

# Escuela Popular/CTC 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 Requerin, Executive Director

Principal, Escuela Popular/CTC Family Learning

#### About Our School

August 9, 2016

Hello EPHS Jaguars!

What a summer! We hope your vacation has been as relaxing and fun as ours. The sunshine is good for the soul, and time with friends and family is so important. Your time off is not yet over, but we want to begin welcoming you back to Escuela Popular for another exciting and successful school year. As you may have already read in Patricia's recent email, Escuela Popular High School has been restructured into three academies: the AFLC Youth program led by Maestra Margaret, the AM-CTC (Adults) program led by Maestra Olivia, and the PM-CTC (Adults) program led by Maestro EKS.

What remains the same at our school: Our Heart Our Vision Our Mission Our commitment to Maestra Lidia's legacy. Our guiding principle this year is "Less stress; more bliss" so that you (and we) can be at your best each and every day for our students, for each other, and for ourselves.

We look forward to welcoming you to our E.P. family at that time.

Sincerely,

Maestra Margaret, Principal of EPHS AFLC Academy

Maestra Olivia, Principal of EPHS AM-CTC Academy

Maestro EKS, Principal of EPHS PM-CTC Academy

#### Contact

Escuela Popular/CTC Family Learning  
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San Jose, CA 95127-1612

Phone: 408-275-7191

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



## About This School

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

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	East Side Union High	<b>School Name</b>	Escuela Popular/CTC Family Learning
<b>Phone Number</b>	(408) 347-5000	<b>Street</b>	149 North White Rd.
<b>Superintendent</b>	Chris Funk	<b>City, State, Zip</b>	San Jose, Ca, 95127-1612
<b>E-mail Address</b>	<a href="mailto:funkc@esuhsd.org">funkc@esuhsd.org</a>	<b>Phone Number</b>	408-275-7191
<b>Web Site</b>	<a href="http://www.esuhsd.org">www.esuhsd.org</a>	<b>Principal</b>	Patricia Requerin, Executive Director
		<b>E-mail Address</b>	<a href="mailto:patricia@escuelapopular.org">patricia@escuelapopular.org</a>
		<b>Web Site</b>	<a href="http://www.escuelapopular.org">www.escuelapopular.org</a>
		<b>County-District-School (CDS) Code</b>	43694270107151

*Last updated: 2/7/2017*

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

In 2003, Escuela Popular and the Center for Training and Careers came together to create a charter school that combines a rigorous, standards-based academic program with relevant job skills training for students over 19 years old. Escuela Popular/Center for Training and Careers Family Learning Charter School (EPCTC) is an extension of Escuela Popular's K-12 under 19 academy, and serves the current and future over 19 students who no longer qualify to attend Escuela Popular's K-12 academy. The students in this charter school work toward a high school diploma while learning job skills that prepare them to be effective members of today's workforce.

Both partners in this charter school have long histories of service to the East San Jose community. Escuela Popular has been providing educational services to the East San José, California community since 1986. Escuela Popular developed as a grassroots effort to serve the growing need for English classes. As demand grew, the curriculum of Escuela Popular expanded to include parent education, citizenship classes, history/civics, and after-school/youth programs, in addition to English classes. In May 2002, Escuela Popular was granted a charter by the East Side Union School District to operate a family learning center for K-12 and adult learners seeking a high school diploma. Initially, Escuela Popular operated a K-12 academy for over 400 students in three age-appropriate academies in two facilities, each with separate leadership. Today, EPCTC serves over 900 students. The student population is 100% Latino and most of the students (over 91%) fall under the federal poverty guidelines. The majority of Escuela Popular's students are recent immigrants who are monolingual Spanish speakers.

The Center for Training and Careers/WorkNet (CTC) is a community-based, non-profit, public benefit corporation, which has successfully provided educational and vocational training along with employment services to youth and adults since 1977. CTC was established to develop and enhance employment opportunities for the educationally and economically disadvantaged of the San Jose community. CTC operates out of three facilities in Santa Clara County and serves 200 adult learners each year. Over 90 percent of CTC graduates go on to productive careers in the San Jose area. CTC has been a partner with Escuela Popular for over 10 years.

The overall vision of EPCTC is to empower our community through education. The over 19 academy provides educational and career opportunities for our students. Working cooperatively with Escuela Popular's K-12 under 19 academy, we aim to maintain a family learning environment across the two schools by serving both parents and children. We are committed to providing meaningful learning experiences in a small school setting to ensure we are impacting the lives of every student. EPCTC is a community school that is open extended hours to accommodate the academic and non-academic needs of our over 19 students, many of whom may already be working. Our school prepares students to attend a university or enter the workforce directly into a skilled job.

EPCTC draws upon the proven strengths of the two founding organizations, Escuela Popular and the Center for Training and Careers, and operates in the community that these two organizations have collectively served for over 40 years.

EPCTC educates to transform lives and families.

As an extension of Escuela Popular's under 19 family learning center, EPCTC's mission is to provide all adults and families with the opportunity to engage in purposeful, stimulating and enriching educational experiences and to learn valuable life and career skills to meet their basic needs and to go beyond them.

**Core Values:**

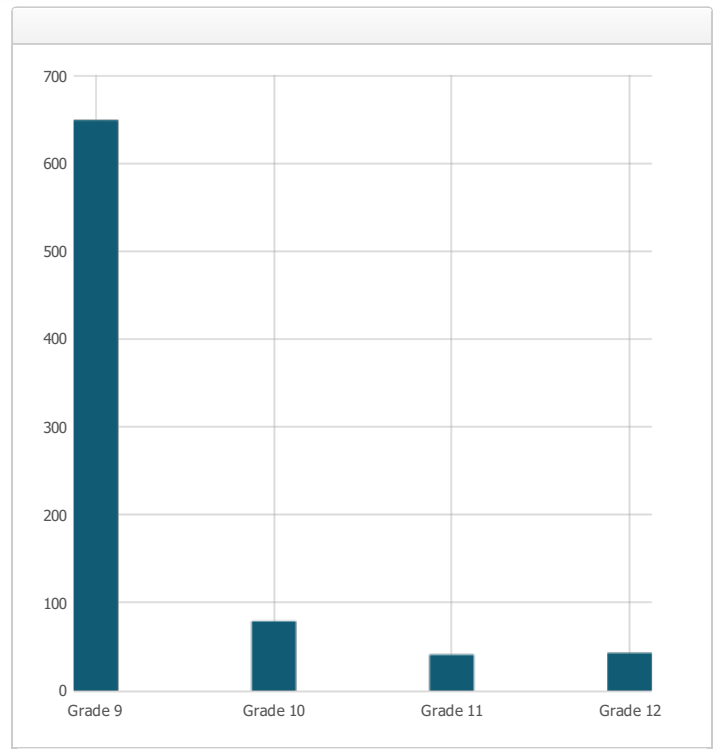
- We are committed to community improvement by fostering pride in learning and student leadership.
- We believe educated individuals raise the standard of living and quality of life of their families and the community as a whole.
- We challenge the whole community (students, families, faculty, staff, administrators and community members) to believe in their dreams and to make their dreams a reality. We provide the tools to enable them to build on their strengths and overcome obstacles, so they may rise above the expectations the outside world has had for them and that they have had for themselves.
- We believe that teaching is an act of love and that life-long learning empowers all human beings.

The overall vision of EPCTC is to empower our community through education. We seek to create an over 19 educational academy that, in conjunction with Escuela Popular's under 19 academy, serves entire families. We are committed to providing meaningful learning experiences in a small school setting to ensure we are impacting the lives of every student. We envision developing a community school with quality age-appropriate academies in a school within schools model. Our center is open extended hours to accommodate the academic and non-academic needs of our students. After completing our program, students are prepared to pursue higher education opportunities and/or career opportunities.

*Last updated: 2/7/2017*

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

Grade Level	Number of Students
Grade 9	649
Grade 10	79
Grade 11	41
Grade 12	43
<b>Total Enrollment</b>	<b>812</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	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	99.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.0 %
English Learners	98.0 %
Students with Disabilities	0.2 %
Foster Youth	0.1 %

Last updated: 2/7/2017

## A. Conditions of Learning

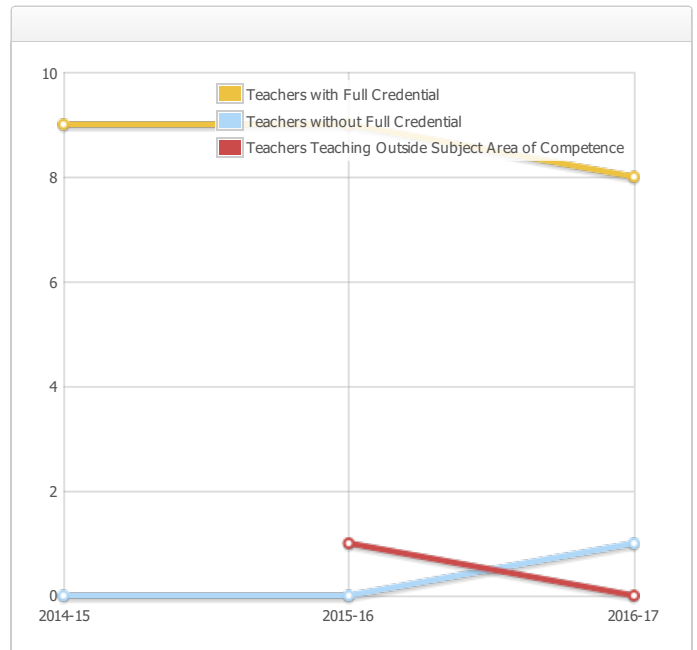
### State Priority: Basic

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

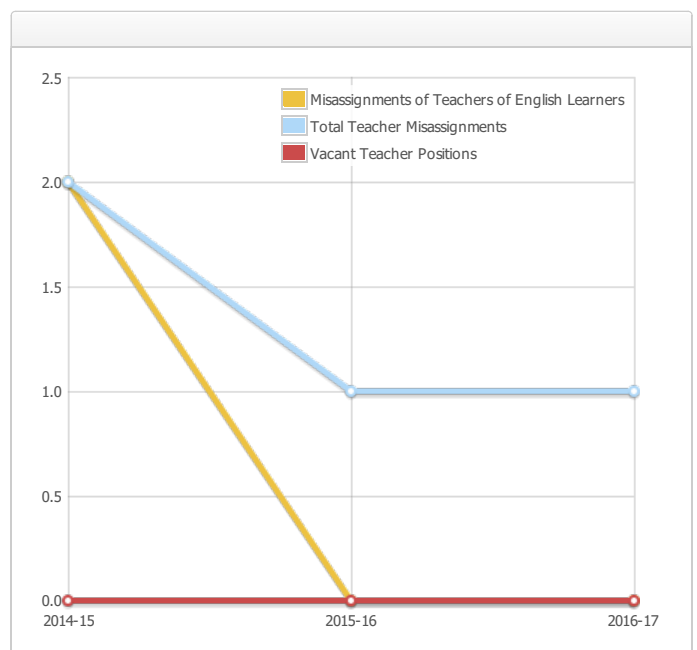
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	9	8	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	0	



Last updated: 2/10/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	1	1
Vacant Teacher Positions	0	0	0



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

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

Last updated: 2/10/2017

**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	100.0%	0.0%
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: 2/7/2017

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

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>• Edge Hampton-Brown</li> <li>• Visions Language, Literature, Content Book A (Heinle Cengage Learning 2004)</li> <li>• Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004)</li> <li>• Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004)</li> <li>• Longman Keystone Book B (Pearson Education 2008) (adopted 2011)</li> <li>• Keys to Learning (Pearson Education 2005) (adopted 2011)</li> <li>• Animal Farm (adopted 2012)</li> <li>• Parrot in the Oven (adopted 2012)</li> <li>• Narrative of Frederick Douglas (adopted 2012)</li> <li>• For Colored Girls (adopted 2012)</li> <li>• Night (adopted 2012)</li> <li>• I Know Why the Caged Bird Sings (adopted 2012)</li> <li>• Diary of Anne Frank (adopted 2013)</li> <li>• The Pearl (adopted 2013)</li> <li>• The Circuit (adopted 2013)</li> <li>• The Glass Menagerie (adopted 2013)</li> <li>• Breaking Through (adopted 2013)</li> <li>• And the Earth Did Not Devour Him (adopted 2013)</li> <li>• Macbeth (adopted 2013)</li> <li>• Our Town (adopted 2013)</li> <li>• Chicana Falsa (adopted 2013)</li> <li>• Poems of Pablo Neruda (adopted 2013)</li> <li>• Who's Irish (adopted 2014)</li> </ul>	No	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Pre Algebra; Malloy, Price, et al.; Glencoe McGraw-Hill; 2003, Columbus, Ohio (adopted 2008)</li> <li>• Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague; Thomson Brooks/Cole; 2004, Belmont, CA (2008) (adopted 2008)</li> <li>• Geometry; Siegfried Haenisch; AGS; 2001, USA (adopted 2008)</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>• Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted 2007)</li> <li>• Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005) (adopted 2007)</li> <li>• Science Explorer Series "Human Biology" (Prentice Hall, 2002) (adopted 2007)</li> <li>• Science Explorer Series "Environmental Science" (Prentice Hall, 2002) (adopted 2007)</li> <li>• Earth Science (AGS Publishing 2004) (adopted 2005) 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> </ul>	No	0.0 %

	<ul style="list-style-type: none"> <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>		
Foreign Language	<ul style="list-style-type: none"> <li>La Hoguera Lenguaje 6 (adopted 2006)</li> <li>La Hoguera Lenguaje 7 (adopted 2006)</li> <li>La Hoguera Lenguaje 8 (adopted 2006)</li> <li>La Hoguera Introducion a Lenguaje y Literatura (adopted 2006)</li> <li>TEMAS (adopted 2014)</li> </ul>	No	0.0 %
Health	<ul style="list-style-type: none"> <li>The Physiology Coloring Book Kapit/Macey/Meirsami (1987) (adopted 2008)</li> <li>Essentials of Human Anatomy &amp; Physiology John W. Hole Jr. (1987) (WBC) (adopted 2008)</li> <li>Prentice Hall Explorador de Ciencias (2000) (adopted 2008)</li> </ul>	No	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>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 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. Each year since, this agreement has been renewed. Through this agreement, students have access to a gymnasium that they use for P.E. and extracurricular activities. High school classes are also housed at the youth center. The K-8 Afterschool Program runs out of the Alum Rock Youth Center as well. It is close to public transportation.

To maintain a safe facility, EP employs three campus supervisors who are available during the morning and evening sessions.

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

*Last updated: 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	Poor	Drain flow and slow sewer all around campus
Interior: Interior Surfaces	Fair	Window repair for all classrooms (single pane to double pane)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	Need to replace all electrical panels
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Water fountains needs replacement around campus
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roof replacement around campus is needed (cafeteria was recently done)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Main gate on White Road needs replacement; outside window frames need replacement

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 2/9/2017*

## 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)	14.0%	17.0%	59.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	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: 2/6/2017*

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

<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*

**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	--	--	--	--
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.

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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*

**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	--	--	--	--
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*

**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	--	--	--	--
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*

**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	--	--	--	--
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*

**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	--	--	--	--
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*



**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	47	31	66.0%	17.2%
Male	14	8	57.1%	28.6%
Female	33	23	69.7%	13.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	31	66.0%	17.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	26	68.4%	20.0%
English Learners	42	28	66.7%	14.8%
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	--	--	--	--
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: 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	--	--	--	--
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: 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**

<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: 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	--	--	--	--
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: 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**

<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: 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 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	--	--	--	--
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: 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	47	29	61.7%	--
Male	14	7	50.0%	--
Female	33	22	66.7%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	29	61.7%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	25	65.8%	--
English Learners	42	27	64.3%	--
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*



**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)	--	14.0%	7.0%	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	95	57	60.0%	7.0%
Male	33	24	72.7%	8.3%
Female	62	33	53.2%	6.1%
Black or African American	0	0	0.0%	0.0%
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	95	57	60.0%	7.0%
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	87	55	63.2%	7.3%
English Learners	88	56	63.6%	7.1%
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)

Students will develop skills to assist them in today's workforce and society, including:

- Promotores de Salud (Promoters of Health)
  - awareness of health issues
  - first aid skills
  - basic health procedures, such as taking one's blood pressure
  - oral presentations to students
- Job Readiness and Career Development
  - developing resumes
  - researching job opportunities
  - interview skills
  - vocational English
- Technical Skills
  - using productivity software such as Word, PowerPoint, Access, and Excel
  - basic financial accounting
  - understanding and applying the principles behind page layout, graphic design, and typography
  - using graphic arts programs such as Photoshop, PageMaker, and Illustrator
- Higher Education Preparation
  - college applications
  - financial aid
  - visiting college campuses
  - college planning

EPCTC will annually review these pupil outcomes based upon the data received through student assessments and will continue to develop further pupil outcomes and/or benchmarks for pupil progress during the school's operation.

*Last updated: 2/6/2017*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	812
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	4.0%
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
9	20.0%	17.1%	7.1%

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, EPCTC believes firmly in the idea that the school should serve the whole family. Many parents who are enrolled in EP-CTC have their children enrolled in the lower grades at EP.

EPCTC 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 speak Spanish.

EPCTC uses the following strategies to involve families in student learning:

- Weekly newsletters to students
- Parent Committee
- Volunteer opportunities
- Weekly bulletin of information
- Student Council
- TEN Survey Feedback
- LCAP

### State Priority: Pupil Engagement

*Last updated: 2/6/2017*

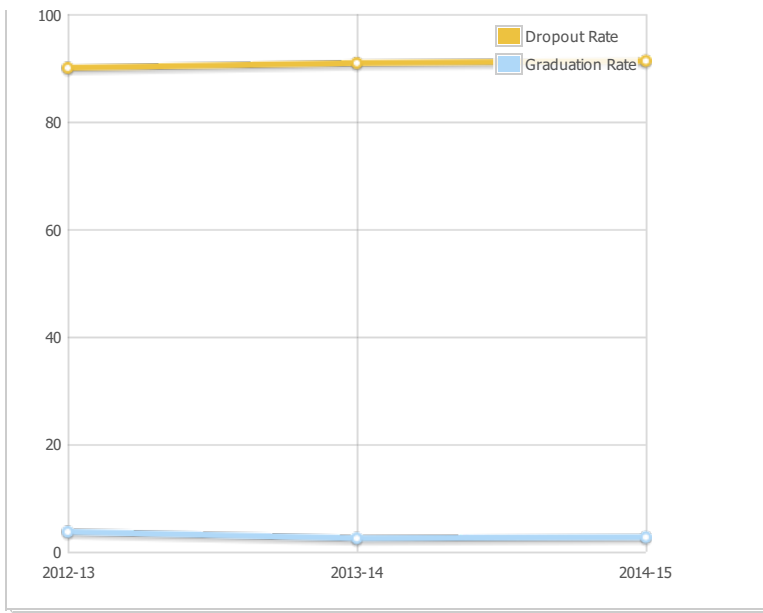
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	90.0%	90.9%	91.3%	13.5%	12.0%	11.7%	11.4%	11.5%	10.7%
Graduation Rate	3.70	2.50	2.70				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	73	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	73	74	84
Native Hawaiian or Pacific Islander	0	79	85
White	0	90	87
Two or More Races	0	91	91
Socioeconomically Disadvantaged	72	78	77
English Learners	72	55	51
Students with Disabilities	0	66	68
Foster Youth	--	--	--

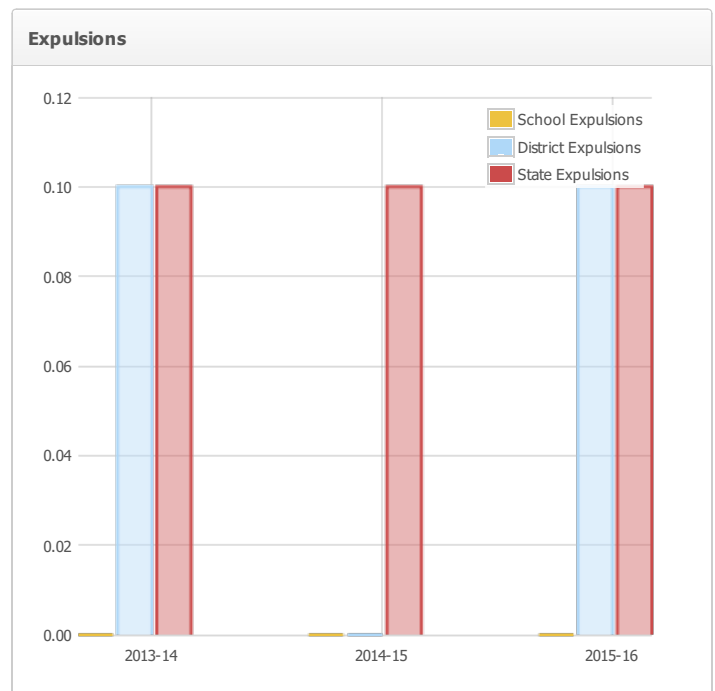
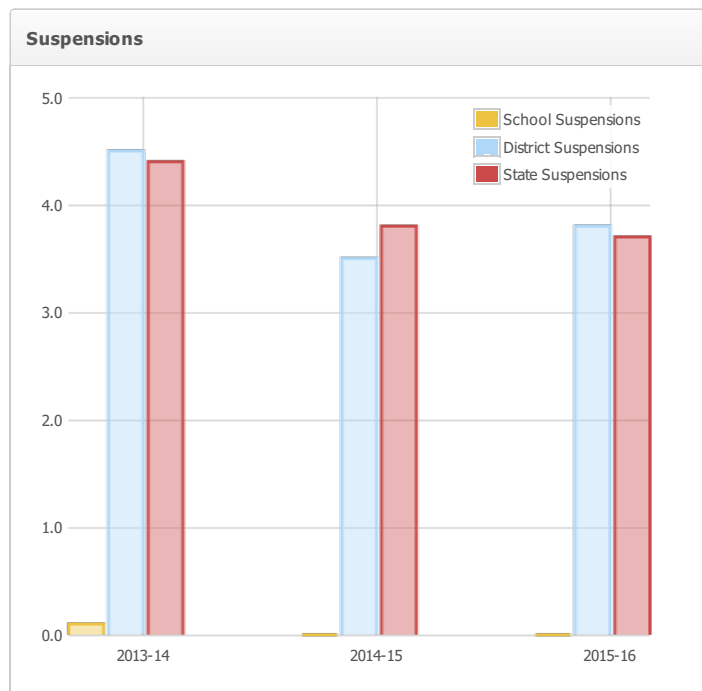
# State Priority: School Climate

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	0.1	0.0	0.0	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)

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 25, 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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	78.9%

Note: Cells with NA values do not require data.

Last updated: 2/6/2017

### 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												
1												
2												
3												
4												
5												
6												
Other				0.0								

\* 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	28.0	10	12	14	25.0	17	13	7	19.0	20	12	1
Mathematics	13.0	29	3	2	12.0	36	5	0	15.0	34	1	0
Science	8.0	7	0	0	10.0	7	0	0	11.0	6	1	0
Social Science	10.0	14	0	0	14.0	11	1	0	16.0	9	1	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	1.5	
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	\$8210.0	\$0.0	\$8210.0	\$48798.0
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: 2/7/2017

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

The high school academy provides the following supports to students:

- CAHSEE prep classes during the regular school day and on Saturdays
- Counselors help students complete academic plans and to identify course requirements
- Drop-out prevention counseling
- Transportation for students
- Academic counseling guidance for applying to post-secondary education
- Smaller group instruction in Mathematics
- Health Education
- Childcare services at no expense

*Last updated: 2/6/2017*

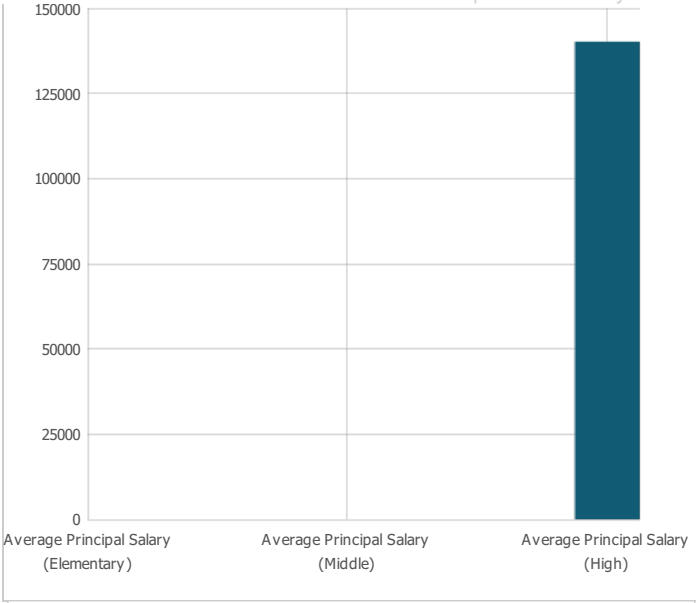
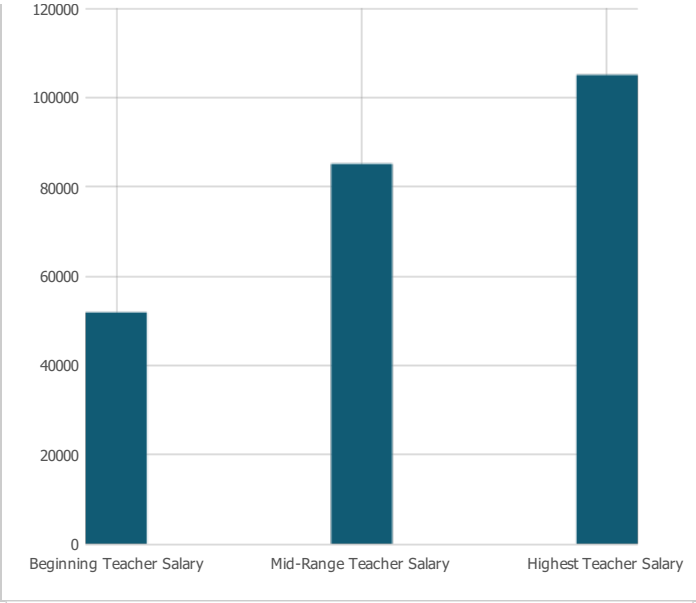
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

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%

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

**Teacher Salary Chart**

**Principal Salary Chart**



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	0	--

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

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

*Last updated: 2/6/2017*

## Professional Development

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

### 2013-14

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

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

### 2014-15

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

- Transformational Change, 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
  - 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 – WHERE TO 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**

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

- 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: 2/6/2017*