

# Escuela Popular Accelerated Family Learning

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Patricia Reguerin

Principal, Escuela Popular Accelerated Family Learning

#### About Our School

##### Message from K-8 Principal

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

Le damos la bienvenida al año escolar 2016-17. Este año vamos a introducir la agrupación de los grados TK-8º. Esto significa que la Academia se divide en los siguientes grupos: TK-2º, 3º-5º, 6º- 8º.

Juntos vamos a seguir desarrollando relaciones y prácticas que aseguren que cada estudiante se sienta seguro, respetado y amado. También queremos continuar nuestro enfoque en el progreso académico alineado con Estándares Comunes de California.

Las expectativas de la escuela son: 1) Estar en su asiento a las 8:15 am, 2) Siga el código de vestimenta de la escuela, 3) Respetar a sí mismo y a los demás. Apoyenos al revisar estas expectativas con su estudiante a diario.

Por favor, sepa que si usted tiene un éxito, pregunta, duda o comentario puede comunicarse con nosotros llamando a la oficina de la escuela o por correo electrónico. No dude en comunicarse con nosotros en todo momento.

Todas las familias son valoradas y su participación es una parte integral de la educación de su hijo. ¡Con su apoyo, sabemos que vamos a tener un año escolar sobresaliente!

Su director y Asistente director,

Velasquez-Melvin@escuelapopular.org

Alvarez-laura@escuelapopular.org

Oficina: (408) 275-7190

##### Message from 9-12 Principal

8 de agosto del 2016

Estimadas familias:

Espero que se encuentren bien. Con gran orgullo y emoción les escribo esta carta para informarle a usted, que recientemente he sido nombrada como Directora de Escuela Popular/Colegio AFLC (Academia Juvenil). Me siento honrada de tener la oportunidad de dirigir a un grupo de profesores comprometidos con nuestros jóvenes estudiantes.

Muchos de ustedes ya me conocen. He trabajado en Escuela Popular por más de 14 años. Empecé como profesora de Ciencias Sociales, después fui promovida como Directora de Servicios Estudiantiles, y en los últimos 6 años mi desempeño fue como Subdirectora; donde tuve la oportunidad de desarrollarme exitosamente como líder en el ámbito educacional. Estoy muy entusiasmada de continuar con las habilidades adquiridas, y al mismo tiempo trabajar con usted como socios, con un solo objetivo, la educación de su hijo(a), y así asegurar el éxito de este(a).

Juntos, los profesores, el personal y yo, vamos a trabajar con ahínco para continuar con el legado de la Maestra Lidia (Fundadora de Escuela Popular) construyendo relaciones sólidas con padres, estudiantes y con nuestra comunidad. Nos concentraremos en las habilidades fundamentales, el uso de datos para mantenernos informados sobre el desarrollo educativo, y en una adaptación constante que consiste con la aplicación de nuevas estrategias y oportunidades de enseñanza; llenas de enriquecimiento educacional, que son emocionantes y desafiantes para todos, aumentando así el rendimiento académico de los estudiantes.

Este año va a ser un año increíble! Todos nosotros en Escuela Popular estamos ansiosos y emocionados en comenzar lo que promete ser el mejor. Seguiremos proporcionando una educación académica a consciencia y apropiada para los estudiantes con el propósito de construir una comunidad exitosa.

Como Directora, es importante para mí, que todos, tanto maestros, estudiantes y padres, se sientan bienvenidos y que estén contentos de estar aquí en nuestra institución. Esta actitud nos permite cumplir con los desafíos que se necesitan para obtener una excelencia académica, dentro de un ambiente positivo, educativo y divertido.

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. El primer día de clases es el lunes, 22 de Agosto. Si tiene algún comentario, sugerencia, o duda, puede venir directamente a la oficina. Me complace en invitarle a usted que pase a mi oficina por un momento, será un placer a saludarlo. Mi puerta siempre estará abierta para cualquier comentario de las 8AM-4PM. Por favor escribirme al correo electrónico a [margaretdominguez@escuelapopular.org](mailto:margaretdominguez@escuelapopular.org) o de llamarme o mandarme un text al 408.426.0836

Sinceramente

Margaret Dominguez

AFLC Youth Academy

## Contact

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

*Phone: 4082757191  
E-mail: [patricia@escuelapopular.org](mailto:patricia@escuelapopular.org)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<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 2016-17)	
<b>School Name</b>	Escuela Popular Accelerated Family Learning
<b>Street</b>	149 N. White Road
<b>City, State, Zip</b>	San Jose, Ca, 95127
<b>Phone Number</b>	4082757191
<b>Principal</b>	Patricia Reguerin
<b>E-mail Address</b>	<a href="mailto:patricia@escuelapopular.org">patricia@escuelapopular.org</a>
<b>Web Site</b>	<a href="http://www.escuelapopular.org">www.escuelapopular.org</a>
<b>County-District-School (CDS) Code</b>	43694274330726

*Last updated: 2/7/2017*

### School Description and Mission Statement (School Year 2016-17)

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:

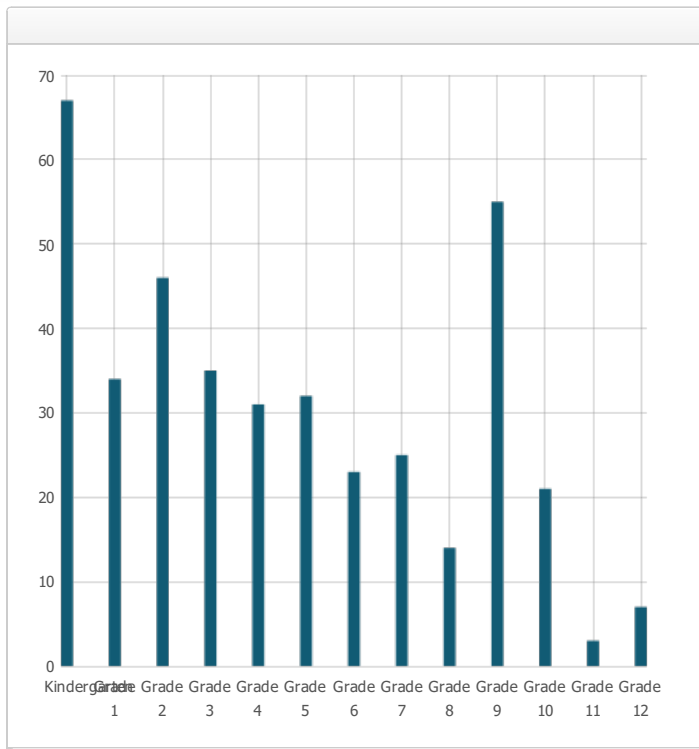
- poverty
- language isolation from the dominant culture
- immigration issues and resulting insecurities
- culture shock resulting in a feeling of disempowerment and dependency
- life threatening travel to the US resulting in trauma
- family separation which is particularly hard on the youth
- frequently 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: 2/7/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	67
Grade 1	34
Grade 2	46
Grade 3	35
Grade 4	31
Grade 5	32
Grade 6	23
Grade 7	25
Grade 8	14
Grade 9	55
Grade 10	21
Grade 11	3
Grade 12	7
<b>Total Enrollment</b>	<b>393</b>



*Last updated: 2/7/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	1.3 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	97.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.5 %
Other	0.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	93.1 %
English Learners	82.7 %
Students with Disabilities	6.6 %
Foster Youth	0.0 %

*Last updated: 2/7/2017*

## A. Conditions of Learning

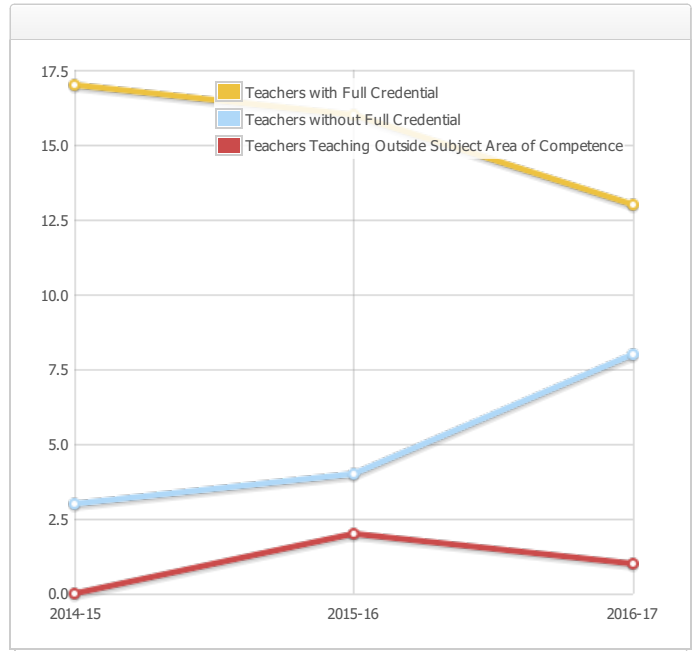
### State Priority: Basic

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

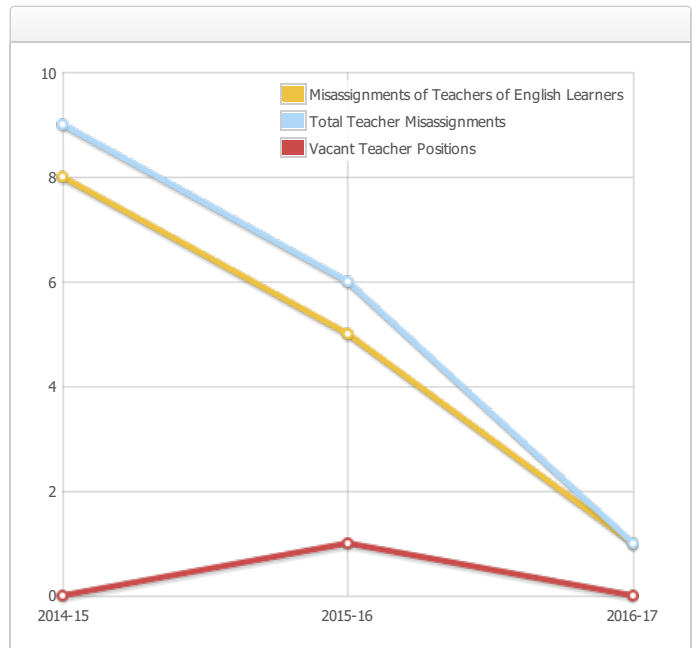
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	16	13	13
Without Full Credential	3	4	8	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	1	1



Last updated: 2/14/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	8	5	1
Total Teacher Misassignments*	9	6	1
Vacant Teacher Positions	0	1	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: 2/14/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	91.0%	9.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	95.0%	5.0%
Low-Poverty Schools in District	96.0%	4.0%

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

Last updated: 2/14/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

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>• Bronx Masquerade (adopted 2013)</li> <li>• Calle de la Lectura (K-5) Reading Street (3-5) both from Pearson (adopted 2012)</li> <li>• Estrellita K-1 Reading Program (K-1st) from Estrellita (adopted 2012)</li> <li>• Engage New York (ELA) (adopted 2016-17)</li> <li>• Accelerated Reader (adopted 2016-17)</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Envision Math (K-5) from Pearson (adopted 2011-12)</li> <li>• Engage New York (adopted 2016-17)</li> <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 Haenschel; AGS; 2001, USA (adopted 2008)</li> </ul>	No	0.0 %
Science	<ul style="list-style-type: none"> <li>• <i>Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted 2007)</i></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 (AGS Publishing 2004) (adopted 2005)</li> <li>• Physical Science (AGS 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 (Houghton Mifflin) (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> </ul>	Yes	0.0 %
Health	<ul style="list-style-type: none"> <li>• SPARK PE K-2,(adopted 2002)</li> <li>• SPARK PE 3-6 both from SPARK (adopted 2002)</li> <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>• History of Modern Art by H.H. Arnason 3rd EDITION (Holt, Rinehart, Winston) (adopted 2012)</li> <li>• Holt Literature and Language Arts Fine Arts Transparencies (adopted 2012)</li> </ul>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/9/2017



## School Facility Conditions and Planned Improvements

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: 2/6/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: February 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Occasional ants on first floor
Electrical: Electrical	Fair	Fixing electrical outlets in rooms 115, 108, 217, 226, 221, and cafeteria; fuse goes out throughout the second floor
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	First floor: boys bathroom replaced paper towel holder Second floor: girls bathroom has minor leaks
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Rooms 225, 115, 223, and 221 need the doors to be examined

## Overall Facility Rate

Year and month of the most recent FIT report: February 2017

Overall Rating	Good
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*Last updated: 2/14/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	13.0%	13.0%	59.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	9.0%	10.0%	37.0%	38.0%	34.0%	36.0%

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.

*Last updated: 2/14/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	35	94.6%	14.3%
Male	14	14	100.0%	7.1%
Female	23	21	91.3%	19.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.4%	14.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.0%	12.5%
English Learners	32	30	93.8%	16.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/14/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	30	29	96.7%	3.5%
Male	18	18	100.0%	5.6%
Female	12	11	91.7%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.6%	3.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%	--
English Learners	22	22	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/14/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	34	29	85.3%	6.9%
Male	21	17	81.0%	--
Female	13	12	92.3%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	28	87.5%	3.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.6%	6.9%
English Learners	28	25	89.3%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/14/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	21	91.3%	14.3%
Male	13	11	84.6%	9.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.2%	15.0%
English Learners	20	18	90.0%	5.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/14/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	26	24	92.3%	25.0%
Male	15	14	93.3%	35.7%
Female	11	10	90.9%	10.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.8%	26.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.0%	25.0%
English Learners	11	10	90.9%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/14/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	16	14	87.5%	21.4%
Male	12	10	83.3%	20.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	14	93.3%	21.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	15.4%
English Learners	12	11	91.7%	18.2%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/14/2017*



**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/6/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	37	100.0%	18.9%
Male	14	14	100.0%	28.6%
Female	23	23	100.0%	13.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.0%	12.5%
English Learners	32	32	100.0%	18.8%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/6/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	30	29	96.7%	6.9%
Male	18	18	100.0%	11.1%
Female	12	11	91.7%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.6%	7.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%	3.7%
English Learners	22	22	100.0%	4.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/6/2017*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	9.1%
Male	21	21	100.0%	4.8%
Female	13	12	92.3%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.9%	6.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	9.7%
English Learners	28	28	100.0%	3.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/6/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	23	100.0%	13.0%
Male	13	13	100.0%	15.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	13.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	14.3%
English Learners	20	20	100.0%	10.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/6/2017*

**Mathematics - Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	4.0%
Male	15	14	93.3%	7.1%
Female	11	11	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.8%	4.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.0%	4.2%
English Learners	11	10	90.9%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 2/6/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	16	16	100.0%	--
Male	12	12	100.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	--
English Learners	12	12	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/6/2017*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	3	1	33.0%	0.0%
Male	1	1	33.0%	0.0%
Female	2	0	0.0%	0.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	3	1	33.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	3	1	33.0%	0.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 2/15/2017*



**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29.0%	32.0%	19.0%	54.0%	50.0%	49.0%	60.0%	56.0%	54.0%

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.

Last updated: 2/6/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	69	62	89.9%	19.4%
Male	41	38	92.7%	15.8%
Female	28	24	85.7%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	66	59	89.4%	18.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	62	56	90.3%	19.6%
English Learners	57	51	89.5%	13.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 2/6/2017

**Career Technical Education Programs (School Year 2015-16)**

NA
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*Last updated: 2/6/2017*

**Career Technical Education Participation (School Year 2015-16)**

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: 2/6/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.5%	50.0%	8.8%
7	34.6%	23.1%	15.4%
9	14.3%	8.9%	16.1%

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: 2/6/2017

## 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 2016-17)

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: 2/6/2017*

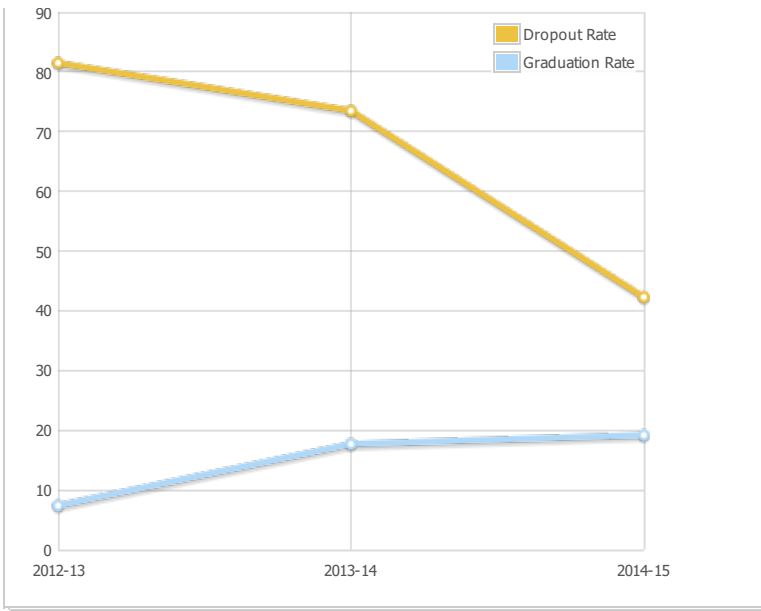
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	81.5%	73.5%	42.3%	13.5%	12.0%	11.7%	11.4%	11.5%	10.7%
Graduation Rate	7.40	17.70	19.20				80.44	80.95	82.27

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



Last updated: 2/6/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	67	83	85
Black or African American	0	78	77
American Indian or Alaska Native	0	67	75
Asian	0	94	99
Filipino	0	92	97
Hispanic or Latino	67	74	84
Native Hawaiian or Pacific Islander	0	79	85
White	0	90	87
Two or More Races	0	91	91
Socioeconomically Disadvantaged	73	78	77
English Learners	67	55	51
Students with Disabilities	100	66	68
Foster Youth	--	--	--

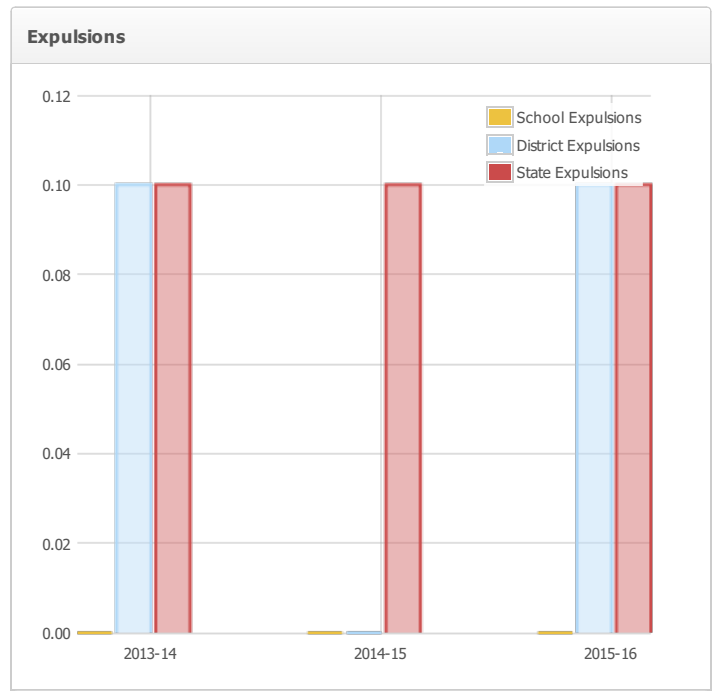
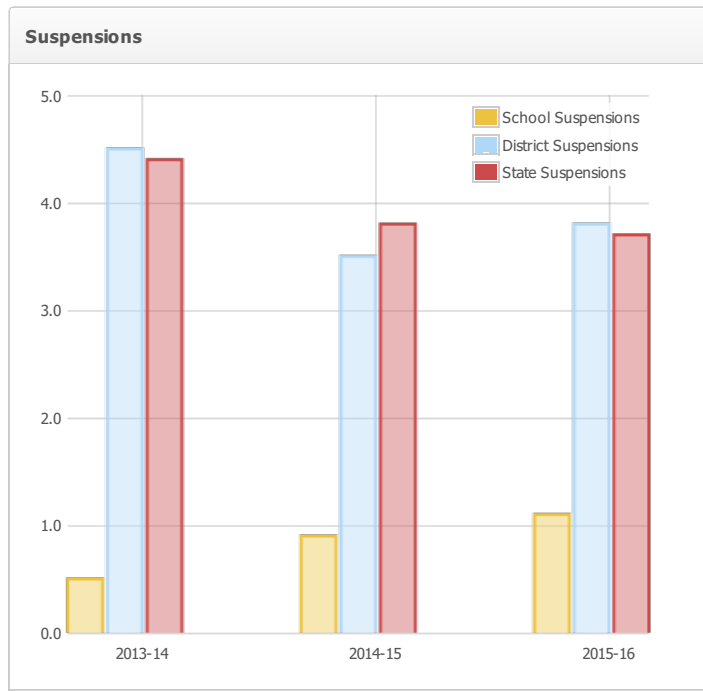
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.9	1.1	4.5	3.5	3.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1



Last updated: 2/6/2017

## School Safety Plan (School Year 2016-17)

### 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: August, 2016  
Last discussed with Faculty: January 26, 2017

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: 2/6/2017*



## 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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	78.9%

Note: Cells with NA values do not require data.

Last updated: 2/14/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	0	2	0	26.0	1	0	1	21.0	2	1	0
1	20.0	2	0	0	23.0	0	2	0	18.0	2	0	0
2	18.0	2	0	0	18.0	2	0	0	19.0	2	0	0
3	17.0	2	0	0	34.0	0	0	1	18.0	2	0	0
4	22.0	0	1	0	35.0	0	0	1	14.0	2	0	0
5	21.0	0	1	0	24.0	0	1	0	16.0	2	0	0
6	12.0	1	0	0	22.0	0	1	0	23.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0		0	1	0

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

Last updated: 2/9/2017

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

Subject	2013-14				2014-15				2015-16			
	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	9.0	8	0	0	7.0	8	0	0	12.0	8	0	0
Mathematics	8.0	9	1	0	10.0	9	0	1	9.0	7	0	0
Science	6.0	5	0	0	7.0	6	0	0	8.0	5	0	0
Social Science	7.0	5	0	0	14.0	6	2	1	14.0	5	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/9/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 2/7/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9145.0	\$2295.0	\$6850.0	\$50039.0
District	N/A	N/A	\$0.0	\$84725.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/8/2017

**Types of Services Funded (Fiscal Year 2015-16)**

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.

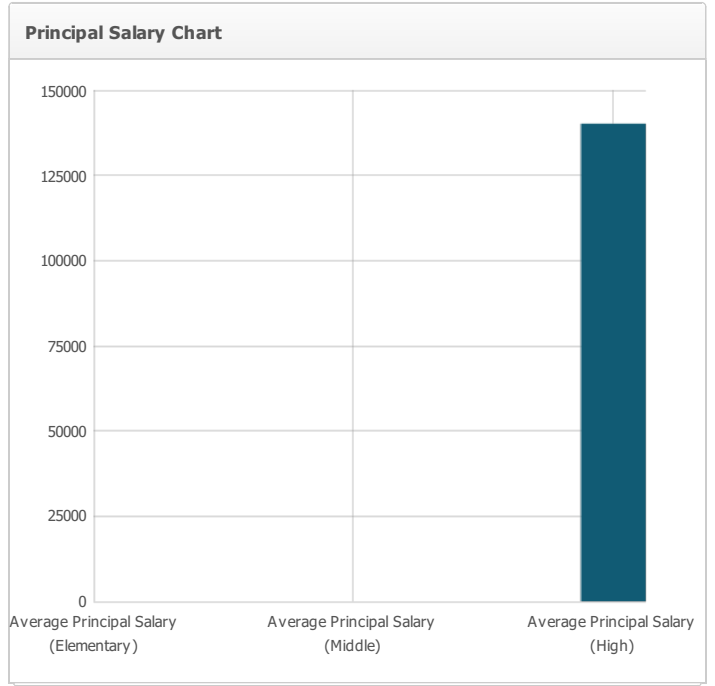
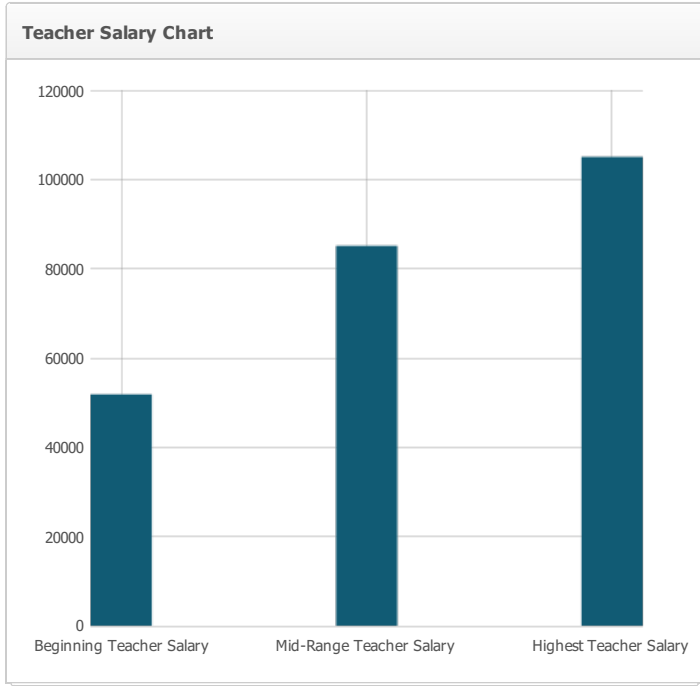
*Last updated: 2/7/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of Budget for Teacher Salaries	36.0%	35.0%

Percent of Budget for Administrative Salaries	4.0%	5.0%
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For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/7/2017

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

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

*Last updated: 2/7/2017*

## Professional Development

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.

**2015-2017**

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*Last updated: 2/7/2017*