

Escuela Popular Accelerated Family Learning

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Escuela Popular Accelerated Family Learning
Street	149 North White Rd.
City, State, Zip	San Jose, CA 95127
Phone Number	(408) 275-7191
Principal	Patricia Reguerin
Email Address	patricia@escuelapopular.org
School Website	http://www.escuelapopular.org/
County-District-School (CDS) Code	43694274330726

2022-23 District Contact Information

District Name	Escuela Popular Accelerated Family Learning Center
Phone Number	408-347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

Welcome to the 2022-2023 school year!

This is our year to continue the empowering and profound work at Escuela Popular's Bilingual Family Learning Center. It is through the collective effort and commitment of time and energy that we are able to carry forward with our Founder Maestra Lidia's vision and legacy.

Our school is at the forefront of intergenerational learning through our Bilingual Family Learning Center, designed to meet the needs of immigrant families.

Our overall vision and goals set forth by our LCAP, are to focus on providing all staff with pathways for continued professional and personal growth. Allowing our organization to be equipped and prepared to meet the evolving needs of

the families we serve. We have organized our campus and personnel to provide ample opportunities for mentorship, collaboration, and innovation.

It is our utmost pleasure to work with our school community to meet our goal of providing students with a high-quality education, an environment that fosters respect, curiosity, and potential.

Sincerely,
Patricia Reguerin
Executive Director

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	25
Grade 2	28
Grade 3	34
Grade 4	42
Grade 5	30
Grade 6	35
Grade 7	29
Grade 8	29
Grade 9	71
Grade 10	6
Grade 11	1
Grade 12	1
Total Enrollment	361

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.0
English Learners	76.7
Foster Youth	0.3
Homeless	51.5
Migrant	0.0
Socioeconomically Disadvantaged	92.2
Students with Disabilities	8.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.50	14.83	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.87	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.20	81.67	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.50	2.25	12115.80	4.41
Unknown	0.10	0.57	60.90	5.39	18854.30	6.86
Total Teaching Positions	17.40	100.00	1131.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.50	17.20	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	2.50	16.67	35.40	3.10	48533.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	34.40	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	25.60	2.24	11953.10	4.28
Unknown	4.70	31.67	60.90	5.32	15831.90	5.67
Total Teaching Positions	15.00	100.00	1145.30	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	14.20	4.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	14.20	5.10

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	73.40	47.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	53.80	36.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		1/23/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>Edge 2014 (New adoption) (Cengage)</p> <p>Visions Language, Literature, Content Book A (Heinle Cengage Learning 2004)</p> <p>Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004)</p> <p>Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004)</p> <p>Longman Keystone Book B (Pearson Education 2008) Keys to Learning (Pearson Education 2005)</p> <p>Animal Farm Parrot in the Oven Narrative of Frederick Douglas For Colored Girls</p> <p>Night</p> <p>I Know Why the Caged Bird Sings</p> <p>Diary of Anne Frank</p> <p>The Pearl</p> <p>The Circuit</p> <p>The Glass Menagerie</p> <p>And the Earth Did Not Devour Him</p> <p>Macbeth</p> <p>Our Town</p> <p>Chicana Falsa</p> <p>Bronx Masquerade</p> <p>The Effect of Gamma Rays on Man-in-the-Moon</p> <p>Marigolds The House on Mango Street</p> <p>Othello</p> <p>The Alchemist</p> <p>Neruda: Selected Poems</p> <p>Newsela Pro</p> <p>NoRedInk</p> <p>Benchmark Adelante K-6th</p> <p>Engage NY ELA 3rd-8th</p> <p>Headsprout K-6th</p> <p>Raz-kids Tk-6th</p> <p>Benchmark Advance (phonetics) K-2nd</p> <p>Google Classroom</p> <p>G-suite</p> <p>AtoZreading</p> <p>Clever</p>	Yes	0
Mathematics	<p>Pre Algebra; Malloy, Price, et al.; Glencoe McGraw-Hill; 2003, Columbus, Ohio</p> <p>Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague; Thomson Brooks/Cole; 2004, Belmont, CA</p> <p>Geometry; Siegfried Haenisch; AGS; 2001, USA</p> <p>ENGAGE NY Math K-8</p> <p>Integrated Mathematics, Kanold, Timothy, Houghton Mifflin Hardcourt Company, 2015</p> <p>Khan Academy</p> <p>Teacher-created Material</p>	Yes	0
Science	<p>Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002)</p> <p>Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005)</p> <p>Science Explorer Series "Human Biology" (Prentice Hall, 2002)</p>	Yes	0

	Science Explorer Series "Environmental Science" (Prentice Hall, 2002) Earth Science (AGS Publishing 2004) Physical Science (AGS Publishing 2004) Biology, Miller and Levine (Pearson, 2014) Conceptual Integrated Science Explorations, Hewitt, Lyons, Suchocki, Yeh (Pearson Education) Biology, Miller and Levine (Pearson, 2014) Science Explorer Series "Environmental Science" (Prentice Hall, 2002) Earth Science (AGS Publishing 2004)		
History-Social Science	Science New Ways of Thinking EMC Publishing (2007) American Government MaGruders Prentice Hall (2002) Modern World History (Patterns and Interaction) Holt McDougal (Houghton Mifflin) (2012) The Americans (Reconstruction to the 21st Century) Holt McDougal (Houghton Mifflin) (2012) Voices of Freedom 4th Edition (Pearson Education 2012)	Yes	0
Foreign Language	El español para nosotros:Curso para hispanohablantes Level 1 (McGraw-Hill) Benchmark Adelante	Yes	0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Daily maintenance by custodial staff and teaching staff keep food outside classrooms. LED all areas on campus upgraded in January 2018. Daily maintenance keeps restrooms clean and in working condition. All areas are free of any hazardous materials. A playground was updated on 2/2/2018. Gates and fences were installed in January 2018 on the school perimeter.

EPAFLC is co-located at 149 N. White Road in San Jose, CA, the former Pala Middle School, which is within the East Side Union High School District boundaries. Escuela Popular is in its eighth year of a forty-year lease with Alum Rock Union Elementary School District. The current EPAFLC academy is safe, functional, clean, and well-maintained. In July 2011, Escuela Popular re-entered

into a one-year Re-Use Agreement with the City of San Jose to operate the Alum Rock Youth Center. Through this agreement, our ASES After-School provider Boys and Girls Club of Silicon Valley run programs for our K-8 grade students. In addition, students have access to a gymnasium that they use for P.E. and extracurricular activities. The campus is close to public transportation. To maintain a safe facility, EPAFLC employs two-campus supervisors who are available during the morning and evening.

In the spring of 2014, Escuela Popular began to work with a project manager and architectural firm to begin the design of the improvement of 149 N. White Rd. campus. The School designed site plans that would consolidate the EPAFLC and EPCTC academies onto one campus. The project constructed 25 new high-efficiency classrooms in three buildings. The project upgraded the existing track and grass field for school and community use, as well as additional parking lots.

The redesigned new campus houses Escuela Popular's three academies. On October 19, 2016, the Alum Rock Union Elementary School District approved Escuela Popular's proposed site plans. The school's new campus opened with newly built classrooms in the Fall of 2018.

During the school 2021-2022, four shade structures were added to our facilities. Two of these shade structures were installed in front of the 100 offices garden. Structure size 14"x14". One of these shade structures was installed in front of rooms 702 & 703. Structure Size: 30'x30'.

Old water fountains outside of room 204 and outside of the cafeteria were replaced by Elkay Enhanced EZH2O Bottle Filling Station & Single ADA Cooler Filtered 8 GPH Light Gray Model: LZS8WSP.

In November of 2021, the roof and ceiling in classrooms 105-107 were replaced.

Any school facilities leased or constructed by EPAFLC shall comply with federal, state, and local building and zoning regulations as applicable to charter schools, including compliance with the Americans with Disabilities Act and include a certificate of occupancy

Year and month of the most recent FIT report

April 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New facility opened in August of 2018.
Interior: Interior Surfaces	X			New facility opened in August of 2018.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			New facility opened in August of 2018.
Electrical	X			New facility opened in August of 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			New facility opened in August of 2018.
Safety: Fire Safety, Hazardous Materials	X			New facility opened in August of 2018.
Structural: Structural Damage, Roofs	X			New facility opened in August of 2018.
External:	X			New facility opened in August of 2018.

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	13	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	182	86.26	13.74	13.19
Female	103	89	86.41	13.59	20.22
Male	108	93	86.11	13.89	6.45
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	196	182	92.86	7.14	13.19
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	0	0.00	100.00	--
White	0	0	0.00	0.00	0.00
English Learners	148	124	83.78	16.22	4.03
Foster Youth	0	0	0.00	0.00	0.00
Homeless	68	55	80.88	19.12	12.73
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	178	163	91.57	8.43	13.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	4.76

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	203	96.21	3.79	6.90
Female	103	98	95.15	4.85	6.12
Male	108	105	97.22	2.78	7.62
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	196	191	97.45	2.55	7.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	12	80.00	20.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	148	140	94.59	5.41	5.71
Foster Youth	0	0	0.00	0.00	0.00
Homeless	68	63	92.65	7.35	6.35
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	178	172	96.63	3.37	8.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	33.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.06	NT	37.64	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	62	95.38	4.62	8.06
Female	35	32	91.43	8.57	12.5
Male	30	30	100	0	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	57	96.61	3.39	8.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	46	44	95.65	4.35	2.27
Foster Youth	0	0	0	0	0
Homeless	21	20	95.24	4.76	10
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	55	96.49	3.51	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

College and Career Skills:

Students will demonstrate skills to assist them in today's workforce and society such as performing basic health procedures, developing a resume, performing job interviews, using a variety of soft and hardware, applying and attending college. Performance-Based Learning and Skills Teachers provide students opportunities to engage in authentic and meaningful tasks that are essential to applying the skills needed in the workforce and career readiness. Technology skills (job skills) learned spiral through all academic core classes. Performance tasks assigned incorporate the skills the students have learned in technology classes and core academic classes, providing a relevant and authentic application. These culminating performance tasks provide relevance to the students as well as help them hone their job skills through the use of technology.

Performance tasks could include:

Interviews, debates, role-plays, persuasive writing,

Culminating oral personal education reflection task (PER),

Developing a business plan in economics,

Writing and designing a publication that advocates for a particular policy initiative,

Engage in debates related to current and relevant topics.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	65.82
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	97%	83%	97%	97%
Grade 7	100%	100%	100%	100%	100%
Grade 9	96%	96%	96%	96%	96%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Escuela Popular will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation. 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 conducted in both English and Spanish.

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:

Parent Conference

Family Nights

Family Engagement

ELAC

Community-building activities throughout the year

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		68	86.4		14.5	13.6		8.9	7.8
Graduation Rate		4	0		78.4	81.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	0	0.0
Female	15	0	0.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	22	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	22	0	0.0
Foster Youth	0	0	0.0
Homeless	18	0	0.0
Socioeconomically Disadvantaged	22	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	453	422	148	35.1
Female	219	207	72	34.8
Male	234	215	76	35.3
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	436	407	145	35.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	364	338	112	33.1
Foster Youth	1	1	0	0.0
Homeless	259	231	77	33.3
Socioeconomically Disadvantaged	420	389	140	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	33	13	39.4

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.84	2.87	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.03	3.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety plan is reviewed with staff during Fall Profesional Development. It was last reviewed and updated. Committee meetings are scheduled weekly to ensure all safety plan components are in place. Safety Plan will be reviewed during one of the SSC meeting.

The key elements of the plan include:

- **SAFETY COMMITTEE MEMBERS** - Members of the 2022-2023 Site Safety Committee are listed here in this section.
- **IMPORTANT CONTACT INFORMATION** - Contact information for emergency and community partners related to safety is listed in this section.
- **PROCEDURES TO CALL 911** - This section describes the steps for our staff to take when calling 9-1-1
- **CRISIS RESPONSE** - This section describes who is on the on-site Crisis Response Team who will be determining protocols and next steps in response to a crisis situation.
- **EVACUATION PROCEDURES** - This section provides general information on the roles, responsibilities, procedures, and designation evacuation areas in case of a school-wide evacuation.
- **MAP OF EVACUATION AREAS** - This section provides a campus map that shows the locations of the four-campus evacuation areas.
- **EXPECTED BEHAVIORS DURING EVACUATION** - This section provides detailed information on the expected behaviors of students, teachers, and staff in the case of fire, earthquake, threat. A community map with identified safety zones is included in this section.
- **UTILITY SHUT-OFF PROCEDURES AND LOCATIONS** - This section provides information on locations and procedures to shut off gas, water, and electricity if necessary. Included are photos of these shut-off locations.
- **AFTER SCHOOL PROGRAM (IN ALUM ROCK YOUTH CENTER)**
- **EMERGENCY INFORMATION AND EVACUATION MAP** - This section has emergency information and exit plan that has been provided to us by our After School Program operated by a community partner at the Alum Rock Youth Center next door.
- **2022-2023 EVACUATION DRILL LOGS** - This section contains dates, times, and relevant notes for evacuation drills held during the school year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	1	
1	16	1	1	
2	18	1	1	
3	17	2		
4	22		2	
5	27		1	
6	33			

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		1	
1	20	2		
2	17	2		
3	19	2		
4	17	2		
5	21	1	1	
6	28		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		1	
1	25		1	
2	28		1	
3	34			1
4	21		2	
5	30		1	
6	35			1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	7	1	
Mathematics	11	10	1	
Science	4	4		
Social Science	12	4		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	6		
Mathematics	7	8		
Science	5	4		
Social Science	5	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	5		1
Mathematics	4	5		
Science	4	3		
Social Science	4	5		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,611	5,669	7,943	60,931.58
District	N/A	N/A		\$100,753
Percent Difference - School Site and District	N/A	N/A		-49.3
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	18.6	-42.8

2021-22 Types of Services Funded

Escuela Popular believes partnerships with agencies outside the school are important to expand the support services and enrichment opportunities of our students and families. The overall objectives of the partnerships are related to our LCAP goal, to provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention. By making support services accessible to our students and families, we expect to see lower truancy rates, lower chronic absenteeism, reduction of suspensions, and decrease in discipline referrals, overall resulting in higher academic achievement. Annually we will review local data and Dashboard data to determine the effectiveness of our partnerships on our students.

The following partnerships provide our students with after-school care, homework assistance, sports, and STEAM learning.

- Boys & Girls Club provides our students with an after-school program that includes academic and enrichment activities.
- The University of California Agriculture and Natural Resources 4-H Youth Development Program works with our middle and high school students on leadership skills and health nutrition education.
- UC Berkeley Center for Cities + Schools Y Plan, young people become agents of change in their communities. Students take on projects focused on improving public transportation, access to green space, public art and civic space, healthy eating and active living, and more.

The following partnerships provide on-site medical services to our students and families.

- Santa Clara Valley Hospitals Medical Van provides free medical services to students on campus. twice a month.
- Santa Clara County Behavioral Department
- Gardner Health Services
- Children Held Council
- Vision to Learn provides our students with free eye exams and glasses as needed.
- San Jose Police Department (Provides cyberbullying workshops).
- Youth Community Services

Escuela Popular continues to build partnerships with legal organizations such as SIREN, Santa Clara County Office of Immigrant Affairs, and ConXion to Community to support students' immigration, housing, health, and legal issues.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	10