Escuela Popular/Center for Training and Careers, Family Learning

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or 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).

Internet Access

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

Patricia Reguerin, Executive Director

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

About Our School

Welcome to the 2018-2019 school year!

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

As soon as you arrive you will see and sense the excitement on our campus as we prepare to open our doors to our Bilingual Family Learning Center. On August 11th we will officially be opening our new campus with a ribbon cutting ceremony from 9:00-11:00 am. Our school is at the forefront of
intergenerational learning. Our campus will provide educational services to children as young as six months to adults. It is an exciting time as we become the first
school in the state and possibly the nation to offer educational services to families on one campus.

Our overall vision and goals set forth by our WASC self-study and LCAP is to focus on providing all staff with pathways for continued professional and personal
growth. Allowing us as an 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.

We are looking forward to launching ourselves enthusiastically to new beginnings and possibilities.

Sincerely,

Escuela Popular's

Leadership Team

Contact

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

Phone: 408-275-7191
E-mail: patricia@escuelapopular.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhsd.org
Web Site	www.esuhsd.org

School Contact Information (School Year 2018—19)	
School Name	Escuela Popular/Center for Training and Careers, Family Learning
Street	149 North White Rd.
City, State, Zip	San Jose, Ca, 95127-1612
Phone Number	408-275-7191
Principal	Patricia Reguerin, Executive Director
E-mail Address	patricia@escuelapopular.org
Web Site	www.escuelapopular.org
County-District-School (CDS) Code	43694270107151

Last updated: 12/17/2018

School Description and Mission Statement (School Year 2018—19)

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

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

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

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

Last updated: 12/17/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	546
Grade 10	62
Grade 11	24
Grade 12	65
Total Enrollment	697
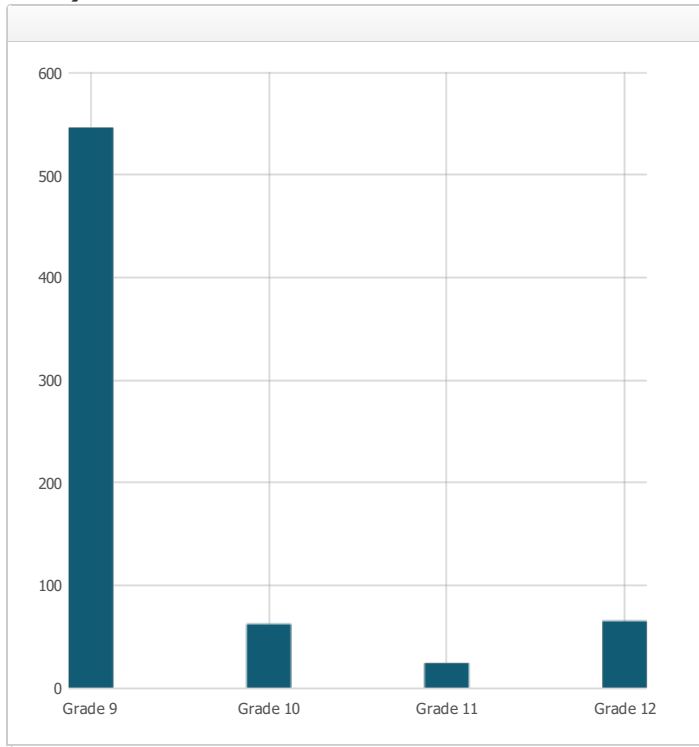
Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	99.3 %
Native Hawaiian or Pacific Islander	%
White	0.1 %
Two or More Races	0.3 %
Other	0.3 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.8 %
English Learners	98.9 %
Students with Disabilities	%
Foster Youth	%

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	9	12	9	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	
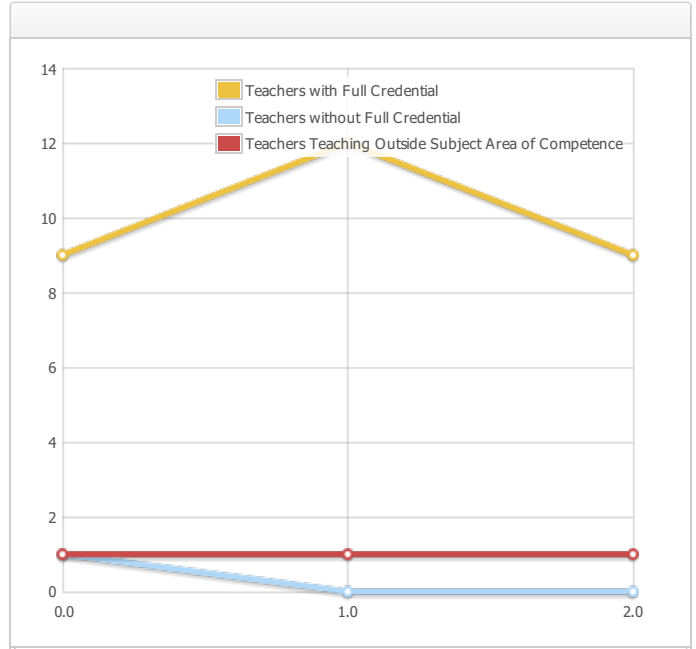
Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	2	0
Total Teacher Misassignments*	2	2	1
Vacant Teacher Positions	0	0	0
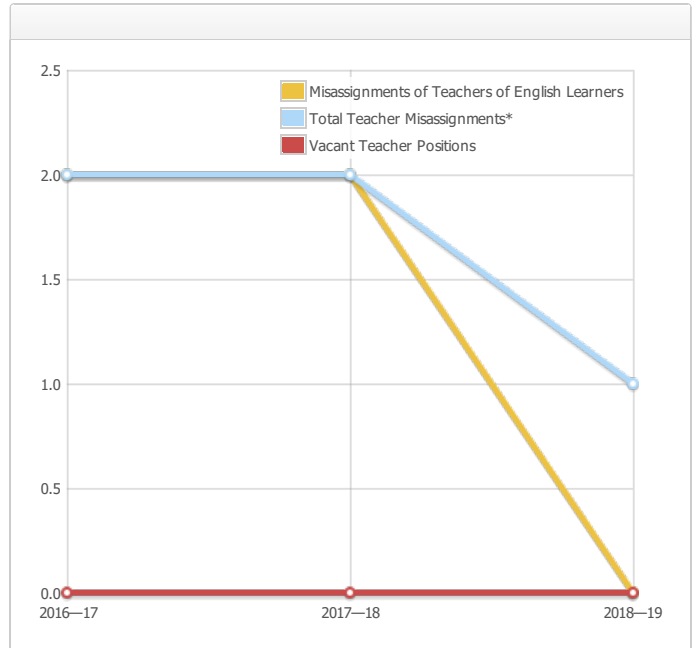
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• Edge Hampton-BrownVisions Language, Literature, Content Book A (Heinle Cengage Learning 2004) • Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004) • Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004) • Longman Keystone Book B (Pearson Education 2008) (adopted 2011)Keys to Learning (Pearson Education 2005) (adopted 2011) • Animal Farm (adopted 2012) • Parrot in the Oven (adopted 2012) • Narrative of Frederick Douglas (adopted 2012) • For Colored Girls (adopted 2012) • Night (adopted 2012) • I Know Why the Caged Bird Sings (adopted 2012) • Diary of Anne Frank (adopted 2013)The Pearl (adopted 2013) • The Circuit (adopted 2013) • The Glass Menagerie (adopted 2013) • Breaking Through (adopted 2013) • And the Earth Did Not Devour Him (adopted 2013) • Macbeth (adopted 2013) • Our Town (adopted 2013) • Chicana Falsa (adopted 2013) • Poems of Pablo Neruda (adopted 2013) • Who's Irish (adopted 2014)	No	0.0 %
Mathematics	• Pre Algebra; Malloy, Price, et al.; Glencoe McGraw -Hill; 2003, Columbus,Ohio(adopted 2008) • Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague;Thomson Brooks/Cole; 2004, Belmont , CA (2008) (adopted 2008) • Geometry; Siegfried Haenisch; A GS; 2001, USA (adopted 2008)	Yes	0.0 %
Science	• Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted 2007) • Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005) (adopted 2007) • Science Explorer Series "Human Biology" (Prentice Hall, 2002) (adopted 2007) • Science Explorer Series "Environmental Science" (Prentice Hall, 2002)(adopted2007) • Earth Science (A GS Publishing 2004) (adopted 2005) • Physical Science (A GS Publishing 2004) (adopted 2005) • Biology, Miller and Levine (Pearson, 2014) (adopted 2014) • STEMscopes – Biology, Chemistry, Physics, and Integrated Science (adopted 2018)	No	0.0 %
History-Social Science	• New Ways of Thinking EMC Publishing (2007) (adopted 2011) • American Government MaGruders Prentice Hall (2002) (adopted 2010) • Modern World History (Patterns and Interaction) Holt McDougal (Houghton Mifflin)(2012) (adopted 2013) • The Americans (Reconstruction to the 21st Century) Holt McDougal(HoughtonMifflin) (2012) (adopted 2013) • Voices of Freedom 4th Edition (Pearson Education 2012) (adopted 2001)	No	0.0 %
Foreign Language	• La Hoguera Lenguaje 6 (adopted 2006) • La Hoguera Lenguaje 7 (adopted 2006) • La Hoguera Lenguaje 8 (adopted 2006) • La Hoguera Introducion a Lenguaje y Literatura (adopted 2006) • TEMA S (adopted 2014)	No	0.0 %
Health	• The Physiology Coloring Book Kapit /Macey/Meirsami (1987) (adopted 2008) • Essentials of Human Anatomy & Physiology John W . Hole Jr. (1987)(WBC)(adopted 2008) • Prentice Hall Explorador de Ciencias (2000) (adopted 2008)	Yes	0.0 %
Visual and Performing Arts	• History of Modern Art by H.H. Arnason 3rd Edtion (Holt , Rinehart , Winston)(adopted 2012) • Holt Literature and Language Arts Fine Arts Transparencies (adopted 2012)	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.

School Facility Conditions and Planned Improvements

Overall in December 2018 based on FIT data: Fair: No gas leaks. HVAC bundle pending installation in 100s, 200s, 300s, 400s, 500s classrooms in April 2019. Daily maintenance by custodial staff and teaching staff keep food outside classrooms. LED all areas on campus upgraded January 2018. Daily maintenance keeps restrooms clean and in working condition. All areas are free of any hazardous materials. Playground is was updated 2/2/2018. Gates and fences were installed January 2018 on school perimeter.

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

The current EPCTC academy is safe, functional, clean, and well maintained. In addition to housing the K-8 academy, high school academy and the childcare department.

In July 2011, Escuela Popular re-entered into a one-year Re-Use Agreement with the City of San Jose to operate the Alum Rock Youth Center. Students have access to a gymnasium that they use for P.E. and extracurricular activities. The campus is close to public transportation. To maintain a safe facility, EPCTC employs four campus supervisors who are available during the morning and evening sessions.

In the spring of 2014, Escuela Popular began to work with a project manager and architectural firm to begin the design of the improvement of the 149 N. White Rd. campus. The School designed site plans that would consolidate the EPAFLC and EPCTC academies onto one campus. The project 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 four academies. On October 19, 2016, the Alum Rock Union Elementary School District approved Escuela Popular's proposed site plans. The school opened to all academies on one campus in the fall 2018.

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

Last updated: 1/16/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	No gas leaks. HVAC bundlepending install in 100s, 200s, 300s, 400s, 500s classrooms April 2019.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Daily maintenance keeps restrooms clean and in working condition. Water fountains are old, need to be replaced/upgraded.
Safety: Fire Safety, Hazardous Materials	Good	All areas are free of any hazardous materials. Storage area assigned for safety.
Structural: Structural Damage, Roofs	Fair	Roof is older on campus: 100s, 200s, 300s, 400s, 500s and needs annual patching.

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Windows need to be replaced in 100s, 200s, 300s, 400s, 500s to those which open/close. Doors in each classroom need to be upgraded. Playground was upgraded 2/2/2018. Gates and fences were installed in January 2018 around school perimeter.

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	19.0%	22.0%	63.0%	59.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	39.0%	38.0%	37.0%	38.0%

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.

Note: 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.

Last updated: 11/28/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	32	88.89%	21.88%
Male	--	--	--	
Female	29	25	86.21%	20.00%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	32	88.89%	21.88%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	32	28	87.50%	21.43%
English Learners	36	32	88.89%	21.88%
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/28/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	32	88.89%	3.13%
Male	--	--	--	
Female	29	25	86.21%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	32	88.89%	3.13%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	32	28	87.50%	3.57%
English Learners	36	32	88.89%	3.13%
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/28/2018

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 11/28/2018

Career Technical Education (CTE) Programs (School Year 2017—18)

College & Career

Students will demonstrate skills to assist them in today's workforce and society such as, perform basic health procedures,develop a resume, perform in jobinterview, use a variety of soft and hardware, apply and attend college.

Performance-Based Learning and Skills

Teachers provide students opportunities to engage in authentic and meaningful tasks that are essential to applying the skills needed in the workforce and career readiness. Technology skills (job skills) learned spiral through all academic core classes. Performance tasks assigned incorporate the skills the students have learned in technology classes and core academic classes, providing a relevant and authentic application. These culminating performance tasks provide relevance to thestudents as well as help them hone their job skills through the use of technology. Performance tasks could include:

- Interviews, debates, role plays, persuasive writing,
- Culminating oral personal education reflection task (PER),
- Developing a business plan in economics,
- Writing and designing a publication that advocates for a particular policy initiative,
- Engage in debates related to current and relevant topics.

Last updated: 12/18/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/18/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%

2016—17 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.6%	19.6%	8.7%

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: 1/16/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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

- Teaching Excellence Network (TEN) Feedback Loop

- Local Control Accountability Plan (LCAP) Stakeholder Engagement

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

- Weekly bulletin

- Automated phone messaging

- An open-door policy to meet with academic counselors and administrators

- Volunteer opportunities

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	91.3%	91.9%	11.7%	10.0%	10.7%	9.7%
Graduation Rate	2.7%	2.0%	83.0%	85.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	90.1%	20.5%	9.1%
Graduation Rate	1.9%	71.5%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
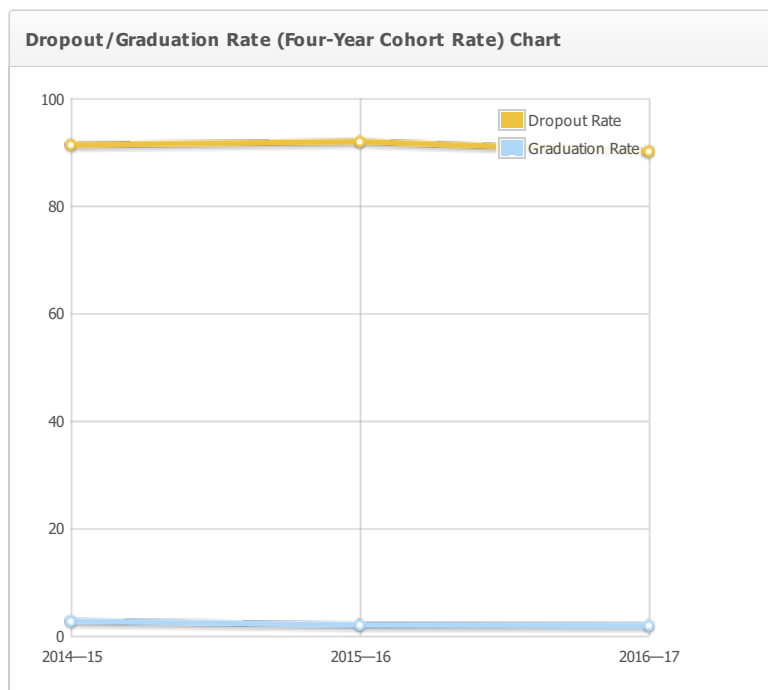
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 11/28/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

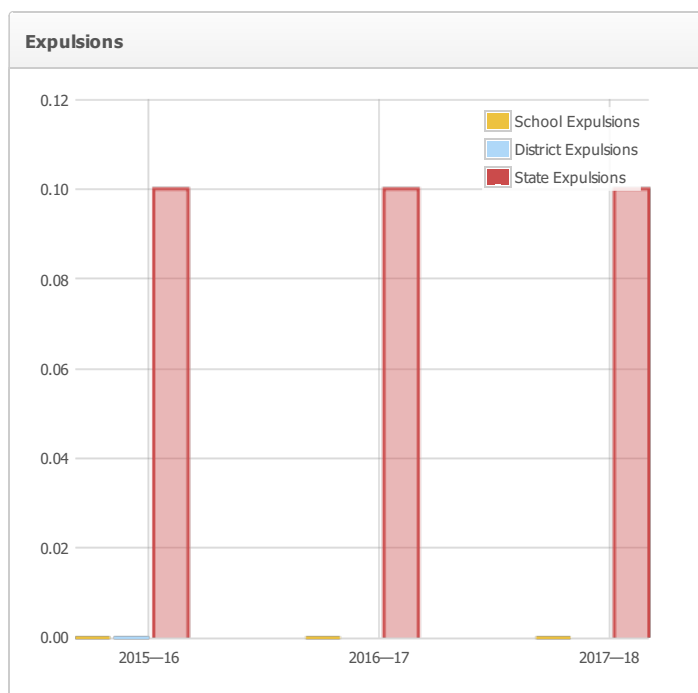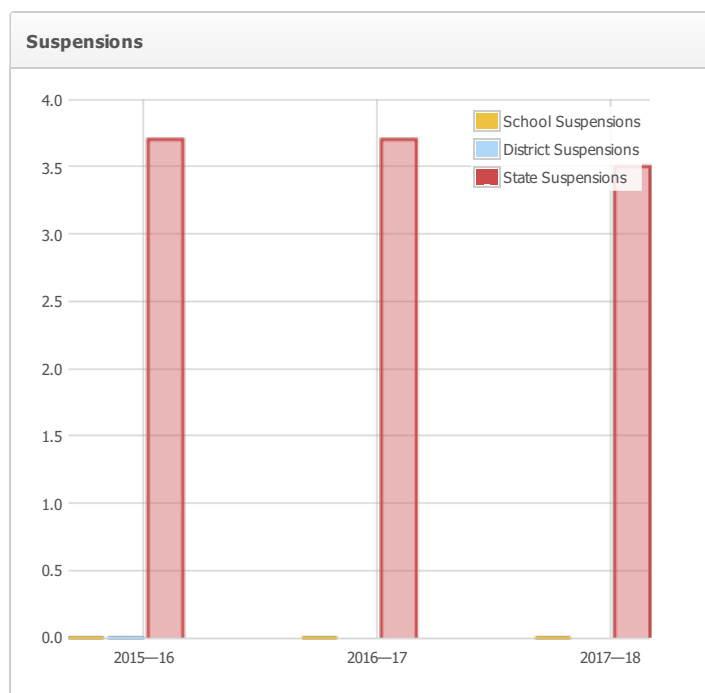| Student Group	School	District	State
All Students	89.1%	84.1%	88.7%
Black or African American	0.0%	75.3%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	95.0%	94.9%
Filipino	0.0%	92.2%	93.5%
Hispanic or Latino	89.1%	76.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	67.7%	88.6%
White	0.0%	92.7%	92.1%
Two or More Races	0.0%	89.2%	91.2%
Socioeconomically Disadvantaged	89.6%	83.8%	88.6%
English Learners	84.9%	62.3%	56.7%
Students with Disabilities	0.0%	62.0%	67.1%
Foster Youth	0.0%	59.3%	74.1%

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.0%	0.0%	0.0%	0.0%	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%

Suspensions

Expulsions

School Safety Plan (School Year 2018—19)

Safety plan is reviewed with staff during the beginning of the year's PD. It was last updated on Friday, December 7th. It was last reviewed and discussed by the Site Safety Committee on November 7th. Another committee meeting is scheduled for January 9th, 10th, or 11th to review and discuss the Safety Plan and determine how to add student and parent representation.

The key elements of the plan include:

- SAFETY COMMITTEE MEMBERS - Members of the 2018-2019 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, responsibility , 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 of fire, earthquake, threat. A community map with identified safety zones are included in this section.

- UTILITY SHUT-OFF PROCEDURES AND LOCATIONS - This section provides information of 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. 2018-2019

- EVACUATION DRILL LOGS - This section contains dates, times, and relevant notes for evacuation drills held during the school-year.

Last updated: 12/17/2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/17/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	15	13	6
Mathematics	10.0	9	1	
Science	12.0	6	1	
Social Science	16.0	9	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	25	9	6
Mathematics	11.0	28	2	
Science	14.0	4	1	1
Social Science	17.0	9	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	8	12	7
Mathematics	12.0	31	3	
Science	12.0	7	1	
Social Science	16.0	6	4	

* 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: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 12/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9352.0	$567.0	$8785.0	$56037.0
District	N/A	N/A	--	$89332.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6574.0	$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/2019

Types of Services Funded (Fiscal Year 2017—18)

The high school academy provides the following supports to students:

- Counselors help students complete academic plans and to identify course requirements

- Drop-out prevention counseling

- Transportation for studentsAcademic counseling guidance for applying to post-secondary education

- Smaller group instruction in Mathematics

- Health Education Childcare services at no expense

Last updated: 12/18/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,349	$50,747
Mid-Range Teacher Salary	$90,881	$86,127
Highest Teacher Salary	$112,154	$106,915
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$136,636
Average Principal Salary (High)	$146,943	$150,286
Superintendent Salary	$286,275	$238,058
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
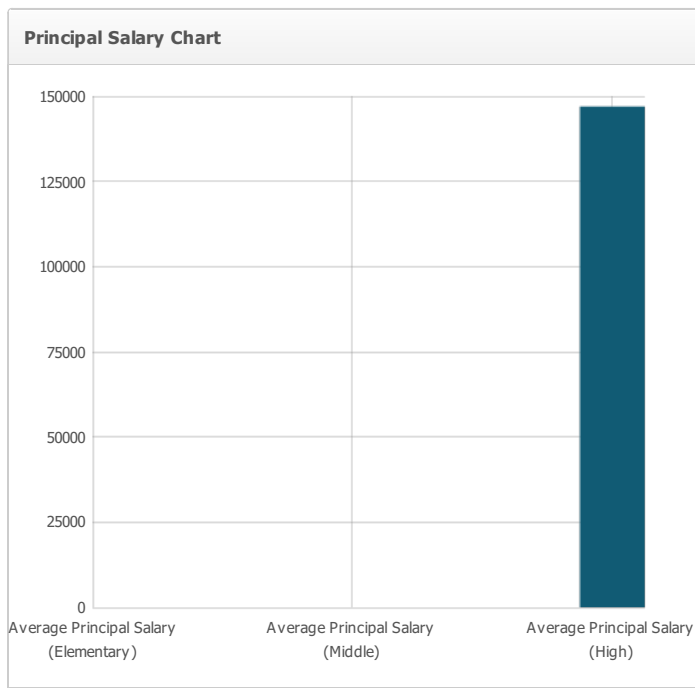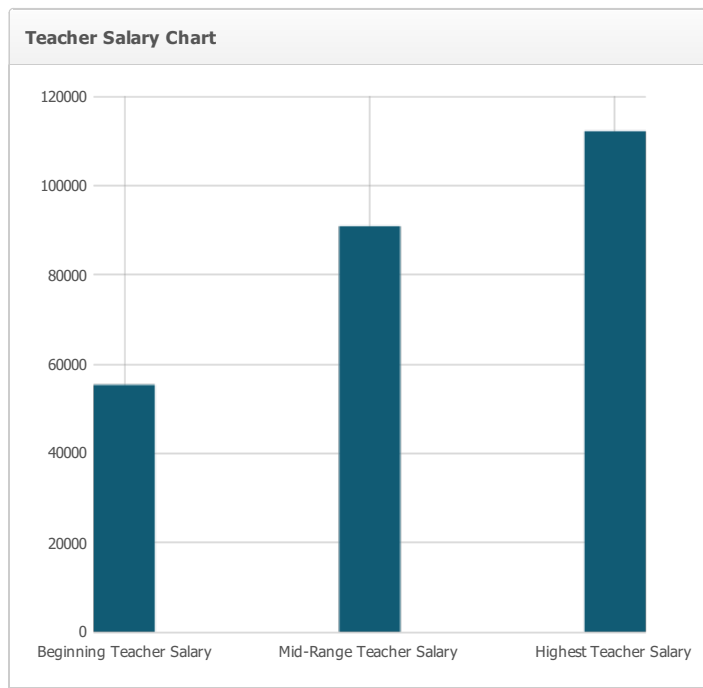
Last updated: 12/7/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/17/2018

Professional Development

In 2016 - 18, staffed received an average of 176 hours distributed in full-day and Wednesday early-release days. EP has partnered up with the Teaching Excellence Network (TEN) and has developed PLCs. We have allotted 4 hours each month (two Wednesdays for two hours) for PLC collaboration. The PLCs are comprised of 6-9 teachers, of heterogenous disciplines. The PLCs focus on learning and developing community responsive educators. To begin, students and families participate in two surveys: The Priorities Survey and the FeedbackLoop survey. The Priorities survey allows the school community to select 12 priorities. There after, teachers and administrators, receive feedback from the school community during the "Feedback Loop" on the 12 priorities. Based on the feedback a teacher receives, that individual teacher develops and action plan. The PLC group decides on a "Theme", based on the priorities and the action plans. A Praxis Learning Circuit is created, on the selected "Theme". The teachers professional development becomes relevant to the school communities needs.

In 2018-19, staff will have a total of 14 full-release days, and 39 early-release days (which happen on Wednesdays) to allow collaboration among grade-levels, content areas, and school-wide programing. The major focus for the year revolves around the alignment of goals and assessments as stated in the school's most recent LCAP. Escuela Popular restructured our school to a new leadership model to provide more support to our teachers. We have five instructional leaders who will be working with all of our teachers to increase student academic achievement. This year instructional leaders will spend more time in the classroom observing teachers and providing feedback to enhance and refine their craft. Instructional leaders aim to offer resource and practical support for teachers during the school yearIn addition, instructional leaders will work with directors and teachers to implement the LCAP goals and WASC recommendations.

Last updated: 12/23/2018