

Escuela Popular Accelerated Family Learning

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.



Ms. Patricia Lidia Reguerin, Executive Director

Principal, Escuela Popular Accelerated Family Learning

About Our School

Message from K-8 Principal

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

Les doy la bienvenida al año escolar 2015-16. Nuestra academia sigue creciendo y este año tendremos más de 300 estudiantes y una lista de espera. Así como nuestra academia crece en números tenemos la responsabilidad de seguir desarrollando ideas sobre como crear fuertes jaguares quienes serán los líderes de nuestras comunidades.

Este año será un año para alinear nuestros valores con nuestras practicas y pólizas para crear nuestros jaguares. Juntos vamos a continuar el desarrollo de las relaciones y los sistemas que nos ayudan para asegurar que nuestros estudiantes se sientan seguros, respetados y amados. También queremos enfocarnos en como podemos seguir progresando académicamente en alineamiento con la implementación de los estándares estatales.

Les pido su apoyo en el compromiso de seguir nuestras expectativas de la escuela. Es importante que todos los estudiantes lleguen a la escuela a tiempo, sigan el código de vestimenta, se traten a sí mismos y a otros con cuidado atreves de tomar buenas decisiones.

Voy aprovechar este momento para hacerles saber que siempre estoy disponible para escuchar sus preguntas, comentarios, preocupaciones y celebraciones. Si tienen algo que les gustaría compartir conmigo por favor no duden en acercarse a mí alrededor de la escuela, dejarme una nota, correo electrónico, texto o llamarme.

Por favor, sepan que todas las familias son valorados y una parte integral de nuestro ambiente escolar. Espero ver a las familias apoyando durante el recreo, leyendo en los salones, asistiendo a Noches de Familia y participando en la educación de nuestros jaguares. Se que este año va ser muy especial para nuestra comunidad y su participación es muy valiosa. ¡Nos vemos el 24 de agosto para comenzar el año escolar!

R.I.S.E.

¡Somos los Jaguares!

Con respeto su directora,

Mrs. Daisv Barocio

daisy@escuelapopular.org

Oficina: (408) 275-7190

Celular: (408) 426-6592

Dear Dual-Language Students and Families,

I welcome you to our 2015-2016 school year. Our academy continues to grow and this year we will have more than 300 students and a waitlist. As we continue to grow our responsibility to ensure that develop strong jaguars who will become the leaders of our community also increases.

This will be a year of ensuring that our values are aligned with our practices and policies for the benefit of our jaguars. Together we will continue to develop relationships and systems that help us move towards ensuring that our students feel safe, respected, and loved. We also want to continue our focus on ensuring that we continue making academic progress that is aligned with California's Common Core Standards.

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

I take this moment to reach out and let you know that I am always available to listen to your questions, comments, concerns, and celebrations. 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.

Please know that all families are valued and an integral part of our school environment. I hope to see families around campus supporting with recess, reading in classrooms, attending Family Nights, and participating in the education of our jaguars. I know that this year will be very special for our community and your participation is valuable. I look forward to seeing everyone for the first day of school on August 24th!

R.I.S.E.

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

With much respect your Principal,

Mrs. Daisy Barocio

daisy@escuelapopular.org

Office: (408) 275-7190

Cell: (408) 426-6592

Message from 9-12 Principal

10 de agosto del 2015

Estimadas familias: Espero que se encuentren bien. Muchas gracias por ser parte de nuestra comunidad de Escuela Popular. Los que continúan con nosotros, ¡gracias! Y a su vez les doy la bienvenida a todas las familias que se unen a la gran familia de Escuela Popular este año escolar. Espero conocerlos más para poder servir y apoyar a su estudiante(s) y familia en su educación.

Este año nos estamos enfocando en las 12 prioridades que nuestra comunidad (estudiantes, maestros, familias, administración, etc.) selecciono por medio de la encuesta, TEN. Nuestros maestros y personal han formado comunidades de aprendizaje designados para desarrollar las prioridades indicadas. Adjunto a esta carta encontrara un documento que detalla las 12 prioridades.

La meta de Escuela Popular siempre ha sido de responder a las necesidades de nuestra comunidad, y siempre luchamos y trabajamos para mantener nuestra cultura e idioma, mientras nuestros estudiantes se desarrollan para ser:

- Ciudadanos **R**esponsables
- **I**nteligentes y **C**uriosos
- **S**aludable
- Comunicadores **B**i-lingües y **E**fectivos en inglés y español (idioma materno)

Esperamos que su estudiante(s):

- Asista todos los días y a tiempo
- Complete todas sus tareas
- Pase todas sus clases con calificaciones de "B" o "A"
- Sea respetuoso en la escuela, en la comunidad, y en el hogar
- Demuestre desarrollo y progreso académico en matemáticas y lectura, basado en el examen de "NWEA MAP"

Queremos mantener a su estudiante motivado en la escuela y la meta de largo plazo es preparar y guiar a cada estudiante al colegio. Estamos preparando nuestros cursos para que sean reconocidos y aprobados por el sistema de la Universidad de California, nombrado "A-G Pathway," para que nuestros estudiantes tengan la opción de aplicar a cualquier universidad de su preferencia después de completar su diploma de preparatorio o bachillerato. En este momento, tenemos dos cursos aprobados y estamos trabajando en cursos adicionales para entregarlos durante la primavera.

Cada trimestre tenemos Noche de Familia y durante este tiempo pueden reunirse con los maestros. La comunicación entre la escuela y el hogar es necesaria para el éxito de su estudiante. Por favor de asistir con su estudiante durante las Noches

de Familias. También continuare enviando "High School Years" que incluye ideas e información para usted y su familia. Espero que lo lean.

Muchas gracias por ser parte de nuestra familia y comunidad y les doy gracias por haber escogido a Escuela Popular para la educación de su estudiante. Esperamos continuar a sirviéndoles de la mejor manera posible. Si tienen cualquier pregunta, por favor escribirme al correo electrónico gricelda@escuelapopular.org o de llamarme al 408.426.6586.

Sinceramente,

Gricelda H. González

Directora

Contact

*Escuela Popular Accelerated Family Learning
467 North White Rd.
San Jose, CA 95127-1936*

Phone: 408-275-7190

E-mail: patricia@escuelapopular.org

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| District Name | East Side Union High |
| Phone Number | (408) 347-5000 |
| Superintendent | Chris Funk |
| E-mail Address | funkc@esuhsd.org |
| Web Site | www.esuhsd.org |

| School Contact Information - Most Recent Year | |
|---|--|
| School Name | Escuela Popular Accelerated Family Learning |
| Street | 467 North White Rd. |
| City, State, Zip | San Jose, Ca, 95127-1936 |
| Phone Number | 408-275-7190 |
| Principal | Ms. Patricia Lidia Reguerin, Executive Director |
| E-mail Address | patricia@escuelapopular.org |
| Web Site | www.escuelapopular.org |
| County-District-School (CDS) Code | 43694274330726 |

Last updated: 2/2/2016

School Description and Mission Statement - Most Recent Year

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 believed that teaching is an act of love and that we should teach our students to pursue their dreams.

Escuela Popular Accelerated Family Learning Center currently provides educational services to over 325 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:

- 97% Latino, 1% American Indian or Alaska Native, 1% African American and less than one percent classified as two or more races.
- Most students (87%) qualify for the free & reduced cost lunch program or fall under the federal poverty guidelines.
- 81% 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:

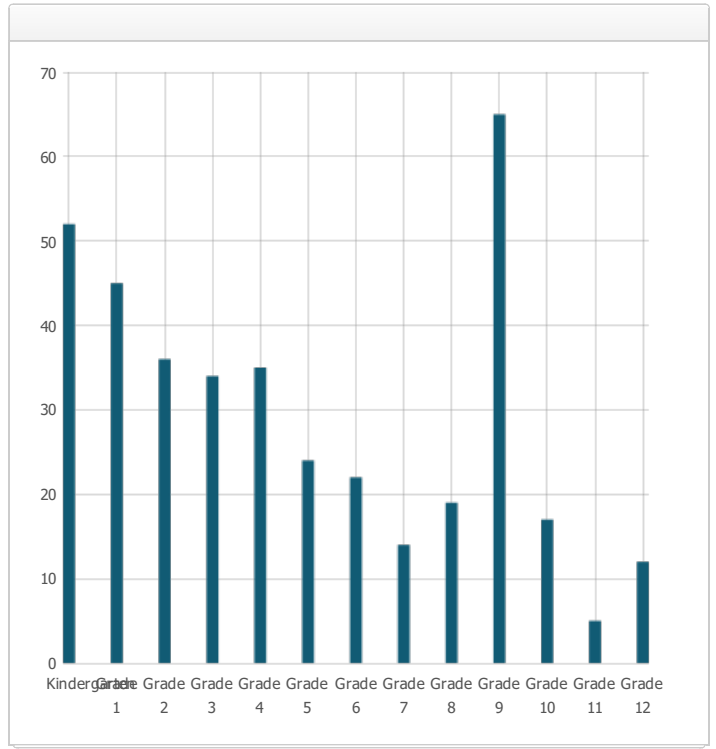
- poverty
- language isolation from the dominant culture
- immigration issues and resulting insecurities
- culture shock resulting in a feeling of disempowerment and dependency
- life threatening travel to the US resulting in trauma
- family separation which is particularly hard on the youth
- frequently 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: 2/2/2016

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 52 |
| Grade 1 | 45 |
| Grade 2 | 36 |
| Grade 3 | 34 |
| Grade 4 | 35 |
| Grade 5 | 24 |
| Grade 6 | 22 |
| Grade 7 | 14 |
| Grade 8 | 19 |
| Grade 9 | 65 |
| Grade 10 | 17 |
| Grade 11 | 5 |
| Grade 12 | 12 |
| Total Enrollment | 380 |



Last updated: 2/2/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 % |
| American Indian or Alaska Native | 1.3 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 97.1 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 0.0 % |
| Two or More Races | 0.5 % |
| Socioeconomically Disadvantaged | 92.9 % |
| English Learners | 80.8 % |
| Students with Disabilities | 2.1 % |
| Foster Youth | 0.8 % |

Last updated: 2/2/2016

A. Conditions of Learning

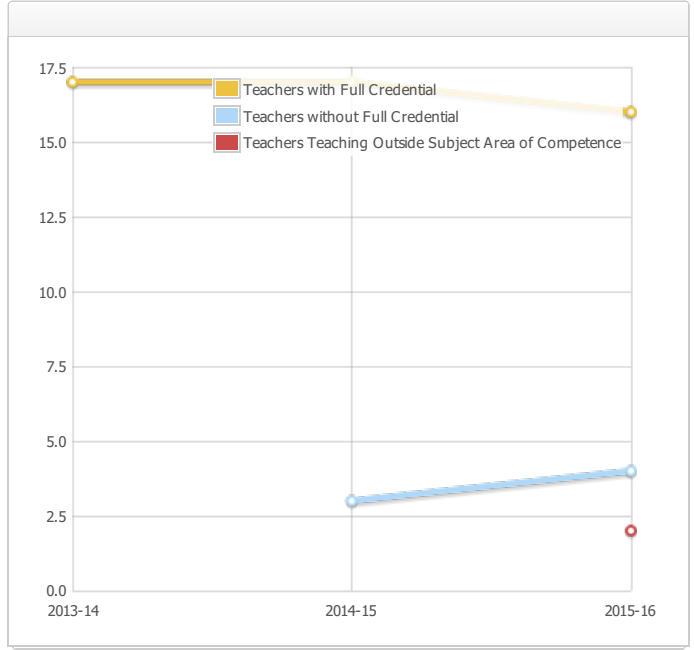
State Priority: Basic

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

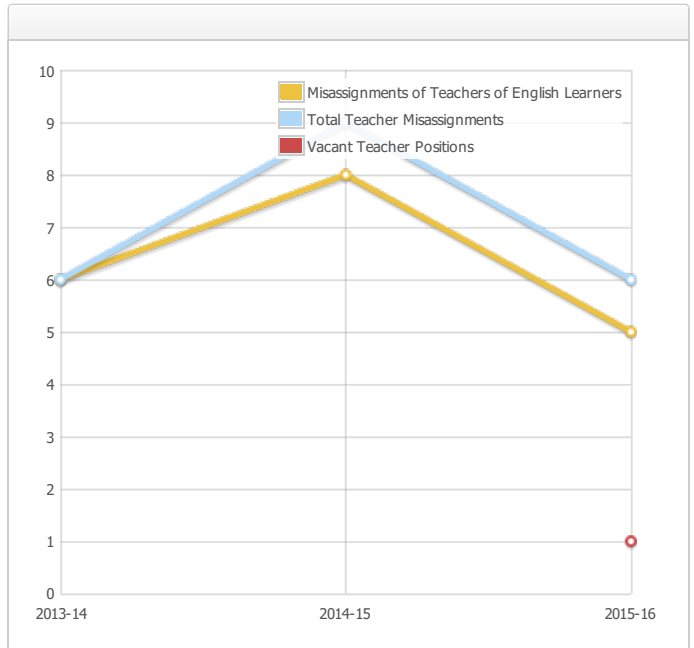
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 17 | 17 | 16 | |
| Without Full Credential | | 3 | 4 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | | 2 | |



Last updated: 2/2/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 6 | 8 | 5 |
| Total Teacher Misassignments* | 6 | 9 | 6 |
| Vacant Teacher Positions | | | 1 |



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: 2/2/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | 84.0% | 16.0% |
| All Schools in District | 94.0% | 6.0% |
| High-Poverty Schools in District | 93.0% | 7.0% |
| Low-Poverty Schools in District | 98.0% | 3.0% |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | K-8 Calle de la Lectura (K-5) Reading Street (3-5) both from Pearson (adopted 2012-13) Estrellita K-1 Reading Program (K-1st) from Estrellit (adopted 2012-13) | | 0.0 % |
| | 9-12 Edge Hampton-Brown (adopted 2008) Visions Language, Literature, Content Book A (Heinle Cengage Learning 2004) (adopted 2008) Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004) (adopted 2008) Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004) (adopted 2008) Longman Keystone Book B (Pearson Education 2008) (adopted 2011) Keys to Learning (Pearson Education 2005) (adopted 2011) Animal Farm (adopted 2012) Parrot in the Oven (adopted 2012) Narrative of Frederick Douglas (adopted 2012) For Colored Girls (adopted 2012) Night (adopted 2012) I Know Why the Caged Bird Sings (adopted 2012) Diary of Anne Frankn (adopted 2011) The Pearl (adopted 2012) The Circuit (adopted 2013) The Glass Menagerie (adopted 2013) Breaking Through (adopted 2013) And the Earth Did Not Devour Him (adopted 2013) Macbeth (adopted 2013) Our Town (adopted 2013) Chicana Falsa (adopted 2013) Bronx Masquerade (adopted 2013) | | |
| Mathematics | K-8 | | 0.0 % |

Envision Math (K-5) from Pearson (adopted 2011-12)
 Common Core Coach (6-8th) by Triumph Learning (adopted 2011-12)

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 % |
|---------|------------|-------|

K-6: use online sources to develop teacher created lessons
 Life Science (7th grade) (adopted 2011-2012)
 Physical Science (8th grade) from: Prentice Hall (adopted 2011-2012)

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)
 Biology, Miller and Levine (Pearson, 2014) (adopted 2014)

| | | |
|------------------------|------------|-------|
| 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 | 100.0 % |
|------------------|-------------|---------|

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 | 100.0 % |
|--------|------------|---------|

SPARK PE K-2 (adopted 2002)
 SPARK PE 3-6 (adopted 2002)

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 | 100.0 % |
| | 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 Lab Eqpmt (Grades 9-12) | Compound Microscopes (Nasco) (adopted 2009) | 0.0 % |
| | Triple-Beam Balances (OHAUS) (adopted 2004) | |

Last updated: 2/2/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The EP-AFLC K-8 students are located at 467 N. White Rd., San Jose, CA 95127. This facility 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 attempt to 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.

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 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. The agreement has been renewed each year since. 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. One is available during the morning session, and two are available during the evening session.

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: 2/2/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

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

Last updated: 2/2/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 13.0% | 59.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 9.0% | 38.0% | 33.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 32 | 28 | 87.5% | 79.0% | 18.0% | 4.0% | 0.0% |
| Male | 32 | 16 | 50.0% | 63.0% | 31.0% | 6.0% | 0.0% |
| Female | 32 | 12 | 37.5% | 100.0% | 0.0% | 0.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 32 | 1 | 3.1% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 32 | 27 | 84.4% | 78.0% | 19.0% | 4.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 32 | 24 | 75.0% | 79.0% | 17.0% | 4.0% | 0.0% |
| English Learners | 32 | 24 | 75.0% | 83.0% | 13.0% | 4.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 36 | 33 | 91.7% | 79.0% | 15.0% | 6.0% | 0.0% |
| Male | 36 | 16 | 44.4% | 94.0% | 6.0% | 0.0% | 0.0% |
| Female | 36 | 17 | 47.2% | 65.0% | 24.0% | 12.0% | 0.0% |
| Black or African American | 36 | 1 | 2.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 36 | 32 | 88.9% | 81.0% | 13.0% | 6.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 36 | 32 | 88.9% | 81.0% | 13.0% | 6.0% | 0.0% |
| English Learners | 36 | 29 | 80.6% | 90.0% | 7.0% | 3.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 25 | 24 | 96.0% | 83.0% | 8.0% | 8.0% | 0.0% |
| Male | 25 | 14 | 56.0% | 86.0% | 7.0% | 7.0% | 0.0% |
| Female | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 25 | 24 | 96.0% | 83.0% | 8.0% | 8.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 22 | 88.0% | 86.0% | 5.0% | 9.0% | 0.0% |
| English Learners | 25 | 17 | 68.0% | 94.0% | 6.0% | 0.0% | 0.0% |
| Students with Disabilities | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 25 | 23 | 92.0% | 61.0% | 17.0% | 22.0% | 0.0% |
| Male | 25 | 14 | 56.0% | 43.0% | 21.0% | 36.0% | 0.0% |
| Female | 25 | 9 | 36.0% | -- | -- | -- | -- |
| Black or African American | 25 | 1 | 4.0% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 25 | 22 | 88.0% | 64.0% | 18.0% | 18.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 21 | 84.0% | 57.0% | 19.0% | 24.0% | 0.0% |
| English Learners | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 14 | 14 | 100.0% | 64.0% | 21.0% | 14.0% | 0.0% |
| Male | 14 | 10 | 71.4% | -- | -- | -- | -- |
| Female | 14 | 4 | 28.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 14 | 14 | 100.0% | 64.0% | 21.0% | 14.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 14 | 14 | 100.0% | 64.0% | 21.0% | 14.0% | 0.0% |
| English Learners | 14 | 11 | 78.6% | 73.0% | 9.0% | 18.0% | 0.0% |
| Students with Disabilities | 14 | 1 | 7.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 23 | 23 | 100.0% | 35.0% | 35.0% | 26.0% | 4.0% |
| Male | 23 | 10 | 43.5% | -- | -- | -- | -- |
| Female | 23 | 13 | 56.5% | 31.0% | 23.0% | 38.0% | 8.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 23 | 23 | 100.0% | 35.0% | 35.0% | 26.0% | 4.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 23 | 18 | 78.3% | 33.0% | 28.0% | 33.0% | 6.0% |
| English Learners | 23 | 11 | 47.8% | 73.0% | 27.0% | 0.0% | 0.0% |
| Students with Disabilities | 23 | 2 | 8.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 7 | 3 | 42.9% | -- | -- | -- | -- |
| Male | 7 | 1 | 14.3% | -- | -- | -- | -- |
| Female | 7 | 2 | 28.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 7 | 3 | 42.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 7 | 3 | 42.9% | -- | -- | -- | -- |
| English Learners | 7 | 2 | 28.6% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 32 | 30 | 93.8% | 73.0% | 20.0% | 7.0% | 0.0% |
| Male | 32 | 17 | 53.1% | 59.0% | 29.0% | 12.0% | 0.0% |
| Female | 32 | 13 | 40.6% | 92.0% | 8.0% | 0.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 32 | 1 | 3.1% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 32 | 29 | 90.6% | 72.0% | 21.0% | 7.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 32 | 25 | 78.1% | 72.0% | 24.0% | 4.0% | 0.0% |
| English Learners | 32 | 26 | 81.3% | 73.0% | 19.0% | 8.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 36 | 34 | 94.4% | 62.0% | 29.0% | 9.0% | 0.0% |
| Male | 36 | 17 | 47.2% | 71.0% | 24.0% | 6.0% | 0.0% |
| Female | 36 | 17 | 47.2% | 53.0% | 35.0% | 12.0% | 0.0% |
| Black or African American | 36 | 1 | 2.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 36 | 33 | 91.7% | 64.0% | 27.0% | 9.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 36 | 32 | 88.9% | 66.0% | 25.0% | 9.0% | 0.0% |
| English Learners | 36 | 31 | 86.1% | 68.0% | 26.0% | 6.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 25 | 25 | 100.0% | 88.0% | 8.0% | 4.0% | 0.0% |
| Male | 25 | 15 | 60.0% | 87.0% | 7.0% | 7.0% | 0.0% |
| Female | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 25 | 25 | 100.0% | 88.0% | 8.0% | 4.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 23 | 92.0% | 87.0% | 9.0% | 4.0% | 0.0% |
| English Learners | 25 | 18 | 72.0% | 94.0% | 6.0% | 0.0% | 0.0% |
| Students with Disabilities | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 25 | 23 | 92.0% | 61.0% | 30.0% | 9.0% | 0.0% |
| Male | 25 | 14 | 56.0% | 43.0% | 43.0% | 14.0% | 0.0% |
| Female | 25 | 9 | 36.0% | -- | -- | -- | -- |
| Black or African American | 25 | 1 | 4.0% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 25 | 22 | 88.0% | 64.0% | 27.0% | 9.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 21 | 84.0% | 57.0% | 33.0% | 10.0% | 0.0% |
| English Learners | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 14 | 14 | 100.0% | 43.0% | 43.0% | 14.0% | 0.0% |
| Male | 14 | 10 | 71.4% | -- | -- | -- | -- |
| Female | 14 | 4 | 28.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 14 | 14 | 100.0% | 43.0% | 43.0% | 14.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 14 | 14 | 100.0% | 43.0% | 43.0% | 14.0% | 0.0% |
| English Learners | 14 | 11 | 78.6% | 55.0% | 36.0% | 9.0% | 0.0% |
| Students with Disabilities | 14 | 1 | 7.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 23 | 23 | 100.0% | 57.0% | 30.0% | 9.0% | 4.0% |
| Male | 23 | 10 | 43.5% | -- | -- | -- | -- |
| Female | 23 | 13 | 56.5% | 54.0% | 23.0% | 15.0% | 8.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 23 | 23 | 100.0% | 57.0% | 30.0% | 9.0% | 4.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 23 | 18 | 78.3% | 44.0% | 39.0% | 11.0% | 6.0% |
| English Learners | 23 | 11 | 47.8% | 82.0% | 18.0% | 0.0% | 0.0% |
| Students with Disabilities | 23 | 2 | 8.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 7 | 1 | 14.3% | -- | -- | -- | -- |
| Male | 7 | 0 | 0.0% | -- | -- | -- | -- |
| Female | 7 | 1 | 14.3% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 7 | 1 | 14.3% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 7 | 1 | 14.3% | -- | -- | -- | -- |
| English Learners | 7 | 1 | 14.3% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 7.0% | 29.0% | 32.0% | 52.0% | 54.0% | 50.0% | 59.0% | 60.0% | 56.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 50.0% |
| All Students at the School | 32.0% |
| Male | 20.0% |
| Female | 61.0% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 32.0% |
| Native Hawaiian or Pacific Islander | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 28.0% |
| English Learners | 13.0% |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

State Priority: Other Pupil Outcomes

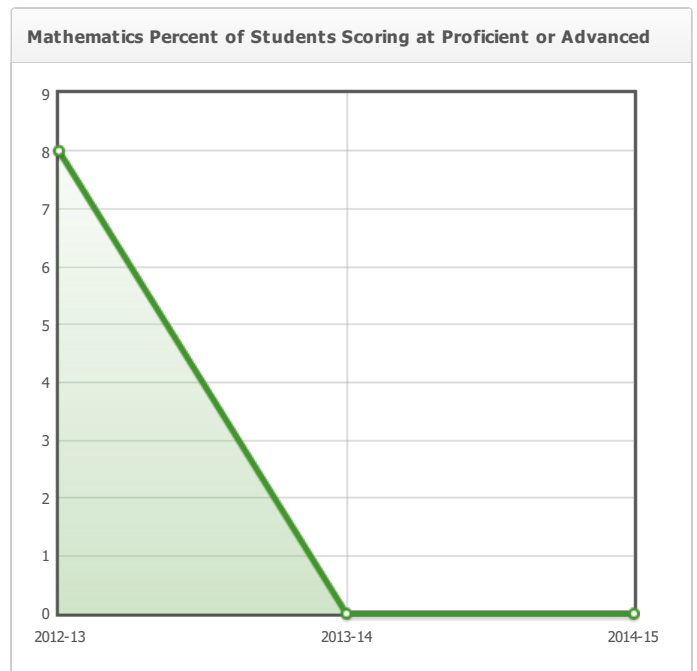
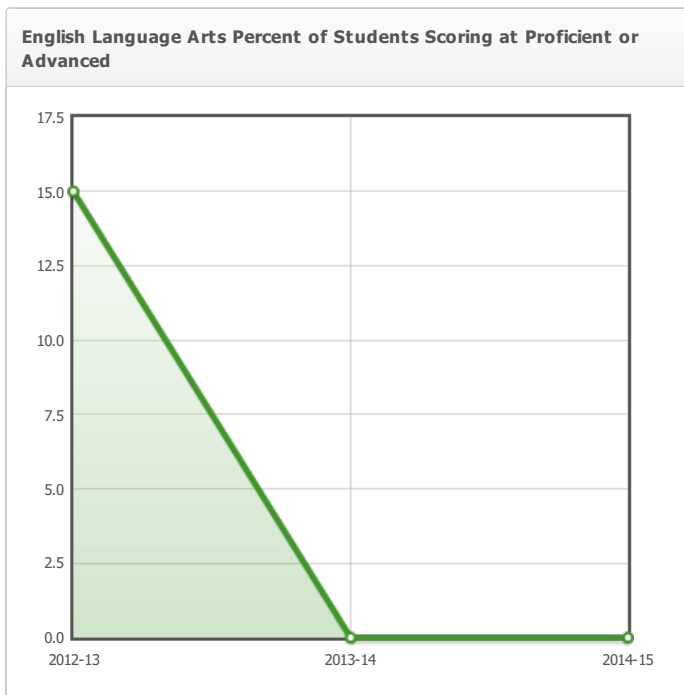
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 15.0% | 0.0% | 0.0% | 56.0% | 50.0% | 50.0% | 57.0% | 56.0% | 58.0% |
| Mathematics | 8.0% | 0.0% | 0.0% | 63.0% | 56.0% | 56.0% | 60.0% | 62.0% | 59.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/2/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

| Student Group | English Language Arts | | | Mathematics | | |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 46.0% | 21.0% | 32.0% | 39.0% | 32.0% | 29.0% |
| All Students at the School | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Male | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Female | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Black or African American | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| English Learners | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 26.9% | 30.8% | 42.3% |
| 7 | 16.7% | 16.7% | 58.3% |
| 9 | 12.5% | 14.1% | 14.1% |

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: 2/2/2016

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 - Most Recent Year

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
- Monthly orientations for new families
- Family Nights
- Parent Committee
- Volunteer opportunities
- Family cultural events throughout the year (e.g., Dia de los Muertos, Reyes Magos, and Dia de los Ninos, etc.)
- Opportunities to enroll in the school's adult charter school (CTC) to earn a high school diploma
- Quarterly letters home to provide updates and relevant information
- Participation in the TEN Survey, soliciting feedback of their priorities
- Participation in LCAP process
- Offering English classes for PTC
- Social-media campaign to keep families informed of the events on campus and to engage them virtually
- OneCall phone service to share important announcements and invitations with families

State Priority: Pupil Engagement

Last updated: 2/2/2016

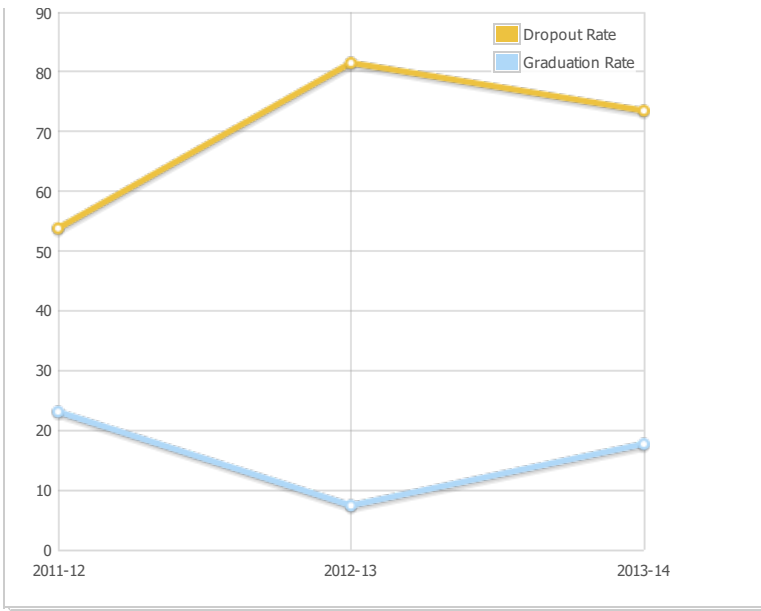
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 53.8% | 81.5% | 73.5% | 14.8% | 13.5% | 12.0% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 23.10 | 7.40 | 17.70 | 80.10 | 82.00 | 82.90 | 78.87 | 80.44 | 80.95 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/2/2016

Completion of High School Graduation Requirements

| Student Group | Graduating Class of 2014 | | |
|-------------------------------------|---------------------------------|-----------------|--------------|
| | School | District | State |
| All Students | 62 | 82 | 84 |
| Black or African American | 0 | 78 | 76 |
| American Indian or Alaska Native | 0 | 75 | 78 |
| Asian | 0 | 94 | 92 |
| Filipino | 0 | 89 | 96 |
| Hispanic or Latino | 62 | 73 | 81 |
| Native Hawaiian or Pacific Islander | 0 | 86 | 83 |
| White | 0 | 87 | 89 |
| Two or More Races | 0 | 72 | 82 |
| Socioeconomically Disadvantaged | 71 | 77 | 81 |
| English Learners | 71 | 59 | 50 |
| Students with Disabilities | 0 | 59 | 61 |
| Foster Youth | -- | -- | -- |

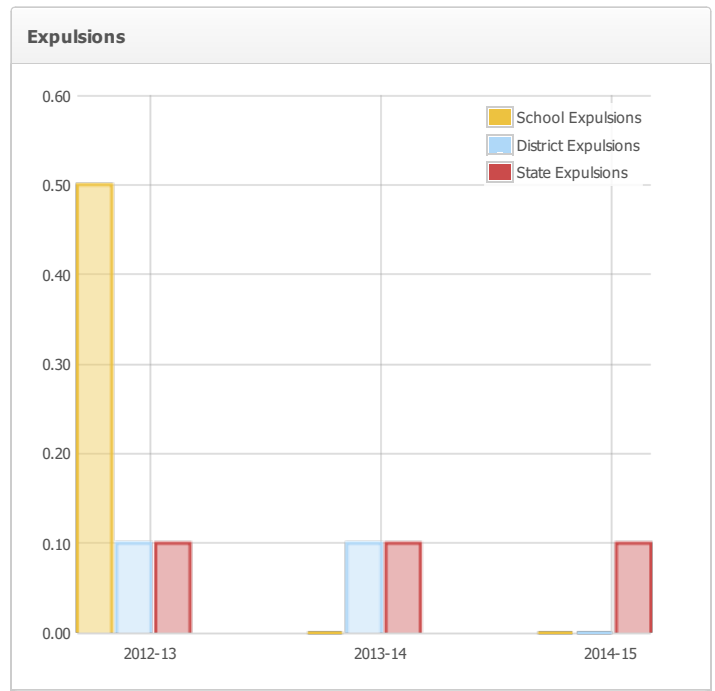
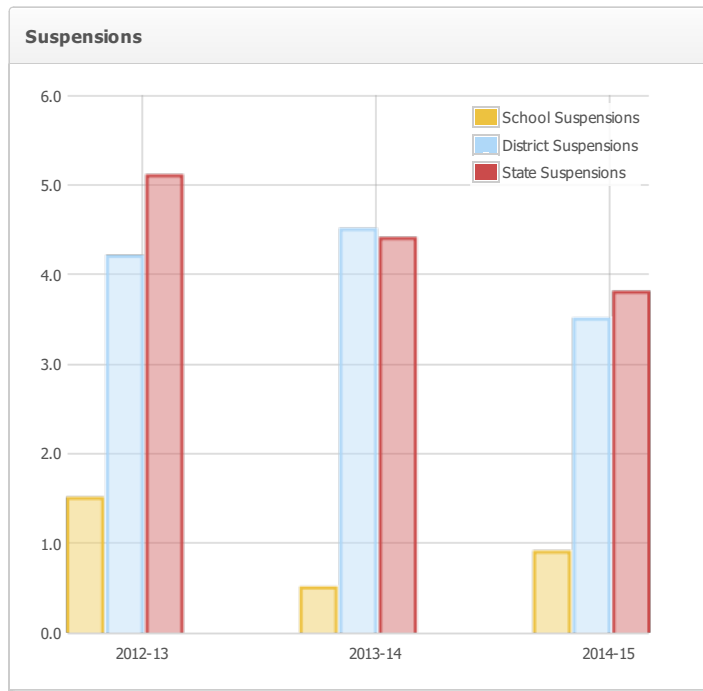
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 1.5 | 0.5 | 0.9 | 4.2 | 4.5 | 3.5 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.5 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 2/2/2016

School Safety Plan - Most Recent Year

Safety Plan for K-8 Campus

This safety plan includes:

- 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
- 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 July 15, 2015 and were shared with the staff on January 26, 2016.

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: July 7, 2015

Last discussed with Faculty: August 20, 2015

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
- 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: 2/2/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 2/2/2016

Federal Intervention Program (School Year 2015-16)

| 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 | 16 |
| Percent of Schools Currently in Program Improvement | N/A | 84.2% |

Note: Cells with NA values do not require data.

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 24.0 | | 2 | | 24.0 | | 2 | | 26.0 | 1 | | 1 |
| 1 | 19.0 | 2 | | | 20.0 | 2 | | | 23.0 | | 2 | |
| 2 | 19.0 | 2 | | | 18.0 | 2 | | | 18.0 | 2 | | |
| 3 | 29.0 | | 1 | | 17.0 | 2 | | | 34.0 | | | 1 |
| 4 | 24.0 | | 1 | | 22.0 | | 1 | | 35.0 | | | 1 |
| 5 | 15.0 | 1 | | | 21.0 | | 1 | | 24.0 | | 1 | |
| 6 | 25.0 | | 1 | | 12.0 | 1 | | | 22.0 | | 1 | |
| Other | | | | | | | | | | | | |

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

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 8.0 | 10 | | | 9.0 | 8 | | | 7.0 | 8 | | |
| Mathematics | 8.0 | 12 | 1 | | 8.0 | 9 | 1 | | 10.0 | 9 | | 1 |
| Science | 15.0 | 4 | 1 | | 6.0 | 5 | | | 7.0 | 6 | | |
| Social Science | 13.0 | 4 | 1 | | 7.0 | 5 | | | 14.0 | 6 | 2 | 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: 2/2/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.5 | 45.0 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 3.0 | N/A |
| Other | | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/3/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$11266.0 | \$2309.0 | \$8956.0 | \$47870.0 |
| District | N/A | N/A | \$0.0 | \$80860.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$5348.0 | \$74908.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 2/3/2016

Types of Services Funded (Fiscal Year 2014-15)

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. ELD intensive 50 minute intervention for 3-8th grade students four times a week targeting specific ELD standards based on the student's knowledge demonstrated on the most recent NWEA and CELDT assessments.
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. Counselors help students complete academic plans and to identify course requirements
3. Drop-out prevention counseling
4. Transportation for students
5. Academic counseling guidance for applying to post-secondary education
6. Smaller group instruction in Mathematics
7. Health Education
8. Childcare services at no expense

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: 2/3/2016

Professional Development – Most Recent Three Years

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:

2013-14

- 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

2014-15

- Transformational Change, Human Development, and Cultural Sensitivity
- Workshops on using and navigating our Student information systems
- Working with Mentor/Coaches through the Cycle of Inquiry (Plan – Teach – Reflect – Apply)
- Planning instruction for the new quarter
- Developing Stage One, Two, and Three of Understanding by Design approach to teaching:
 - Identifying Big Ideas, Enduring Understandings, and Essential Questions of Unit Planning o Assessments
 - Classroom Activities
- Developing Course outlines (per quarter)
- Data Analysis of NWEA MAP results
- CAHSEE Data Analysis
- NWEA MAP Test Data Analysis
- Human Resources, Business, and Operations
- School Safety Procedures
- Teaching Academic Vocabulary, Explicitly
- Use of the Lexile System
- UsD – WHERETO Elements of Teaching
- Instructional Mentoring
- ELD standards implementation and study
- Professional Learning Communities
 - 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 Feedback Loop 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.

2015-2016

- ELD standards implementation and study
- Professional Learning Communities

- 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 Feedback Loop 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: 2/3/2016