EP- AFLC", "EPAFLC", "EP", or "Escuela Popular") is a K-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. We seized the opportunity to expand our services to the community at large by providing a dual language kindergarten through eighth grade academy, along with a high school academy for youth, and in keeping with our 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 our 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 believes 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 310 students in two academies:

1. The Dual Language Academy: The Dual Language Academy, a dual immersion elementary school, serves students in grades K-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:

- 95% Latino, 2% African American, and less than one percent in each of the following categories: American Indian or Alaskan Native, Filipino, and White.
- Most students (87%) qualify for the free & reduced cost lunch program or fall under the federal poverty guidelines. • 92% of the student body are classified as English Learners:
 - In the High School Academy, the majority of students are recent immigrants who are monolingual Spanish speakers.

- In the Dual Language Academy, the majority of the students are English Learners.
- Mobility:
 - Due to the economy the mobility at the Dual Language Academy has increased.
 - The High School Academy student population is more mobile, given the nature of the population served.

?From the outset, our students' status in society and the resulting problems that they face have been central to our educational approach. Critical issues our 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

We realize that no individual can be successful academically unless these issues are addressed. So, while we present a rigorous education, we do so in a framework shaped by our understanding of their day-to-day life's circumstances. Experience teaches us, that in spite of those circumstances, students can and do succeed beyond their wildest expectations.

Last updated: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 bilingual. 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:

- Newsletters to parents/families
- Home visits
- Family Nights
- Parent Committee
- Volunteer opportunities

Last updated: 1/24/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

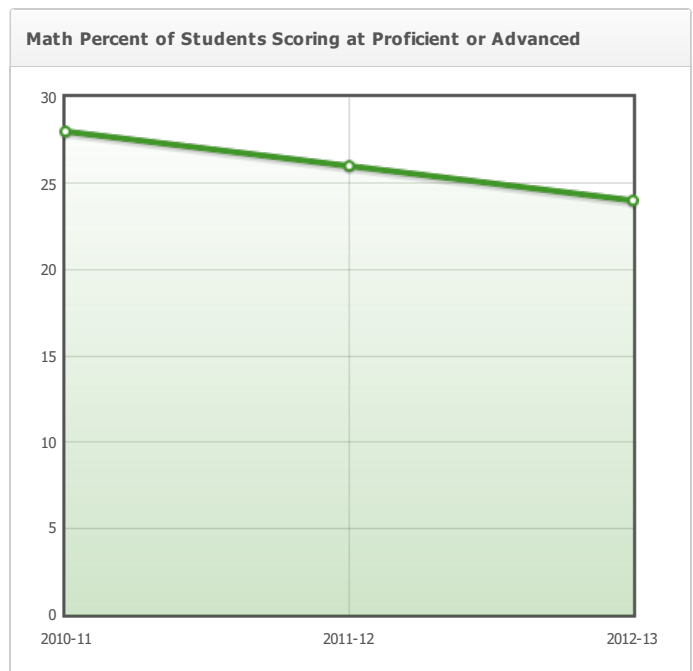
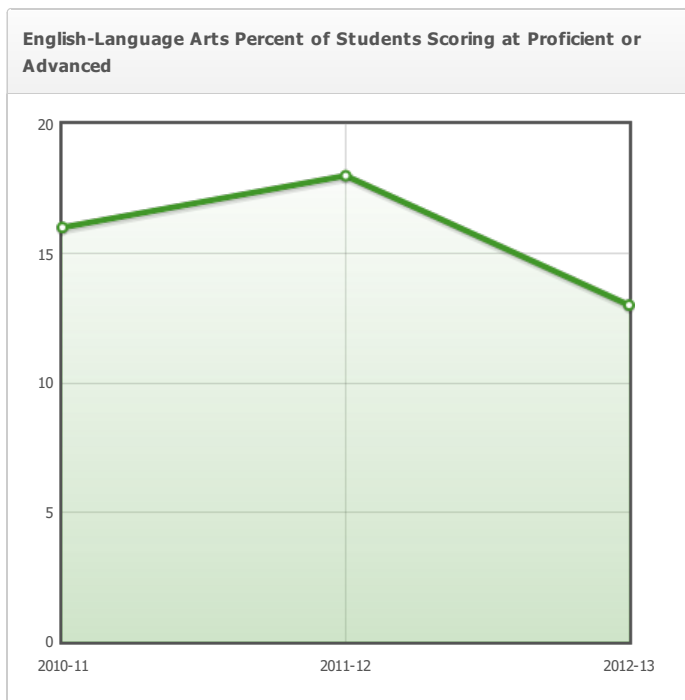
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

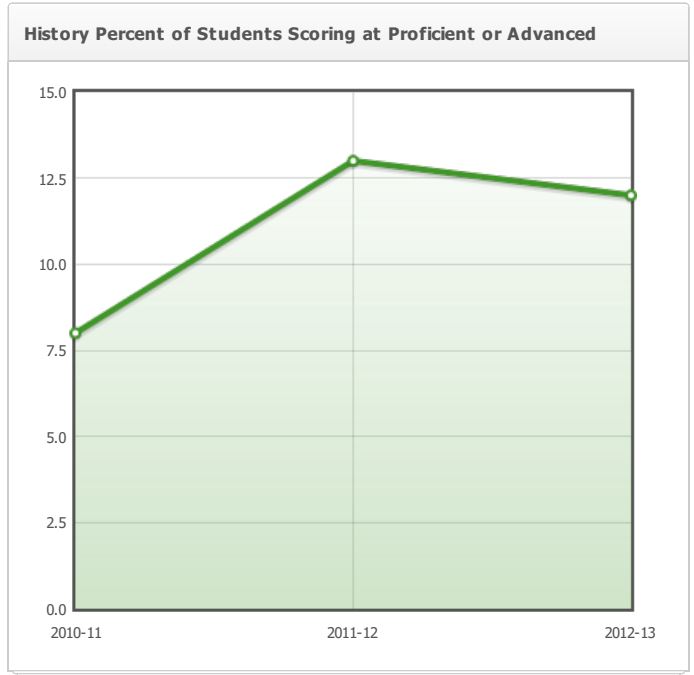
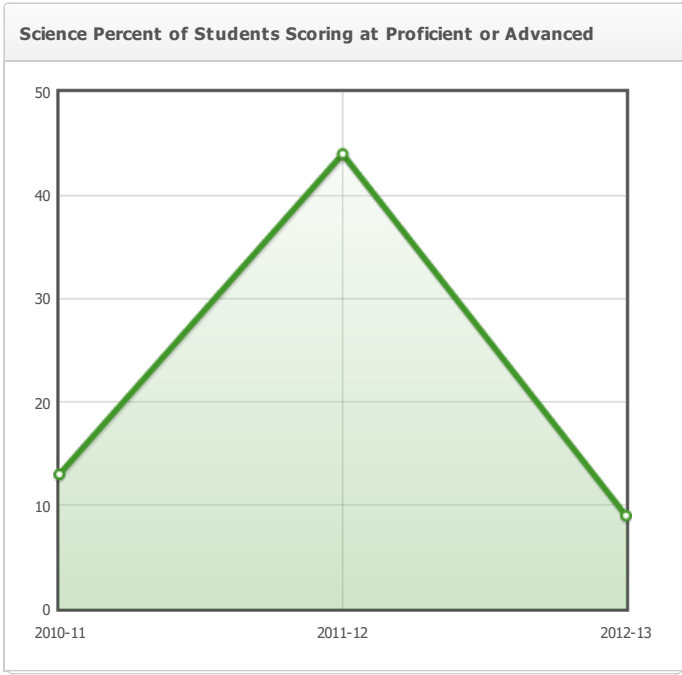
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	16%	18%	13%	49%	50%	52%	54%	56%	55%
Mathematics	28%	26%	24%	30%	29%	28%	49%	50%	50%
Science	13%	44%	9%	50%	52%	52%	57%	60%	59%
History-Social Science	8%	13%	12%	43%	43%	45%	48%	49%	49%

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.





Last updated: 1/24/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52%	28%	52%	45%
All Students at the School	13%	24%	9%	12%
Male	17%	25%	10%	27%
Female	9%	23%	8%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	12%	23%	6%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	11%	23%	7%	8%
English Learners	4%	19%	N/A	N/A
Students with Disabilities	8%	18%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/24/2014

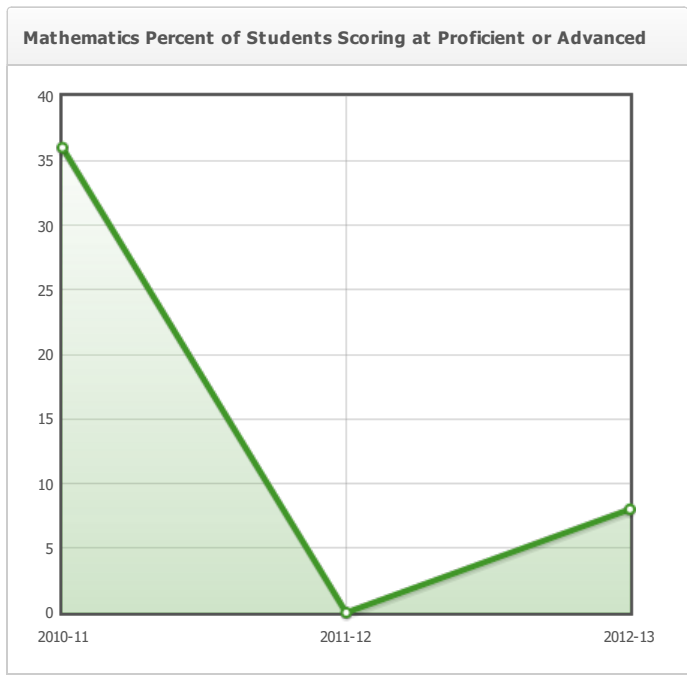
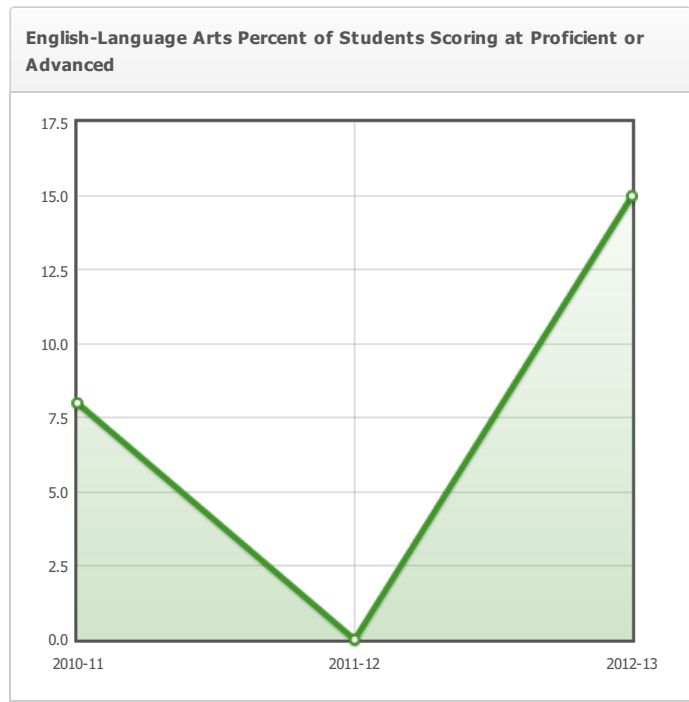
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	8%	N/A	15%	55%	54%	56%	59%	56%	57%
Mathematics	36%	N/A	8%	61%	61%	63%	56%	58%	60%

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.



Last updated: 1/24/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44%	22%	34%	37%	33%	30%
All Students at the School	85%	15%	N/A	92%	8%	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	85%	15%	N/A	92%	8%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	85%	15%	N/A	92%	8%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/24/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	28.6%	64.3%
7	36.8%	10.5%	42.1%
9	19.6%	8.7%	10.9%

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.

Last updated: 1/24/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	1

Last updated: 1/29/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-2	24	-48
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	27	-49
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-6	32	-65
English Learners	-6	55	-55
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/24/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	172	581	16,556	751	4,655,989	790
Black or African American	0		519	661	296,463	708
American Indian or Alaska Native	0		62	694	30,394	743
Asian	0		5,336	863	406,527	906
Filipino	1		1,445	793	121,054	867
Hispanic or Latino	170	580	7,488	662	2,438,951	744
Native Hawaiian or Pacific Islander	0		105	679	25,351	774
White	0		1,278	791	1,200,127	853
Two or More Races	1		305	799	125,025	824
Socioeconomically Disadvantaged	159	566	8,310	701	2,774,640	743
English Learners	159	574	8,673	730	1,482,316	721
Students with Disabilities	13	378	1,515	466	527,476	615

Last updated: 1/24/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	No	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/24/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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	13
Percent of Schools Currently in Program Improvement	N/A	81.3%

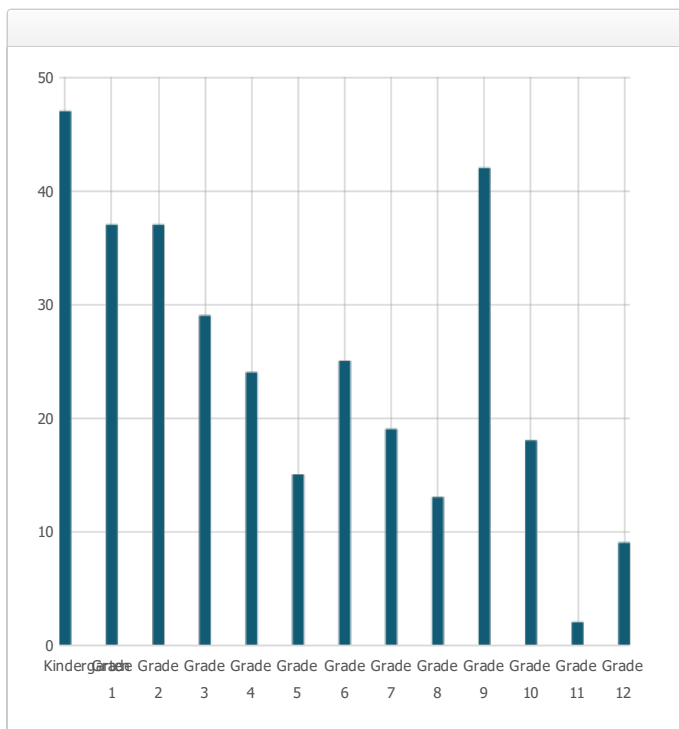
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Last updated: 1/24/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

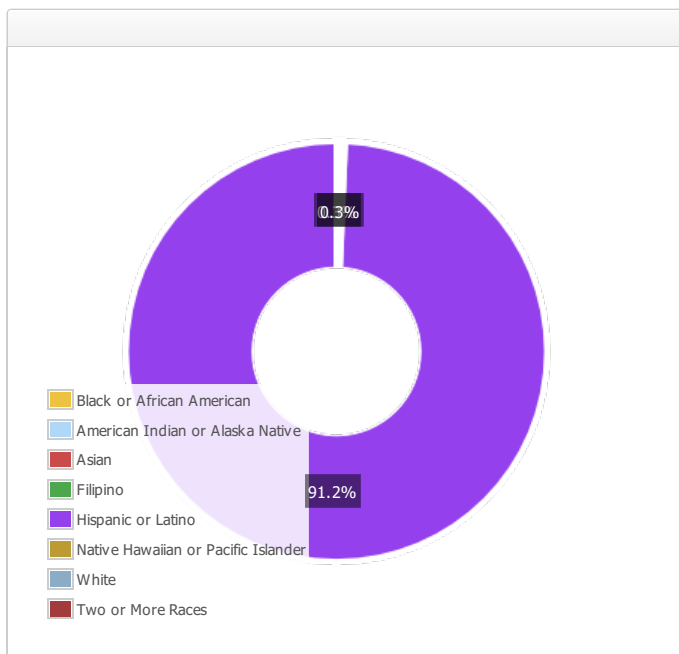
Grade Level	Number of Students
Kindergarten	47
Grade 1	37
Grade 2	37
Grade 3	29
Grade 4	24
Grade 5	15
Grade 6	25
Grade 7	19
Grade 8	13
Grade 9	42
Grade 10	18
Grade 11	2
Grade 12	9
Total Enrollment	317



Last updated: 1/24/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.3
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	93.4
English Learners	90.5
Students with Disabilities	3.5



Last updated: 1/24/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	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	17.3	3	0	0	20.0	2	0	0	24.0	0	2	0
1	19.0	2	0	0	22.0	2	0	0	19.0	2	0	0
2	17.0	2	0	0	20.0	2	0	0	19.0	2	0	0
3	21.0	1	0	0	20.0	1	0	0	29.0	0	1	0
4	16.5	1	0	0	18.0	1	0	0	24.0	0	1	0
5	27.0	0	1	0	26.0	0	1	0	15.0	1	0	0
6	21.0	1	0	0	17.0	1	0	0	24.0	0	5	0
Other	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: 1/30/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	0.0	0	0	0	8.7	3	0	0	8.0	10		
Mathematics	49.0	0	0	1	18.0	3	3	0	8.0	12	1	
Science	49.0	0	0	1	26.0	2	0	1	15.0	4	1	
Social Science	0.0	0	0	0	55.3	2	1	1	13.0	4	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.

Last updated: 1/28/2014

School Safety Plan (School Year 2012-13)

Safety Plan for K-8 Campus

In June of the 2012-13 school year, staff agreed a revised and more comprehensive safety plan would be developed and implemented in the 2013-14 school year. This new plan would include:

- All emergency phone numbers (district and emergency services)
- Detailed explanation of procedures for assigned sweepers
- Detailed procedures of how to set-up assigned drills for the school year
- Approved schedule for Fire, Earthquake, and Lockdown drills, which includes:

- Fire Drills: 10 per school year (1 per month)
 - Earthquake Drills: 4 per school year
 - Lockdown Drills: 4 per school year
 - Procedure for Evacuation
- Procedures for Fire Drills
 - Procedures for Earthquake Drills
 - Procedures for Lockdown Drills
 - Procedures for Shelter-in-place
 - Classroom guides (to post) for all drills and evacuations

The most recent revisions to the safety plan were made on January 8, 2014, and the drills proposed from February 2014 - June 2014 are pending approval. Once the dates for the second semester drills are approved by the school's landlord, the revised safety plan will be shared with staff during the February 2014 whole-staff meeting.

Safety Plan for 9-12 Campus

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: August 6, 2013
 Last discussed with Faculty: August 19, 2013

Key elements of the plan include the following:

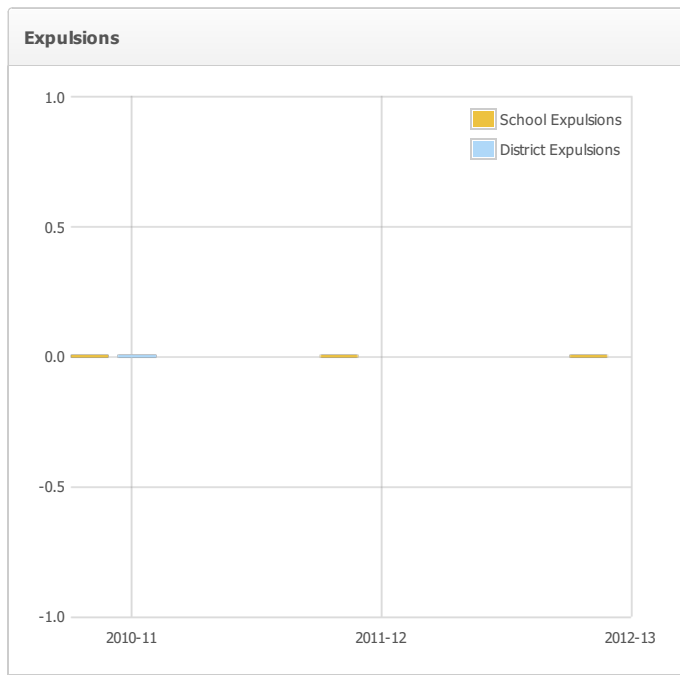
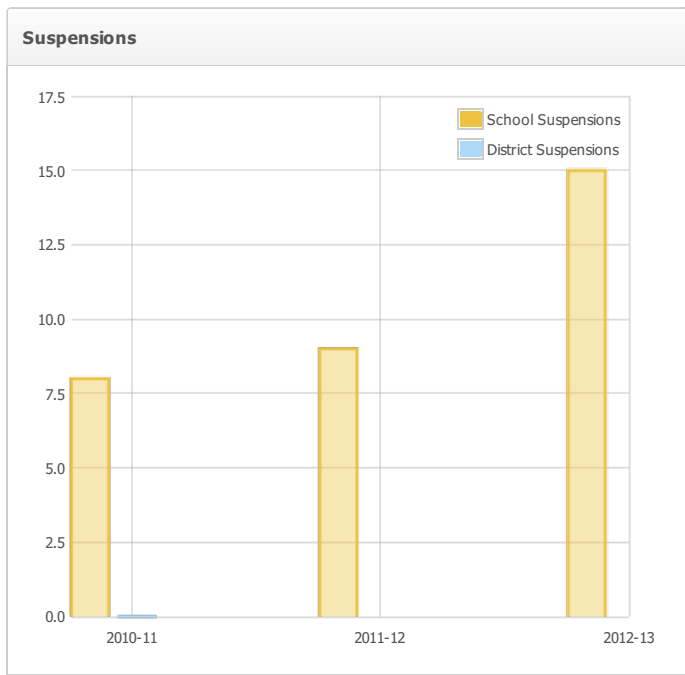
- Evacuation Procedures, including staff and student responsibilities
- Description of Evacuation Areas
- Earthquake Plan, including "Drop, Cover, and Hold On" drill information and procedures
- Lockdown Procedures, including, Lockdown and Shelter in Place
- The fundamental school security plan, which includes daily campus sweeps to identify damage to property, suspicious circumstances, and safety risks
- Monthly drills, alternating between fire and earthquake drills

Last updated: 1/27/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	8.00	9.00	15.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The EP-AFLC K-8 students are located at 467 N. White Rd., San Jose, CA 95127. Meanwhile, the Dual Language Academy is located in a facility that is rented from a church. While there currently is adequate classroom space, there is little room for expansion. In addition, outdoor play areas are limited to one playground and a parking lot. Finally, there is a multipurpose room and a gym. School and church staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The campus is cleaned daily to ensure a clean and safe school. In 2013-14, EP is increasing its bandwidth at the K-8 campus to incorporate technology into the classroom.

The EP-AFLC 9-12 students are co-located with the EP-CTC students at 149 N. White Road, San Jose, CA. The current high school academies facility is safe, functional, clean, and well maintained. In addition to housing the high school academies, it houses the child care. School staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The campus is cleaned daily to ensure a clean and safe school. In 2013-14, the high school campus will undertake several capital improvements:

- increasing the campus's bandwidth
- replacing the roof of the cafeteria
- upgrading plumbing in the office bathroom

In July 2011, Escuela Popular entered into a one-year Re-Use Agreement with the City of San Jose to operate the Alum Rock Youth Center. Through this agreement, students have access to a gymnasium that they use for P.E. and extracurricular activities. The K-8 Afterschool Program runs out of the Alum Rock Youth Center. It is close to public transportation. To maintain a safe facility, EP employs three campus supervisors who are available during the morning and evening sessions.

Eventually, Escuela Popular plans to house all of its programs on one campus. Facilities planning is on-going and appears on the Escuela Popular del Pueblo Board of Directors' agenda as a recurring item.

Last updated: 1/24/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

Overall Facility Rate (School Year 2013-14)

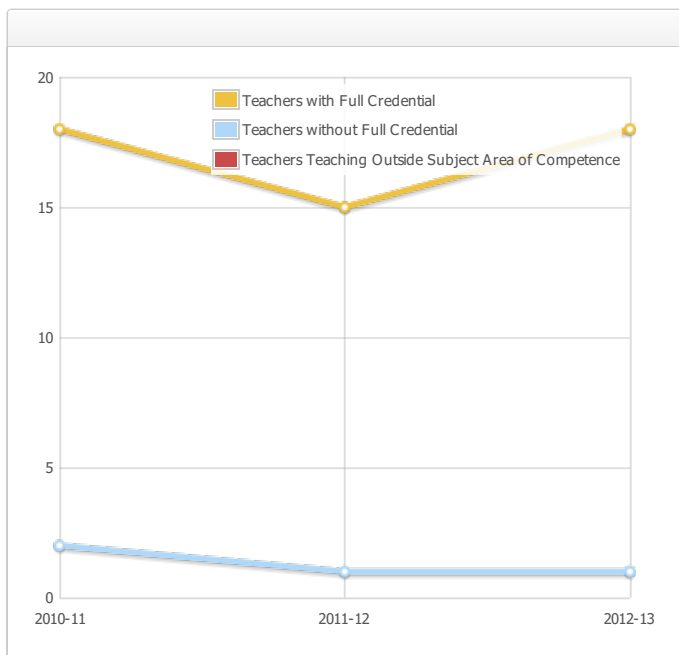
Overall Rating	Fair
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Last updated: 1/29/2014

Teachers

Teacher Credentials

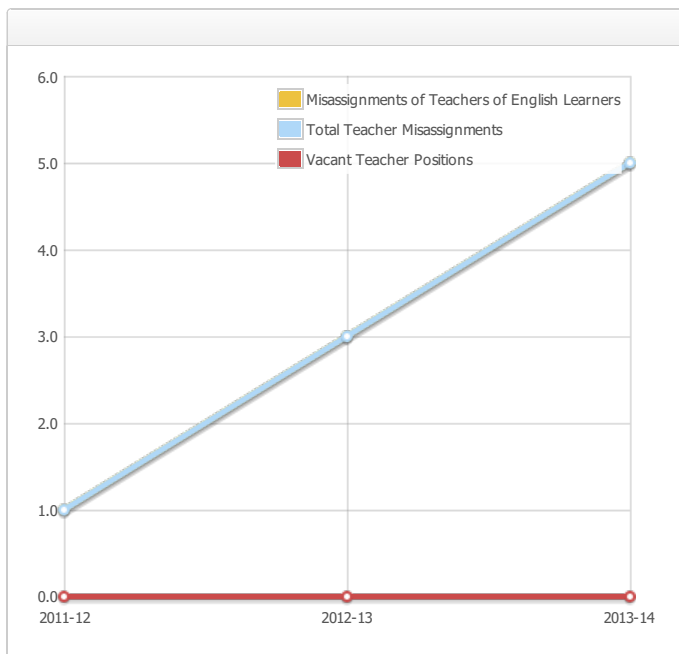
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	18	15	18	
Without Full Credential	2	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/24/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	3	5
Total Teacher Misassignments*	1	3	5
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/24/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	85	15
All Schools in District	85	15
High-Poverty Schools in District	85	15
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/24/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	80.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or 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: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p style="text-align: center;">K-8</p> <p style="text-align: center;">Calle de la Lectura (Pearson) (K-5) (adopted 2012-13)</p> <p style="text-align: center;">Reading Street (Pearson) (3-5) (adopted 2012-2013)</p> <p style="text-align: center;">Estrellita K-1 Reading Program (Estrellit) (K-1) (adopted 2012-13)</p> <p style="text-align: center;">Teacher created materials for 6-8 along with a variety of literature books, depending on the year and unit of study</p> <p style="text-align: center;">9-12</p> <p style="text-align: center;">Edge Hampton-Brown (adopted 2008)</p> <p style="text-align: center;">Visions Language, Literature, Content Book A (Heinle Cengage Learning 2004) (adopted 2008)</p> <p style="text-align: center;">Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004) (adopted 2008)</p> <p style="text-align: center;">Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004)</p> <p style="text-align: center;">Longman Keystone Book B (Pearson Education 2008) (adopted 2011)</p> <p style="text-align: center;">Keys to Learning (Pearson Education 2005) (adopted 2011)</p> <p style="text-align: center;">Animal Farm (adopted 2012)</p> <p style="text-align: center;">Parrot in the Oven (adopted 2012)</p> <p style="text-align: center;">Narrative of Frederick Douglas (adopted 2012)</p> <p style="text-align: center;">For Colored Girls (adopted 2012)</p> <p style="text-align: center;">Night (adopted 2012)</p> <p style="text-align: center;">I Know Why the Caged Bird Sings (adopted 2012)</p> <p style="text-align: center;">Diary of Anne Frank (adopted 2011)</p> <p style="text-align: center;">The Pearl (adopted 2012)</p> <p style="text-align: center;">The Circuit (adopted 2013)</p> <p style="text-align: center;">The Glass Menagerie (adopted (2013)</p> <p style="text-align: center;">Breaking Through (adopted 2013)</p> <p style="text-align: center;">And the Earth Did Not Devour Him (adopted 2013)</p> <p style="text-align: center;">Macbeth (adopted 2013)</p> <p style="text-align: center;">Our Town (adopted 2013)</p> <p style="text-align: center;">Chicana Falsa (adopted 2013)</p> <p style="text-align: center;">Bronx Masquerade (adopted 2013)</p>		0.0
Mathematics	<p style="text-align: center;">K-8</p> <p style="text-align: center;">Envision Math (Pearson) (K-5) (adopted 2011-2102)</p>		0.0

Teacher-created materials and lessons (6-8)

9-12

Pre Algebra; Malloy, Price, et al.; Glencoe McGraw-Hill; 2003, Columbus, Ohio
(adopted 2008)

Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague;
Thomson Brooks/Cole; 2004, Belmont, CA (adopted 2008)

Geometry; Siegfried Haenisch; AGS; 2001, USA (adopted 2008)

Science

K-8

0.0

GLAD strategies and teacher-developed lessons (K-6)

Life Science (Prentice Hall) (7)

Physical Science (Prentice Hall) (8)

9-12

Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted
2007)

Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005) (adopted 2007)

Science Explorer Series "Human Biology" (Prentice Hall, 2002) (adopted 2007)

Science Explorer Series "Environmental Science" (Prentice Hall, 2002) (adopted
2007)

Earth Science (AGS Publishing 2004) (adopted 2005)

Physical Science (AGS Publishing 2004) (adopted 2005)

History-Social Science

K-8

0.0

Teacher-created materials

9-12

New Ways of Thinking EMC Publishing (2007) (adopted 2011)

American Government MaGruders Prentice Hall (2002) (adopted 2010)

Modern World History (Patterns and Interaction) Holt McDougal (Houghton Mifflin)
(2012) (adopted 2013)

The Americans (Reconstruction to the 21st Century) Holt McDougal (Houghton
Mifflin) (2012) (adopted 2013)

Voices of Freedom 4th Edition (Pearson Education 2012) (adopted 2001)

Foreign Language

9-12

0.0

La Hoguera Lenguaje 6 (adopted 2006)

La Hoguera Lenguaje 7 (adopted 2006)

La Hoguera Lenguaje 8 (adopted 2006)

La Hoguera Introducion a Lenguaje y Literatura (adopted 2006)

Health

K-8

0.0

SPARK PE K-2 (K-2)

SPARK PE 3-6 (3-6)

9-12

The Physiology Coloring Book Kapit/Macey/Meirsami (1987) (adopted 2008)

Essentials of Human Anatomy & Physiology John W. Hole Jr. (1987) (WBC) (adopted 2008)

Prentice Hall Explorador de Ciencias (2000) (adopted 2008)

Visual and Performing Arts	9-12	0.0
History of Modern Art by H.H. Arnason 3rd Edition (Holt, Rinehart, Winston) (adopted 2012)		
Holt Literature and Language Arts Fine Arts Transparencies (adopted 2012)		
Science Laboratory Equipment (grades 9-12)	Compound Microscopes (Nasco) Triple-Beam Balances (OHAUS)	0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,681	\$1,278	\$7,403	\$46,416
District	N/A	N/A	N/A	\$77,737
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$71,584
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/28/2014

Types of Services Funded (Fiscal Year 2012-13)

The K-8 academy offers the following supports to its students:

1. An after school program to all students performing below proficiency on grade level language arts assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments
2. Bi-monthly gardening classes that are based on science standards
3. Instructional aides support kindergarten, grade 1, grade 2, and grade 3 students
4. A Reading Specialist who supports struggling students and ensures that students are reading in Spanish at grade level before 3rd grade

The high school academy provides the following supports to students:

1. CAHSEE prep classes during the regular school day and on Saturdays
2. Expanded elective options for students during period 1
3. Counselors help students complete academic plans and to identify course requirements
4. Drop-out prevention counseling

The K-8 and high school academies both offer the following supports for students:

1. A summer school program for all students performing significantly below grade level proficiency

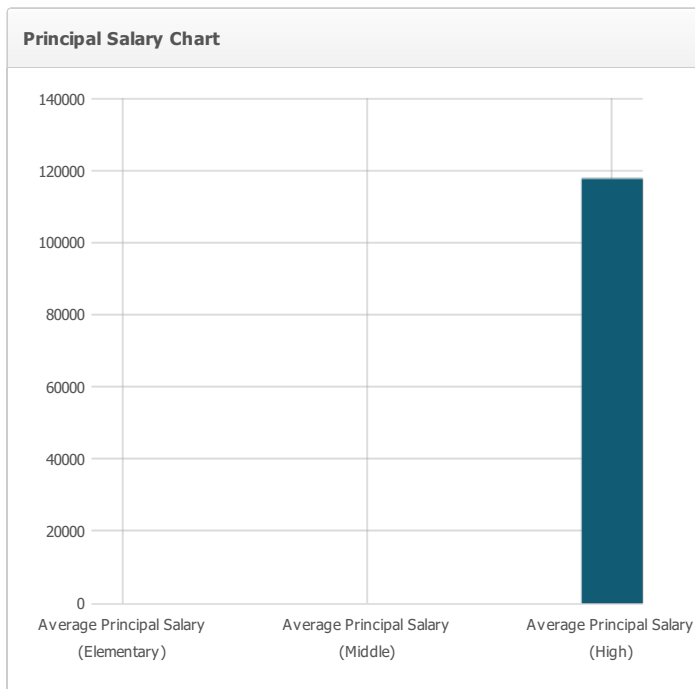
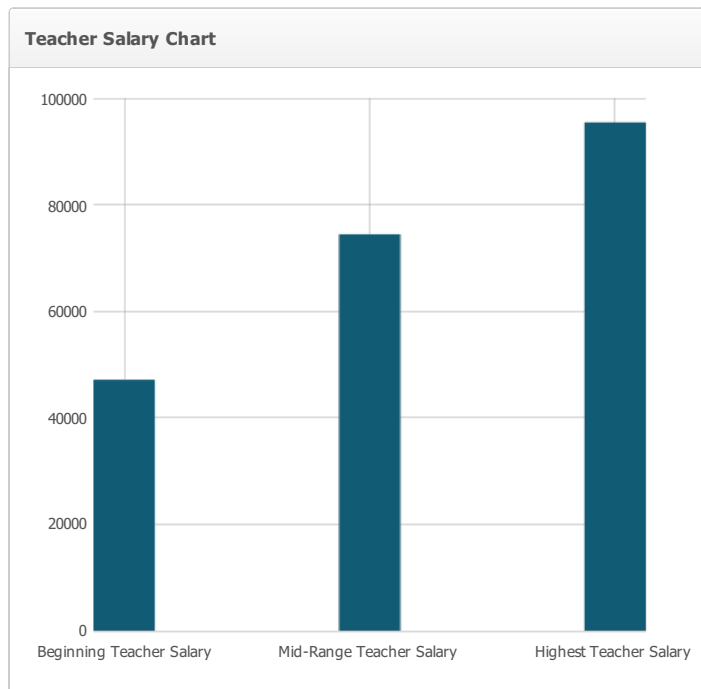
2. Small group tutoring during class and after school to students in need of additional support
3. Small group instruction
4. Counselors provide support to address behavior issues and to support communication between the school and parents to ensure that students received appropriate language arts and reading learning opportunities.

Last updated: 1/27/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	\$119,946
Average Principal Salary (High)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/24/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (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 Web page](#).

California State University

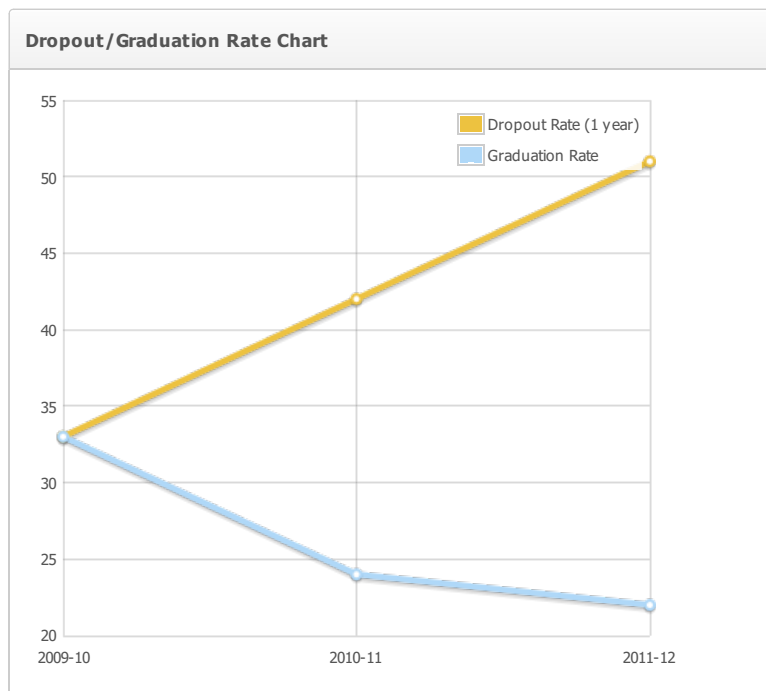
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	33.3	42.4	51.9	17.5	17.4	14.8	16.6	14.7	13.1
Graduation Rate	33.33	24.24	22.22	77.29	77.13	80.10	74.72	77.14	78.73



Last updated: 1/27/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	10	5,412	418,598
Black or African American		198	28,078
American Indian or Alaska Native		11	3,123
Asian		1,765	41,700
Filipino		524	12,745
Hispanic or Latino	9	2,345	193,516
Native Hawaiian or Pacific Islander		43	2,585
White		460	127,801
Two or More Races	1	52	6,790
Socioeconomically Disadvantaged	10	2,820	217,915
English Learners	10	1,714	93,297
Students with Disabilities	1	361	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/27/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/27/2014

Advanced Placement Courses (School Year 2012-13)

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 shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In general, staff has 22 days of professional development during a school year. Primary areas of focus for the last three years include the following:

K-8

2011-12

August, October, January, May, and June are the heaviest PD months, given that teachers receive extensive training in:

- School-wide systems & procedures
- School-wide curriculum (UBD Stage 1)
- School-wide benchmarks and state assessments

Teachers are also given additional days to prepare report cards, and then meet individually with each of their student's families. Additionally, staff received weekly PD related to pertinent monthly topics every Wednesday during staff meetings.

2012-13

August, October, January, May, and June are the heaviest PD months, given that teachers receive extensive training in: -\

- School-wide systems & procedures
- School-wide curriculum (UBD Stage 1 & 2)
- School-wide benchmarks and state assessments

Teachers are also given additional days to prepare report cards, and then meet individually with each of their student's families. In addition to PD related to specific school-wide systems, teachers participate in weekly Wednesday meetings where they may be focusing on UBD development, TLC teacher collaboration, Grade-level collaboration, and lastly one Wednesday is focused on preparing and discussing the upcoming month (which may include school programming, curriculum, testing, report cards, policies...etc).

2013-14

August, October, January, May, and June are the heaviest PD months, given that teachers receive extensive training in:

- School-wide systems & procedures
- School-wide curriculum (UBD Stages 1 & 2, Waldorf best practices)
- School-wide benchmarks and state assessments

Teachers are also given additional days to prepare report cards, and then meet individually with each of their student's families. In addition to PD related to specific school-wide systems, teachers participate in weekly Wednesday meetings where they may be focusing on UBD development, TLC teacher collaboration, Grade-level collaboration, and lastly one Wednesday is focused on preparing and discussing the upcoming month (which may include school programming, curriculum, testing, report cards, policies...etc).

9-12

2011-12

The High School operates on a quarter-based system. Consequently, four days are allotted to teachers to calculate and submit final quarter grades. During the remainder of the PD days, time was allotted for:

- Transformational Change, Cultural Sensitivity
- Workshops on using and navigating our Student information systems
- Working with Mentor/Coaches through the Cycle of Inquiry (Plan – Teach – Reflect – Apply)
- WASC Focus Groups, home groups
- Planning instruction for the new quarter
- Developing Stage One of Understanding by Design approach to teaching, Identifying Big Ideas, Enduring Understandings, and Essential Questions of Unit Planning -
- Developing Course outlines (per quarter)
- Data Analysis of NWEA MAP results
- CAHSEE Data Analysis
- Human Resources

2012-13

The High School operates on a quarter-based system. Consequently four days are allotted to teachers to calculate and submit final quarter grades. During the remainder of the PD days, time was allotted for:

- Transformational Change, Cultural Sensitivity
- Workshops on using and navigating our Student information systems
- Working with Mentor/Coaches through the Cycle of Inquiry (Plan – Teach – Reflect – Apply)
- WASC Focus Groups, home groups
- Planning instruction for the new quarter
- Developing Stage One of Understanding by Design approach to teaching, Identifying Big Ideas, Enduring Understandings, and Essential Questions of Unit Planning
- Developing Course outlines (per quarter)
- Data Analysis of NWEA MAP results
- CAHSEE Data Analysis Human Resources
- School Safety Procedures
- New ELD Standards and CCSS
- Teaching Academic Vocabulary

2013-14

The High School operates on a quarter-based system. Consequently, four days are allotted to teachers to calculate and submit final quarter grades. During the remainder of the PD days, time was allotted for:

- Transformational Change, Cultural Sensitivity
- Workshops on using and navigating our Student information systems
- Working with Mentor/Coaches through the Cycle of Inquiry (Plan – Teach – Reflect – Apply)
- WASC Focus Groups, home groups
- Planning instruction for the new quarter
- Developing Stage One of Understanding by Design approach to teaching, Identifying Big Ideas, Enduring Understandings, and Essential Questions of Unit Planning
- Developing Course outlines (per quarter)
- Data Analysis of NWEA MAP results
- CAHSEE Data Analysis
- Human Resources
- School Safety Procedures
- Teaching Academic Vocabulary
- UsD – WHERETO Elements of Teaching

Last updated: 1/30/2014