2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 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).

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.

Ms. Patricia Lidia Reguerin

- Principal, Escuela Popular Accelerated Family Learning

About Our School

Welcome to the 2020-2021 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

Contact

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

Phone: 408-275-7190
Email: patricia@escuelapopular.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	www.esuhsd.org

School Contact Information (School Year 2020–2021)	
School Name	Escuela Popular Accelerated Family Learning
Street	149 North White Rd.
City, State, Zip	San Jose, Ca, 95127-1936
Phone Number	408-275-7190
Principal	Ms. Patricia Lidia Reguerin
Email Address	patricia@escuelapopular.org
Website	www.escuelapopular.org
County-District-School (CDS) Code	43694274330726

Last updated: 1/29/2021

School Description and Mission Statement (School Year 2020–2021)

Escuela Popular Accelerated Family Learning Center (hereinafter referred to as "EP-AFLC", "EPAFLC", "EP", or "Escuela Popular") is a TK-12 family learning
center. EPAFLC began as a community-based grassroots school to address the growing need for English instruction in East San Jose; as a
consequence, Escuela Popular has been providing educational services since 1986. Within the first year of operation, the demand for learning and

schooling grew rapidly and Escuela Popular continued to expand in the number of students, classes, and services. In 1999, Escuela Popular was asked to operate as a satellite campus of a new charter school organization. School leaders seized the opportunity to expand services to the community at large by providing a dual-language transitional kindergarten through the eighth-grade academy, along with a high school academy for youth, and in keeping with the vision of Escuela Popular as a family learning center, an academy for parents and adults. In 2002, Escuela Popular was able to function independently and acquired its own non-profit status, assuming the name Escuela Popular del Pueblo. It was then when the school opened its doors as Escuela Popular Accelerated Family Learning Center. This entire enterprise was started by Lidia Reguerin, a Stanford alumna with over fifty years of teaching experience, whose vision was driven by the educational principles of Paulo Freire. She firmly believed that teaching is an act of love and that we should teach our students to pursue their dreams.

Escuela Popular Accelerated Family Learning Center currently provides educational services to over 364 students in two academies:
1. The Dual Language Academy: The Dual Language Academy, a dual immersion elementary school, serves students in grades TK-8.
2. The Under 19 High School Academy: Serving grades 9-12, this academy serves recent immigrants, the children of immigrants whose primary language is Spanish, and students who have been unsuccessful in other public schools. Demographically, Escuela Popular serves a predominantly low-income, Latino community.
EPAFLC realizes that no individual can be successful academically unless these issues are addressed. So while the school presents a rigorous education, it does so in a framework shaped by an understanding of students' day-to-day life circumstances. Experience teaches us, that in spite of those circumstances, students
can and do succeed beyond their wildest expectations.

The knowledge, skills, and competencies required to be an "educated person" in the 21st century continue to increase as our state, country and global community evolve. The rapid shifts of industries that drive our economy require a drastically different employment force than in previous generations.
The contributions made by all levels of today's workforce are measured based upon the value-added to an idea, product, or service. In order to be competitive in today's job market, knowledge and capacity in more than one discipline are often necessary, whereas competence in one area was sufficient in the past. Working effectively as part of an interdisciplinary team to successfully carry out the mission of an organization is increasingly important, specifically amongst a diverse community. Therefore, EPAFLC believes an "educated person" in the 21st century is a self-motivated, competent, lifelong learner who exhibits the following traits: RISE by
being...

- Responsible citizens

- Intellectually curious and independent learners

- Sound healthy individuals

- Effective bi-literate and bilingual communicators

Last updated: 1/29/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	
Number of Students	47	32	35	34	44	27	33	25	19	90	10	3	

Last updated: 1/29/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Paci
Percent of Total Enrollment	%	0.50 %	%	%	99.30 %	%

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	92.30 %	80.00 %	7.90 %	0.20 %	36.60 %

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	16	21	9	9
Without Full Credential	2	0	8	8

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		1	1
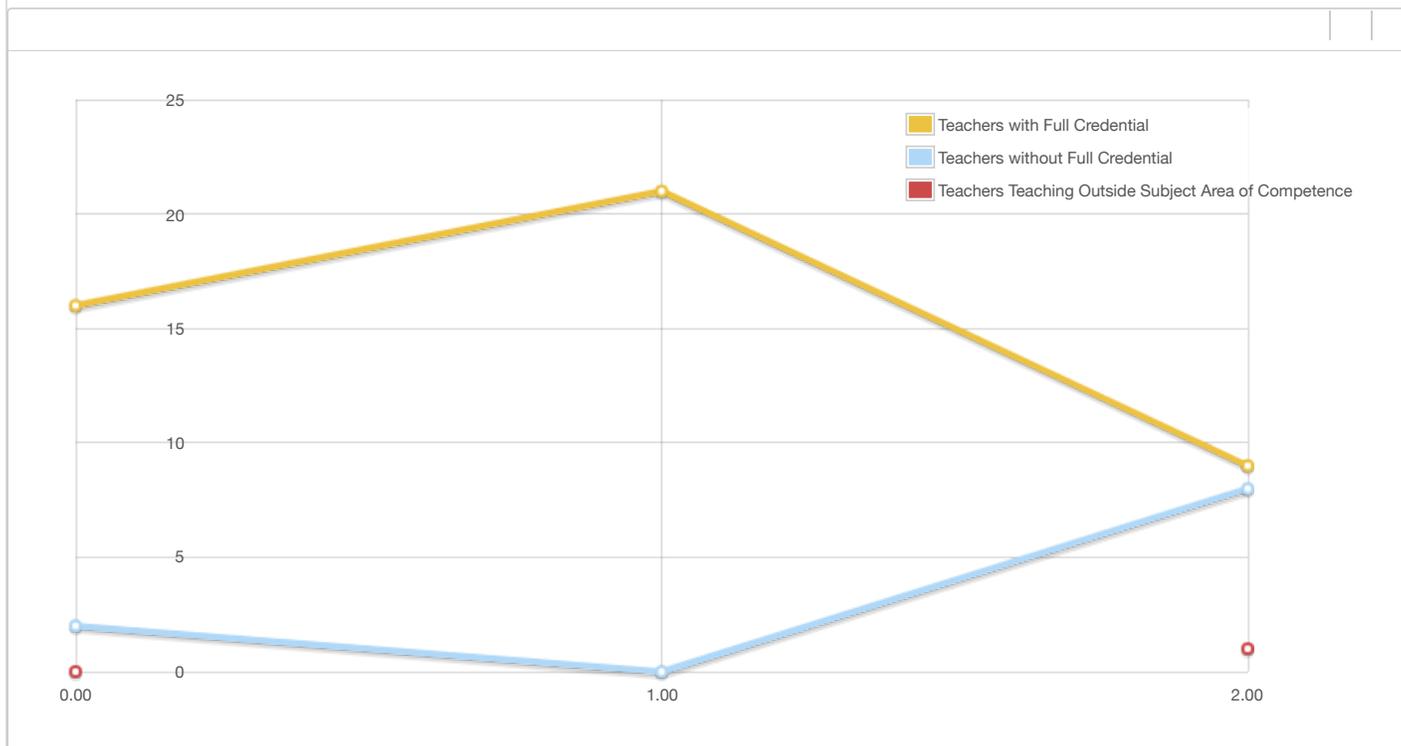
Last updated: 1/29/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	0	2	2
Vacant Teacher Positions	2	1	4
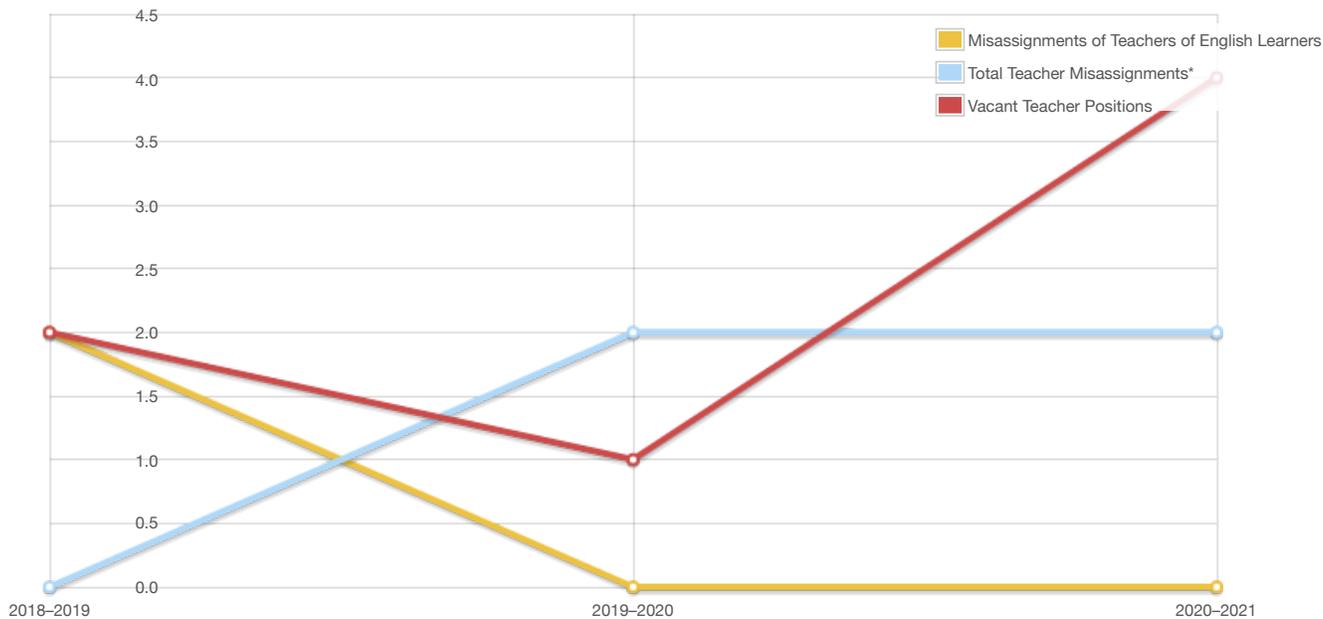
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	- Edge 2014 (New adption) (Cengage) - Visions 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 Learning2004) - Longman Keystone Book B (Pearson Education 2008) Keys to Learning (Pearson Education 2005) - Animal Farm Parrot in the Oven Narrative of Frederick Douglas For Colored Girls - Night - I Know Why the Caged Bird Sings - Diary of Anne Frank - The Pearl - The Circuit - The Glass Menagerie - And the Earth Did Not Devour Him - Macbeth - Our Town - Chicana Falsa - Bronx Masquerade - The Effect of Gamma Rays on Man-in-the-Moon Marigolds The House on Mango Street - Othello - The Alchemist - Neruda: Selected Poems - Newsela Pro - NoRedInk - Benchmark Adelante K-6th - Engage NY ELA 3rd-8th - Headsprout K-6th - Raz-kids Tk-6th - Benchmark Advance (phonetics) K-2nd - Google Classroom - G-suite - AtoZreading - Clever	Yes	0.00 %
Mathematics	- Pre Algebra; Malloy, Price, et al.; Glencoe McGraw-Hill; 2003, Columbus, Ohio - Elementary and Intermediate Algebra (A Combined Course); Charles P. - McKeague; Thomson Brooks/Cole; 2004, Belmont, CA - Geometry; Siegfried Haenisch; AGS; 2001, USA - ENGAGE NY Math K-8	Yes	0.00 %
Science	- Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) - Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005) - Science Explorer Series "Human Biology" (Prentice Hall, 2002) - Science Explorer Series "Environmental Science" (Prentice Hall, 2002) - Earth Science (AGS Publishing 2004) - Physical Science (AGS Publishing 2004) - Biology, Miller and Levine (Pearson, 2014)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	0.00 %
Foreign Language	- El español para nosotros:Curso para hispanohablantes Level 1 (McGraw-Hill) - Benchmark Adelante	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/29/2021

School Facility Conditions and Planned Improvements

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. A playground was updated 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 programing to 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 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 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.

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.

Last updated: 1/29/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New falicility opened in August of 2018.
Interior: Interior Surfaces	Good	New falicility opened in August of 2018.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	New falicility opened in August of 2018.
Electrical: Electrical	Good	New falicility opened in August of 2018.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New falicility opened in August of 2018.
Safety: Fire Safety, Hazardous Materials	Good	New falicility opened in August of 2018.
Structural: Structural Damage, Roofs	Good	New falicility opened in August of 2018.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New falicility opened in August of 2018.

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary

Last updated: 1/29/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	13.0%	N/A	59.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	4.0%	N/A	39.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/29/2021

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	4	N/A	30	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/29/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

College and Career Skills:

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

Last updated: 1/29/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/29/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 1/29/2021

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 2019–2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/29/2021

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 2020–2021)

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

- Home Visits

- Family Engagement Deans

- ELAC

- Community building activities throughout the year

Due to the COVID-19 pandemic and the online learning, in addition to the above mentioned parent involvement opportunities we have put in place other methods to communicate with parents to ask for their feedback as well as to offer support:

- *Quartely Surveys*

- *24 hrs hotline*

- *Technology Workshops*

- *Walk-in Technology Orientations*

- *Chromebooks & hotspots distribution for parents*

- *Workshops on Resilience and Mental Health*

Last updated: 1/29/2021

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 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	40.90%	50.00%	55.60%	20.50%	17.80%	15.60%	9.10%	9.60%	9.00%
Graduation Rate	9.10%	16.70%	3.70%	71.50%	75.70%	77.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
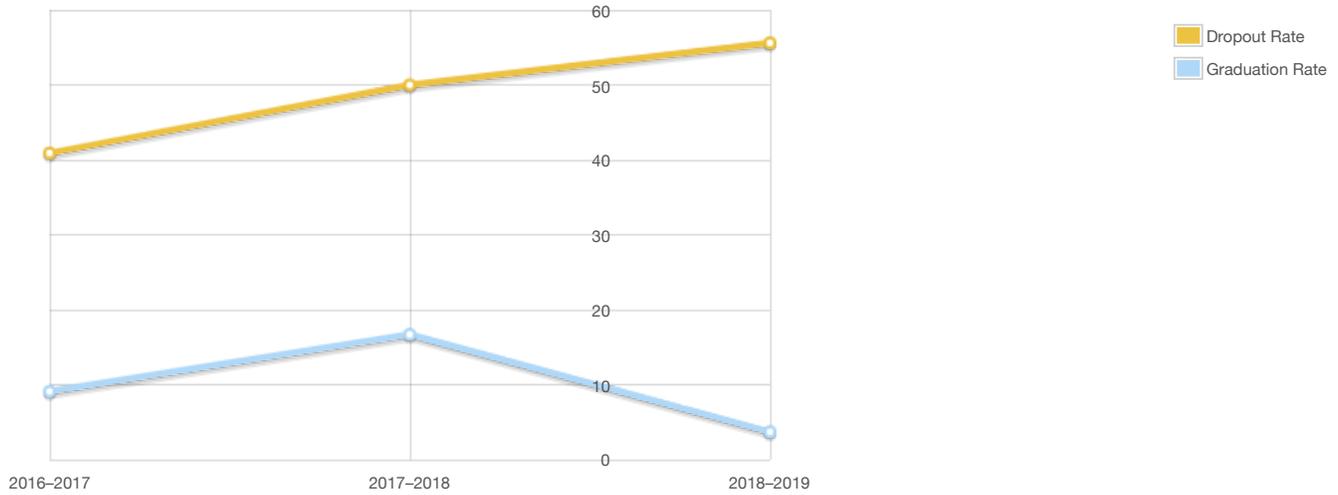
Last updated: 1/29/2021

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
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
	0.70%	0.00%
School 2018–2019	3.60%	0.10%
District 2017–2018	3.40%	0.00%
	3.50%	0.10%
District 2018–2019	3.50%	0.10%
State 2017–2018		
State 2018–2019		

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.80%	0.00%
	0.80%	0.00%
District 2019–2020	2.50%	0.10%
State 2019–2020		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Safety plan is reviewed with staff during Fall Profesional Deveopment. It was last reviewed and updated on Thusrday, January 16th 2020. Committee meetings
are scheduled weekly to ensure all safety plan componets are in place. Safety Plan will be reviewed during SSC meeting held in April 2020.
The key elements of the plan include:

- SAFETY COMMITTEE MEMBERS - Members of the 2019-2020 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 whencalling 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 caseof 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 staffof fire, earthquake, threat. A community map with identified safety zones areincluded in this section.

- UTILITY SHUT-OFF PROCEDURES AND LOCATIONS - This section provides information of locations and procedures to shut off gas, water, and electricity ifnecessary. 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 AfterSchool Program operated by a community partner at the Alum Rock Youth Center next door.

- 2019-2020 EVACUATION DRILL LOGS - This section contains dates, times, and relevant notes for evacuation drills held during the school-year.

Last updated: 1/29/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	27.00	17.00	21.00	16.00	37.00	25.00	17.00	
Number of Classes * 1-20	1	2	1	2		1	1	
Number of Classes * 21-32	1		1		1			
Number of Classes * 33+								

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	26.00	18.00	18.00	23.00	15.00	29.00	28.00	
Number of Classes * 1-20	1	2	2	2	2	1	1	
Number of Classes * 21-32	1							
Number of Classes * 33+								

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	16.00	16.00	18.00	17.00	22.00	27.00	33.00	
Number of Classes * 1-20	2	1	1	2	2	1		
Number of Classes * 21-32	1	1	1					
Number of Classes * 33+								

* 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: 1/29/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	12.00	9.00	5.00	10.00
Number of Classes * 1-22	6	8	5	5
Number of Classes * 23-32				
Number of Classes * 33+				

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	12.00	6.00	3.00	7.00
Number of Classes * 1-22	6	11	4	6
Number of Classes * 23-32				
Number of Classes * 33+				

* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	14.00	11.00	4.00	12.00
Number of Classes * 1-22	7	10	4	4
Number of Classes * 23-32	1	1		
Number of Classes * 33+				

* 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: 1/29/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	100

*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: 1/29/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

*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: 1/29/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14756.00	$4583.00	$10173.00	$45758.00
District	N/A	N/A	--	$94375.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$90287.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2021

Types of Services Funded (Fiscal Year 2019–2020)

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 with 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 afterschool program that includes academic and enrichment activities.
-Santa Clara University provides student volunteers to provide tutoring services.
-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.
-Stanford University's Spine Treatment and Education Program provided screening and education to our students.
-Vision to Learn provides our students with free eye exams and glasses as needed.

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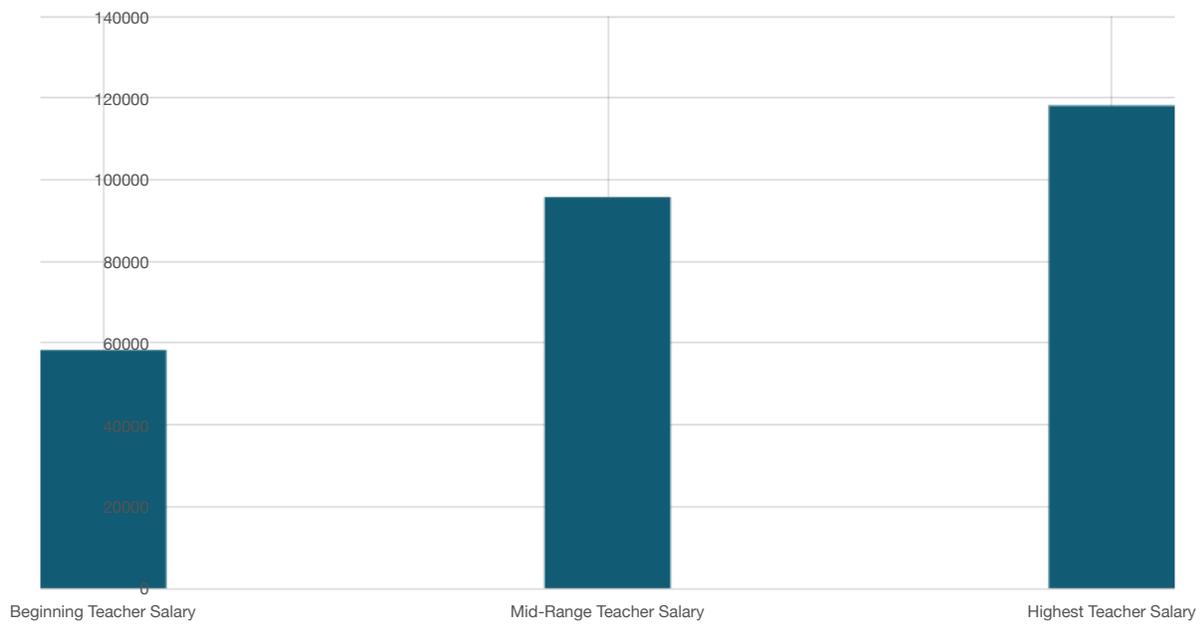to support students' immigration, housing, health, and legal issues.

Last updated: 1/29/2021

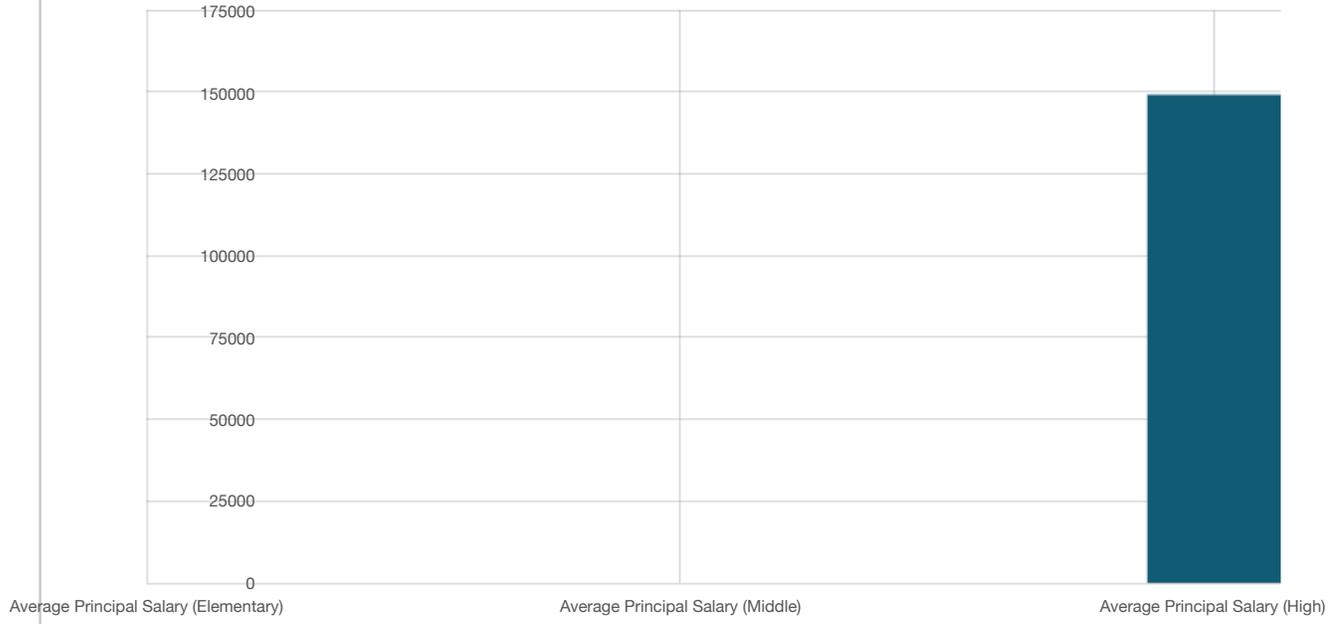## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58,291	$52,670
Mid-Range Teacher Salary	$95,712	$89,660
Highest Teacher Salary	$118,115	$112,761
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$142,638
Average Principal Salary (High)	$149,107	$158,074
Superintendent Salary	$292,671	$250,285
Percent of Budget for Teacher Salaries	32.00%	32.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

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

175000		
150000		
125000		
100000		
75000		
50000		
25000		
0		
Average Principal Salary (Elementary)	Average Principal Salary (Middle)	Average Principal Salary (High)

Last updated: 1/29/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

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*	0

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

Last updated: 1/29/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	14	13	12

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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