

# Escuela Popular/Center for Training and Careers, 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, Executive Director

Principal, Escuela Popular/Center for Training and Careers, Family Learning

#### About Our School

Welcome to Escuela Popular!

Whether you are a new student or a returning adult student, we are so happy you have made the decision to attend Escuela Popular High School. Our school mission statement is "Education transforms lives," and so we like to say that our adult students are on a journey of transformation here at Escuela Popular.

We have a great academic program here at Escuela Popular. Our experienced teachers are knowledgeable and caring. Our staff is helpful and supportive. Our curriculum will prepare you for your college and career goals. When you come to Escuela Popular, you will find not just a school but a supportive community and a safe place for you to learn and grow and prosper.

¡Sí se puede! Coming to school every day to learn is a tremendous challenge, especially when one is also a working adult and/or taking care of family. Escuela Popular will help you to stay focused, determined, and motivated to stay on this path that you have begun. Our beloved founder Maestra Lidia Reguerin taught us to dream, to value every member of our community, and to believe our world is beautiful. Escuela Popular gives our students the opportunity to pursue their dreams and be positively transformed through education.

We truly believe every student at Escuela Popular has the potential to succeed. Our major role as principals is to empower and guide our students to a world of possibilities. Do not hesitate to reach out to us if you have any questions or concerns, or if you just want to chat. We love meeting and talking with all of our Escuela Popular adult students!

The Chinese philosopher Lao-Tzu once said, "The journey of a thousand miles begins with one step." Deciding to come to Escuela Popular is your first step. Keep taking steps on your educational journey, and you too can be empowered to dream big and reach all of your goals. We are with you all the way.

Sincerely,

Maestra Olivia Cortes

Maestro E. K. "EKS" Shang

AM-CTC Academy Principal

PM-CTC Academy Principal

[oliviacortes@escuelapopular.org](mailto:oliviacortes@escuelapopular.org)

[ekshang@escuelapopular.org](mailto:ekshang@escuelapopular.org)

(408) 426-6586

(408) 426-0756

**Contact**

*Escuela Popular/Center for Training and Careers, Family Learning  
149 North White Rd.  
San Jose, CA 95127-1612*

*Phone: 408-275-7191*

*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/Center for Training and Careers, Family Learning
<b>Street</b>	149 North White Rd.
<b>City, State, Zip</b>	San Jose, Ca, 95127-1612
<b>Phone Number</b>	408-275-7191
<b>Principal</b>	Patricia Reguerin, Executive Director
<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>	43694270107151

*Last updated: 1/11/2018*

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

In 2003, Escuela Popular and the Center for Training and Careers came together to create a charter school that combines a challenging, standards-based academic program with relevant job, career, and college-readiness skills for students over 18 years old. Escuela Popular/Center for Training and Careers Family Learning Charter School (EPCTC) is an extension of Escuela Popular's TK-12th grade academy, and serves the current and future over 18 students who no longer qualify to attend Escuela Popular's TK-12 academy. The students in this charter school work toward a high school diploma while learning job skills that prepare them to be effective members of today's workforce.

Both partners in this charter school have long histories of service to the East San Jose community. Escuela Popular has been providing educational services to the East San José, California community since 1986. Escuela Popular developed as a grassroots effort to serve the growing need for English classes. As demand grew, the curriculum of Escuela Popular expanded to include parent education, citizenship classes, history/civics, and after-school/youth programs, in addition to English classes. In May 2002, Escuela Popular was granted a charter by the East Side Union School District to operate a family learning center for TK-12 and adult learners seeking a high school diploma. Initially, Escuela Popular operated a K-12 academy for over 400 students in three age-appropriate academies in two facilities, each with separate leadership. The student population is of Latino heritage and most of the students are eligible for the free & reduced cost lunch program or fall under the federal poverty guidelines. The majority of Escuela Popular's students are recent immigrants who are monolingual Spanish speakers, in addition to long-time East San Jose residents.

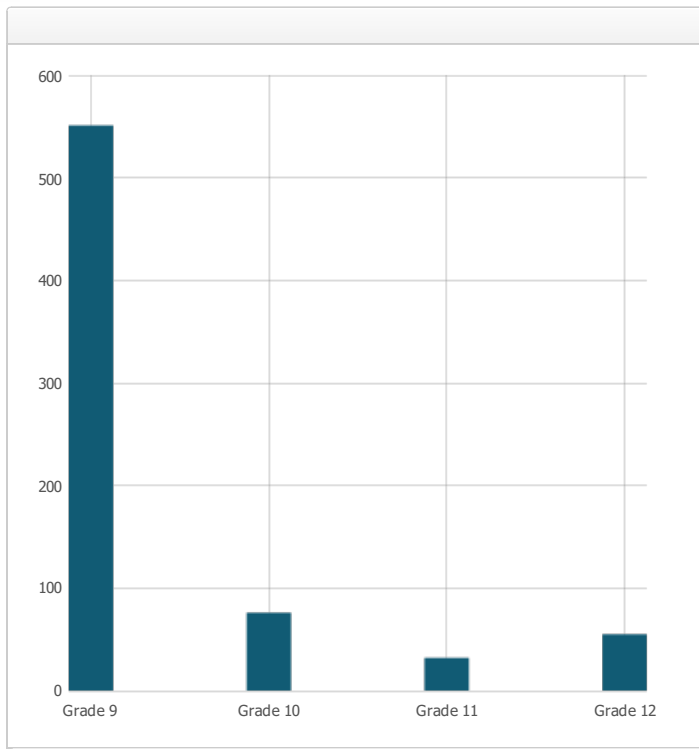
The Center for Training and Careers, Inc (now known as ConXion to Community and referred to herein as "CTC") is a community-based, non-profit, public benefit corporation, which has successfully provided educational and vocational training along with employment services to youth and adults since 1977. CTC was established to develop and enhance employment opportunities for the educationally and economically disadvantaged of the San Jose community. CTC has been a partner with Escuela Popular for over 15 years.

The overall vision of EPCTC is to empower our community through education. The over 18 academy provides educational and career opportunities for our students. Working cooperatively with Escuela Popular's TK-12th grade academy, we aim to maintain a family learning environment across the two schools by serving both parents and children. We are committed to providing meaningful learning experiences in a small school setting to ensure we are impacting the lives of every student. EPCTC is a community school that is open extended hours to accommodate the academic and non-academic needs of our over 18 students, many of whom may already be working and parenting. Our school prepares students to attend college or enter the workforce directly into a skilled job.

*Last updated: 2/6/2018*

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

Grade Level	Number of Students
Grade 9	551
Grade 10	76
Grade 11	32
Grade 12	55
<b>Total Enrollment</b>	<b>714</b>



*Last updated: 2/6/2018*

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	99.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.8 %
English Learners	99.3 %
Students with Disabilities	0.1 %
Foster Youth	0.0 %

*Last updated: 2/6/2018*

## A. Conditions of Learning

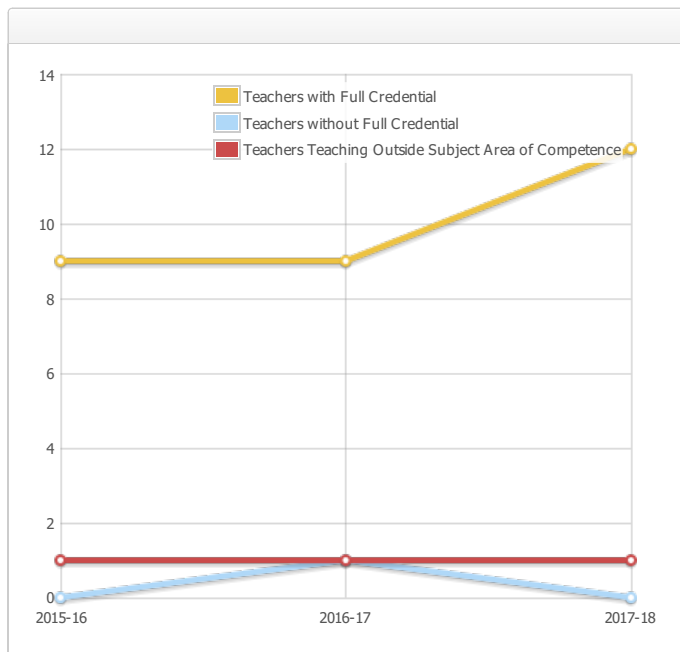
### State Priority: Basic

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

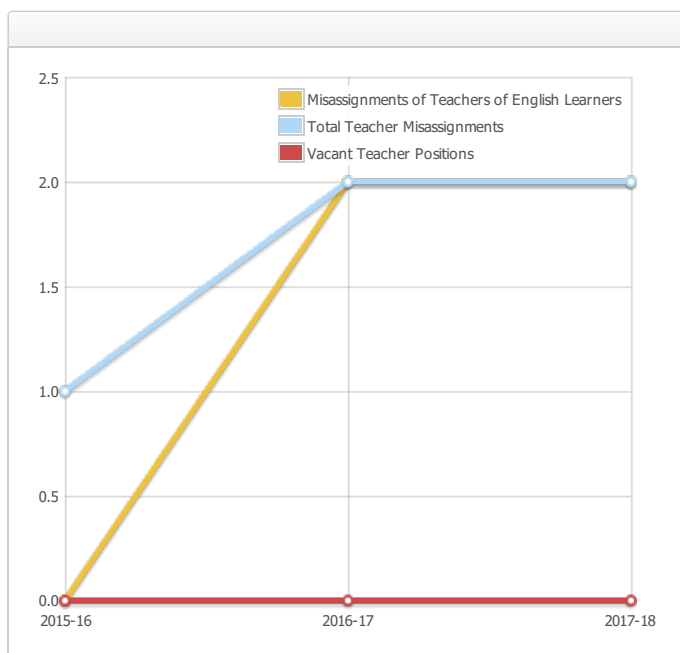
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	9	12	
Without Full Credential	0	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	



Last updated: 2/6/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	2	2
Total Teacher Misassignments*	1	2	2
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: 2/6/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>• Edge Hampton-Brown</li> <li>• Visions Language, Literature, Content Book A (Heinle Cengage Learning 2004)</li> <li>• Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004)</li> <li>• Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004)</li> <li>• Longman Keystone Book B (Pearson Education 2008) (adopted 2011)</li> <li>• Keys to Learning (Pearson Education 2005) (adopted 2011)</li> <li>• Animal Farm (adopted 2012)</li> <li>• Parrot in the Oven (adopted 2012)</li> <li>• Narrative of Frederick Douglas (adopted 2012)</li> <li>• For Colored Girls (adopted 2012)</li> <li>• Night (adopted 2012)</li> <li>• I Know Why the Caged Bird Sings (adopted 2012)</li> <li>• Diary of Anne Frank (adopted 2013)</li> <li>• The Pearl (adopted 2013)</li> <li>• The Circuit (adopted 2013)</li> <li>• The Glass Menagerie (adopted 2013)</li> <li>• Breaking Through (adopted 2013)</li> <li>• And the Earth Did Not Devour Him (adopted 2013)</li> <li>• Macbeth (adopted 2013)</li> <li>• Our Town (adopted 2013)</li> <li>• Chicana Falsa (adopted 2013)</li> <li>• Poems of Pablo Neruda (adopted 2013)</li> <li>• Who's Irish (adopted 2014)</li> </ul>	No	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Pre Algebra; Malloy, Price, et al.; Glencoe McGraw -Hill; 2003, Columbus, Ohio(adopted 2008)</li> <li>• Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague; Thomson Brooks/Cole; 2004, Belmont , CA (2008) (adopted 2008)</li> <li>• Geometry; Siegfried Haenisch; A GS; 2001, USA (adopted 2008)</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>• Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted 2007)</li> <li>• Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005) (adopted 2007)</li> <li>• Science Explorer Series "Human Biology" (Prentice Hall, 2002) (adopted 2007)</li> <li>• Science Explorer Series "Environmental Science" (Prentice Hall, 2002) (adopted 2007)</li> <li>• Earth Science (A GS Publishing 2004) (adopted 2005)</li> <li>• Physical Science (A GS Publishing 2004) (adopted 2005)</li> <li>• Biology, Miller and Levine (Pearson, 2014) (adopted 2014)</li> </ul>	No	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>• New Ways of Thinking EMC Publishing (2007) (adopted 2011)</li> <li>• American Government MaGruders Prentice Hall (2002) (adopted 2010)</li> <li>• Modern World History (Patterns and Interaction) Holt McDougal (Houghton Mifflin)(2012) (adopted 2013)</li> <li>• The Americans (Reconstruction to the 21st Century) Holt McDougal (HoughtonMifflin) (2012) (adopted 2013)</li> <li>• Voices of Freedom 4th Edition (Pearson Education 2012) (adopted 2001)</li> </ul>	No	0.0 %
Foreign Language	<ul style="list-style-type: none"> <li>• La Hoguera Lenguaje 6 (adopted 2006)</li> <li>• La Hoguera Lenguaje 7 (adopted 2006)</li> <li>• La Hoguera Lenguaje 8 (adopted 2006)</li> <li>• La Hoguera Introducion a Lenguaje y Literatura (adopted 2006)</li> <li>• TEMA S (adopted 2014)</li> </ul>	No	0.0 %
Health	<ul style="list-style-type: none"> <li>• The Physiology Coloring Book Kapit /Macey/Meirsami (1987) (adopted 2008)</li> <li>• Essentials of Human Anatomy &amp; Physiology John W . Hole Jr. (1987) (WBC)(adopted 2008)</li> <li>• Prentice Hall Explorador de Ciencias (2000) (adopted 2008)</li> </ul>	No	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Hist ory of Modern Art by H.H. Arnason 3rd Edtion (Holt , Rinehart , Winston)(adopted 2012)</li> </ul>	No	0.0 %

- Holt Literature and Language Arts Fine Arts Transparencies (adopted 2012)

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

**Overall in January 2018 based on FIT data: Fair:** No gas leaks. HVAC bundle pending installation in 100s, 200s, 300s, 400s, 500s classrooms. Daily maintenance by custodial staff and teaching staff keep food outside classrooms. LED all areas on campus upgrade(1/1/2018). Daily maintenance keeps restrooms clean and in working condition. All areas are free of any hazardous materials. Playground is was updated 2/2/2018. Gates and fences have been installed January 2018 on school perimeter.

EPCTC is co-located with EPAFLC at 149 N. White Road in San Jose, CA, the former Pala Middle School, which is within the East Side Union High School District boundaries. Escuela Popular is in its seventh year of a forty-year lease with Alum Rock Union Elementary School District.

The current EPCTC academy is safe, functional, clean, and well maintained. In addition to housing the high school academies, it houses the childcare department. In July 2011, Escuela Popular re-entered into a one-year Re-Use Agreement with the City of San Jose to operate the Alum Rock Youth Center. Through this agreement, classes are held at the Youth Center for students in grades 9-12. In addition, students have access to a gymnasium that they use for P.E. and extracurricular activities. The campus is close to public transportation. To maintain a safe facility, EPCTC employs three campus supervisors who are available during the morning and evening sessions.

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 EPCTC 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: 2/6/2018*

## 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	Fair	No gas leaks. HVAC bundle pending install in 100s, 200s, 300s, 400s, 500s classrooms. Sewer line in front of 300 soon to be replaced(tree roots found in line)/pending repair.
<pre> &lt;!-- /* Font Definitions */ @font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:roman; mso-font-pitch:variable; mso-font-signature:-536870145 1107305727 0 0 415 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4;                     </pre>		



```

mso-font-charset:0;
mso-generic-font-family:swiss;
mso-font-pitch:variable;
mso-font-signature:-536870145
1073786111 1 0 415 0;}
/* Style Definitions */
p.MsoNormal, li.MsoNormal,
div.MsoNormal
{mso-style-unhide:no;
mso-style-qformat:yes;
mso-style-parent:"";
margin:0in;
margin-bottom:.0001pt;
mso-pagination:widow-orphan;
font-size:12.0pt;
font-family:"Calibri",sans-serif;
mso-ascii-font-family:Calibri;
mso-ascii-theme-font:minor-latin;
mso-fareast-font-family:Calibri;
mso-fareast-theme-font:minor-latin;
mso-hansi-font-family:Calibri;
mso-hansi-theme-font:minor-latin;
mso-bidi-font-family:"Times New
Roman";
mso-bidi-theme-font:minor-bidi;}
.MsoChpDefault
{mso-style-type:export-only;
mso-default-props:yes;
font-family:"Calibri",sans-serif;
mso-ascii-font-family:Calibri;
mso-ascii-theme-font:minor-latin;
mso-fareast-font-family:Calibri;
mso-fareast-theme-font:minor-latin;
mso-hansi-font-family:Calibri;
mso-hansi-theme-font:minor-latin;
mso-bidi-font-family:"Times New
Roman";
mso-bidi-theme-font:minor-bidi;}
@page WordSection1
{size:8.5in 11.0in;
margin:1.0in 1.0in 1.0in 1.0in;
mso-header-margin:.5in;
mso-footer-margin:.5in;
mso-paper-source:0;}
div.WordSection1
{page:WordSection1;}
-->

```

No gas leaks. HVAC bundle pending install in 100s, 200s, 300s, 400s, 500s classrooms. Sewer line in front of 300 soon to be replaced(tree roots found in line)/pending repair.

Interior: Interior Surfaces	Fair	Floors need a top layer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Daily maintenance by custodial staff and teaching staff keep food outside classrooms.
Electrical: Electrical	Good	Areas were upgraded to LED lighting (1/1/18)

Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Daily maintenance keeps restrooms clean and in working condition. Water fountains are old, need to be replaced/upgraded.
Safety: Fire Safety, Hazardous Materials	Good	All areas are free of any hazardous materials. Storage area assigned for safety.
Structural: Structural Damage, Roofs	Fair	Roof is old on campus: 100s, 200s, 300s, 400s, 500s needs annual patching.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Windows need to be replaced in 100s, 200s, 300s, 400s, 500s to those which open/close. Dorrs in each classroom need to be upgraded. Playground was upgraded 2/2/2018. Gates and fences have been installed January 2018 around school perimeter.

**Overall Facility Rate**

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

Overall Rating	Fair
----------------	------

*Last updated: 2/6/2018*

## 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)	17%	19%	61%	63%	48%	48%
Mathematics (grades 3-8 and 11)	0%	0%	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: 2/9/2018*

**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	33	32	96.97%	18.75%
Male	--	--	--	--
Female	25	24	96.00%	16.67%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33	32	96.97%	18.75%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	29	28	96.55%	21.43%
English Learners	33	32	96.97%	18.75%
Students with Disabilities				
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: 2/9/2018*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	31	93.94%	
Male	--	--	--	--
Female	25	24	96.00%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33	31	93.94%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	29	27	93.10%	
English Learners	33	31	93.94%	
Students with Disabilities				
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: 2/7/2018*

**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)	14.0%	7.0%	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: 2/7/2018*

**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: 2/9/2018

**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: 2/12/2018

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
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: 2/9/2018



## 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)

EPCTC provides services to adult students who are independent from their parents. While we do not directly involve students in the governance through a board seat, we involve adult students in providing feedback through and priority setting through various means listed below:

- Teaching Excellence Network (TEN) Feedback Loop
- Local Control Accountability Plan (LCAP) Stakeholder Engagement

In addition to the formal structures described above, EPCTC works to create a welcoming environment for families. One important way of welcoming families and students is by valuing and celebrating their primary language. All correspondence sent home and school meetings are bilingual. Additionally, the vast majority of staff speak Spanish.

EPCTC uses the following strategies to involve students in their learning:

- Weekly bulletin
- Automated phone messaging
- An open-door policy to meet with academic counselors and administrators
- Volunteer opportunities

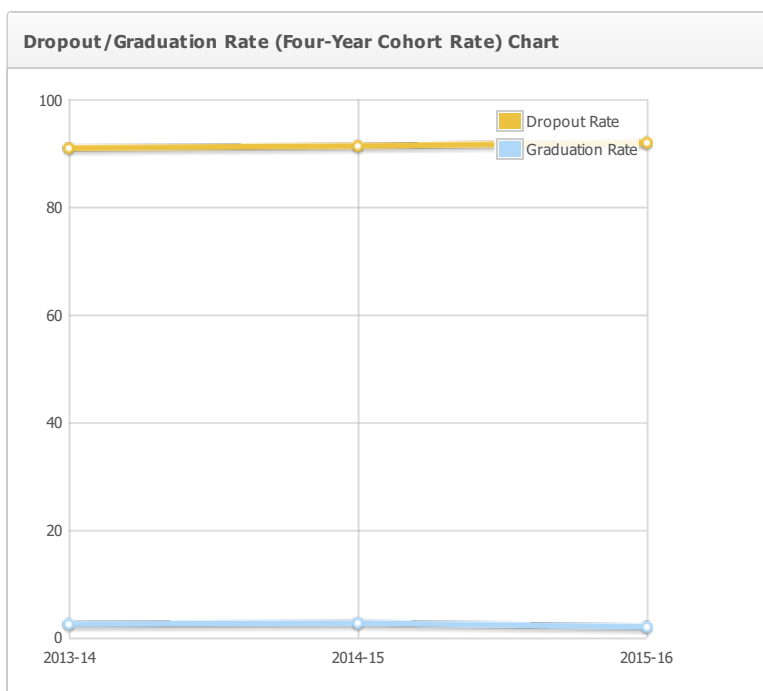
# State Priority: Pupil Engagement

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	90.9%	91.3%	91.9%	12.0%	11.7%	10.0%	11.5%	10.7%	9.7%
Graduation Rate	2.5%	2.7%	2.0%	82.9%	83.0%	85.0%	81.0%	82.3%	83.8%



Last updated: 2/9/2018

**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	50.0%	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	50.0%	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	50.0%	79.7%	85.5%
English Learners	50.0%	48.6%	55.4%
Students with Disabilities	0.0%	60.1%	63.9%
Foster Youth	0.0%	39.0%	68.2%

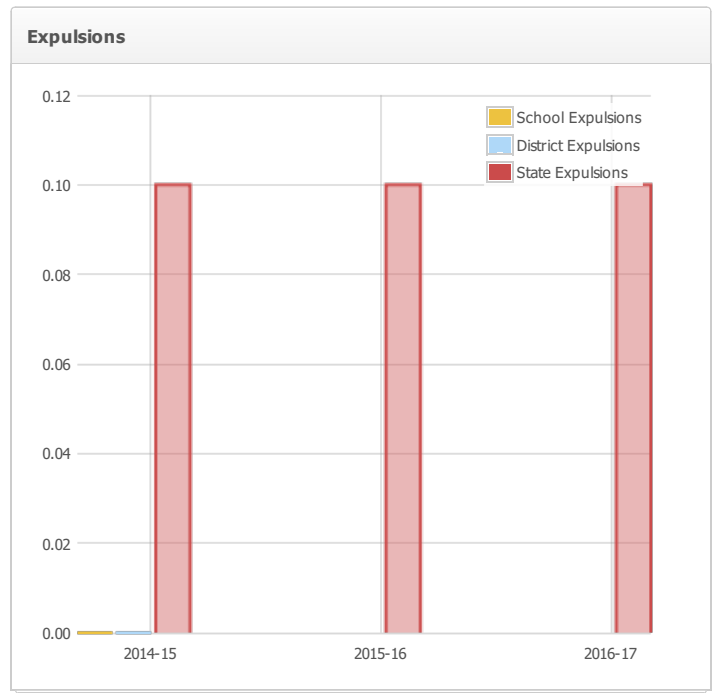
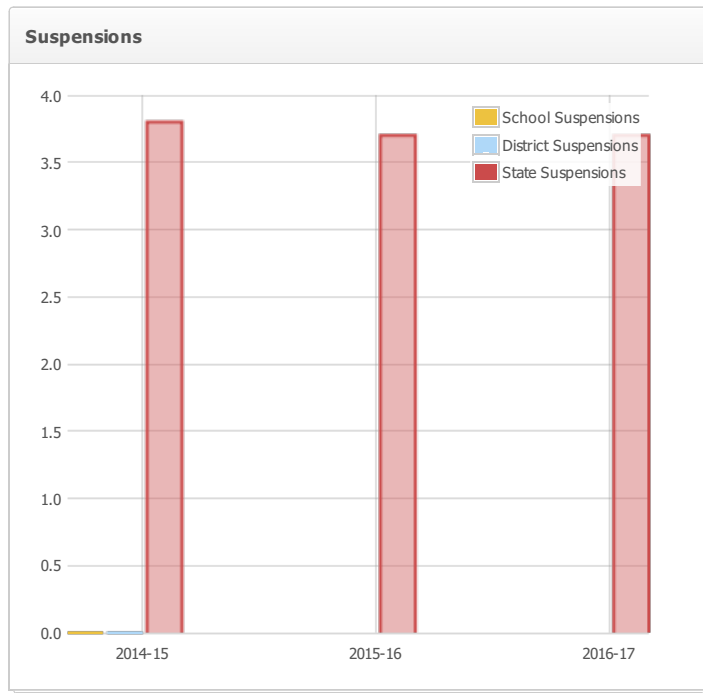
# State Priority: School Climate

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	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 2/9/2018

## 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: 2/9/2018*

## 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
First Year of Program Improvement		2004-2005
Year in Program Improvement		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: 2/9/2018*

### 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												
1												
2												
3												
4												
5												
6												
Other												

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

*Last updated: 2/9/2018*

**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	25.0	17	13	7	24.0	15	13	6	20.0	25	9	6
Mathematics	12.0	36	5	0	10.0	9	1	0	11.0	28	2	0
Science	10.0	7	0	0	12.0	6	1	0	14.0	4	1	1
Social Science	14.0	11	1	0	16.0	9	2	0	17.0	9	2	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: 2/9/2018

**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	1.5	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 2/9/2018

**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	\$11203.0	\$680.0	\$10522.0	\$50617.0
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: 2/9/2018

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

The high school academy provides the following supports to students:

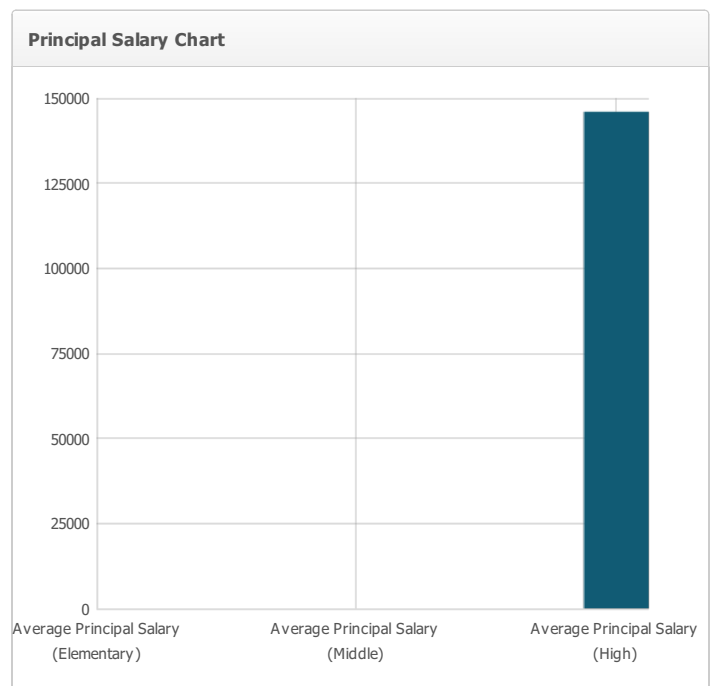
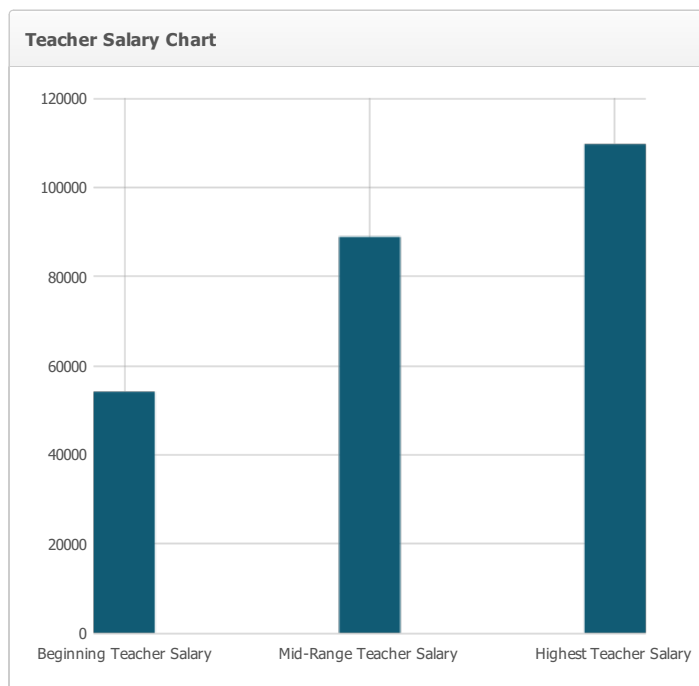
- Counselors help students complete academic plans and to identify course requirements
- Drop-out prevention counseling
- Transportation for students
- Academic counseling guidance for applying to post-secondary education
- Smaller group instruction in Mathematics
- Health Education Childcare services at no expense

*Last updated: 2/9/2018*

**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: 2/9/2018*

**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: 2/9/2018*