Escuela Popular/Center for Training and Careers

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Patricia Requerin, Executive Director

📍 Principal, Escuela Popular/Center for Training and Careers

About Our School

10 de agosto del 2015

Estimado Estudiante:

Espero que se encuente bien.

Muchas gracias por ser parte de nuestra comunidad de Escuela Popular. Si continúan con nosotros, ¡gracias! Y a su vez les doy la bienvenida a todas los estudiantes que se unen a la gran familia de Escuela Popular este año escolar. Espero conocerlos más para poder servir y apoyar lo en su educación.

Este año nos estamos enfocando en las 12 prioridades que nuestra comunidad (estudiantes, maestros, familias, administración, etc.) selecciono por medio de la encuesta, TEN. Nuestros maestros y personal han formado comunidades de aprendizaje designados para desarrollar las prioridades indicadas. Adjunto a esta carta encontrara un documento que detalla las 12 prioridades.

La meta de Escuela Popular siempre ha sido de responder a las necesidades de nuestra comunidad, y siempre luchamos y trabajamos para mantener nuestra cultura e idioma, mientras nuestros estudiantes se desarrollan para ser:

- Ciudadanos Responsables

- Inteligentes y Curiosos

- Saludable

- Comunicadores Bi-lingues y Efectivos en ingles y español (idioma materno)

Esperamos que su estudiante(s):

- Asista todos los días y a tiempo

- Complete todas sus tareas

- Pase todas sus clases con calificaciones de "B" o "A"

• Sea respetuoso en la escuela, en la comunidad, y en el hogar

• Demuestre desarrollo y progreso académico en matemáticas y lectura, basado en el examen de "NWEA MAP"

Queremos mantener a usted motivado en la escuela y la meta de largo plazo es preparar y guiarlo al colegio y a superar sus metas academicas. Estamos preparando nuestros cursos para que sean reconocidos y aprobados por el sistema de la Universidad de California, nombrado "A-G Pathway," para que nuestros estudiantes tengan la opción de aplicar a cualquier universidad de de su preferencia después de completar su diploma de preparatorio o bachillerato. En este momento, tenemos dos cursos aprobados y estamos trabajando en cursos adicionales para entregarlos durante la primavera.

La comunicación entre la escuela y el hogar es necesaria para su éxito. Espero que lean los anuncios semanales para estar informados de eventos y información.

Muchas gracias por ser parte de nuestra familia y comunidad y les doy gracias por haber escogido a Escuela Popular para su educación. Esperamos continuar a servirles de la mejor manera posible. Si tienen cualquier pregunta, por favor escribirme al correo electrónico gricelda@escuelapopular.org o de llamarme al 408.426.6586.

Sinceramente,

Gricelda H. González

Directora

Contact

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

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

About This School

Contact Information - Most Recent Year

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

Last updated: 1/31/2016

School Description and Mission Statement - Most Recent Year

PENDING BOARD APPROVAL

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

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

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

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

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

EPCTC educates to transform lives and families.

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

Core Values:

- We are committed to community improvement by fostering pride in learning and student leadership.

- We believe educated individuals raise the standard of living and quality of life of their families and the community as a whole.

- We challenge the whole community (students, families, faculty, staff, administrators and community members) to believe in their dreams and to make their dreams a reality. We provide the tools to enable them to build on their strengths and overcome obstacles, so they may rise above the expectations the outside world has had for them and that they have had for themselves.

- We believe that teaching is an act of love and that life-long learning empowers all human beings.

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

Last updated: 1/31/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	738
Grade 10	78
Grade 11	26
Grade 12	48
Total Enrollment	890
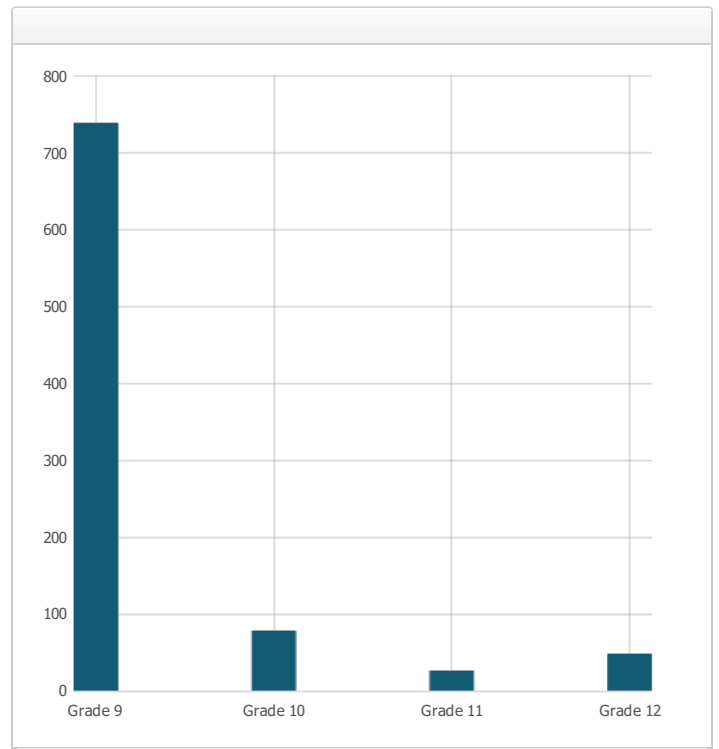
Last updated: 1/31/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	100.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	91.8 %
English Learners	98.2 %
Students with Disabilities	0.0 %
Foster Youth	0.1 %

Last updated: 1/31/2016

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	8	9	9	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)				1
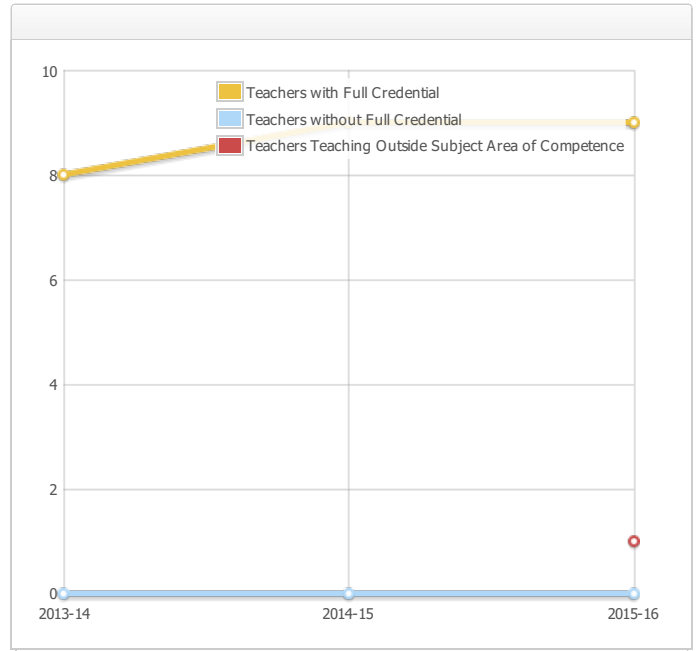
Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	2	2	0
Total Teacher Misassignments*	2	2	1
Vacant Teacher Positions	0	0	0
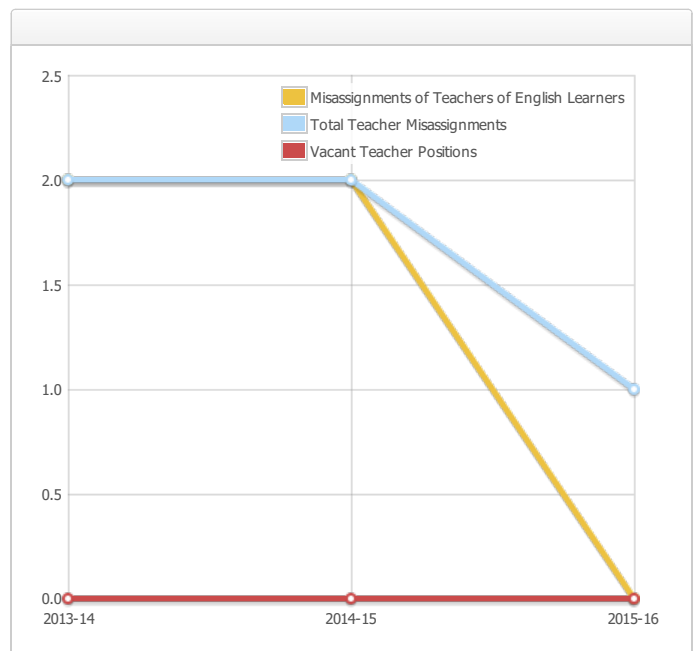
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.0%	5.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	98.0%	3.0%

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edge Hampton-Brown (adopted 2008)		0.0 %
	Visions Language, Literature, Content Book A (Heinle Cengage Learning 2004) (adopted 2008)		
	Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004) (adopted 2008)		
	Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004) (adopted 2008)		
	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 2011)		
	The Pearl		
	The Circuit		
	The Glass Menagerie		
	Breaking Through		
	And the Earth Did Not Devour Him		
	Macbeth		
	Our Town		
	Chicana Falsa		
	Poems of Pablo Neruda		
	Who's Irish		
Mathematics	Pre Algebra; Malloy, Price, et al.; Glencoe McGraw-Hill; 2003, Columbus, Ohio (adopted 2008)		0.0 %
	Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague; Thomson Brooks/Cole; 2004, Belmont, CA (adopted 2008)		
	Geometry; Siegfried Haenisch; AGS; 2001, USA (adopted 2008)		
Science	Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted 2007)		0.0 %

	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) (adopted 2007)	
	Earth Science (AGS Publishing 2004) (adopted 2005)	
	Physical Science (AGS Publishing 2004) (adopted 2005)	
	Biology, Miller and Levine (Pearson, 2014) (adopted 2014)	
History-Social Science	New Ways of Thinking EMC Publishing (2007) (adopted 2011)	0.0 %
	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 (Houghton Mifflin) (2012) (adopted 2013)	
	Voices of Freedom 4th Edition (Pearson Education 2012) (adopted 2001)	
Foreign Language	La Hoguera Lenguaje 6 (adopted 2006)	100.0 %
	La Hoguera Lenguaje 7 (adopted 2006)	
	La Hoguera Lenguaje 8 (adopted 2006)	
	La Hoguera Introducion a Lenguaje y Literatura (adopted 2006)	
Health	The Physiology Coloring Book Kapit/Macey/Meirsami (1987) (adopted in 2008)	100.0 %
	Essentials of Human Anatomy & Physiology John W. Hole Jr. (1987) (WBC) (adopted in 2008)	
	Prentice Hall Explorador de Ciencias (2000) (adopted in 2008)	
Visual and Performing Arts	History of Modern Art by H.H. Arnason 3rd Edition (Holt, Rinehart, Winston) (adopted in 2012)	100.0 %
	Holt Literature and Language Arts Fine Arts Transparencies (adopted in 2012)	
Science Lab Eqpmt (Grades 9-12)	Compound Microscopes (Nasco) (adopted in 2009)	0.0 %
	Triple-Beam Balances (OHAUS) (adopted in 2004)	

Last updated: 2/3/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The EP-AFLC 9-12 students are co-located with the EP-CTC students at 149 N. White Road, San Jose, CA. The current high school academies facility is safe, functional, clean, and well maintained. In addition to housing the high school academies, it houses the child care. School staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The campus is cleaned daily to ensure a clean and safe school.

In July 2011, Escuela Popular entered into a one-year Re-Use Agreement with the City of San Jose to operate the Alum Rock Youth Center. Each year since, this agreement has been renewed. Through this agreement, students have access to a gymnasium that they use for P.E. and extracurricular activities. High school classes are also housed at the youth center. The K-8 Afterschool Program runs out of the Alum Rock Youth Center as well. It is close to public transportation.

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

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

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Repairing minor sewer lines.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Annual roof patching in process
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Fair

Last updated: 2/1/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	13.0%	59.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	38.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	36	24	66.7%	46.0%	33.0%	13.0%	0.0%
Male	36	10	27.8%	--	--	--	--
Female	36	14	38.9%	57.0%	21.0%	14.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	36	24	66.7%	46.0%	33.0%	13.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	36	23	63.9%	43.0%	35.0%	13.0%	0.0%
English Learners	36	20	55.6%	50.0%	30.0%	10.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	36	23	63.9%	83.0%	4.0%	0.0%	0.0%
Male	36	10	27.8%	--	--	--	--
Female	36	13	36.1%	77.0%	8.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	36	23	63.9%	83.0%	4.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	36	22	61.1%	82.0%	5.0%	0.0%	0.0%
English Learners	36	20	55.6%	80.0%	5.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	14.0%	52.0%	54.0%	50.0%	59.0%	60.0%	56.0%

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

Last updated: 2/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50.0%
All Students at the School	14.0%
Male	22.0%
Female	9.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	14.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	13.0%
English Learners	12.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 2/1/2016

Career Technical Education Programs (School Year 2014-15)

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

- Promotores de Salud (Promoters of Health)

    - awareness of health issues

    - first aid skills

    - basic health procedures, such as taking one's blood pressure

    - oral presentations to students

- Job Readiness and Career Development

    - developing resumes

    - researching job opportunities

    - interview skills

    - vocational English

- Technical Skills

    - using productivity software such as Word, PowerPoint, Access, and Excel

    - basic financial accounting

    - understanding and applying the principles behind page layout, graphic design, and typography

    - using graphic arts programs such as Photoshop, PageMaker, and Illustrator

- Higher Education Preparation

    - college applications

    - financial aid

    - visiting college campuses

    - college planning

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

Last updated: 2/3/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

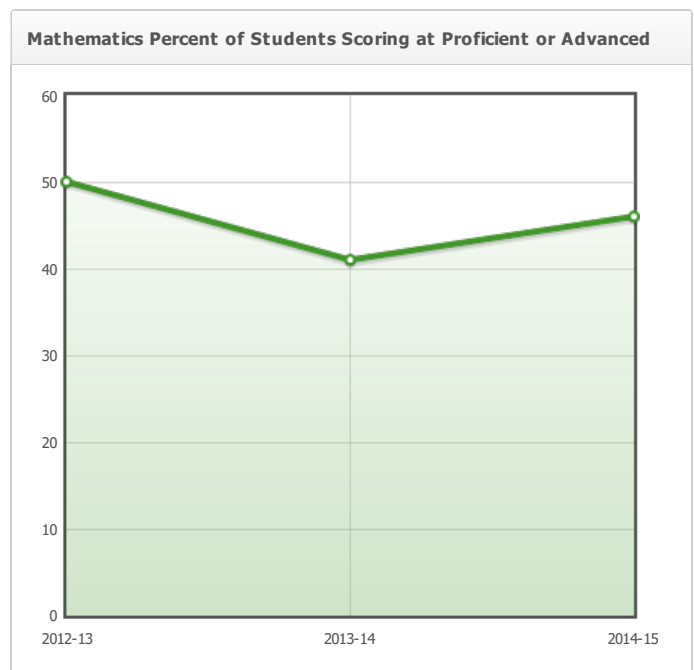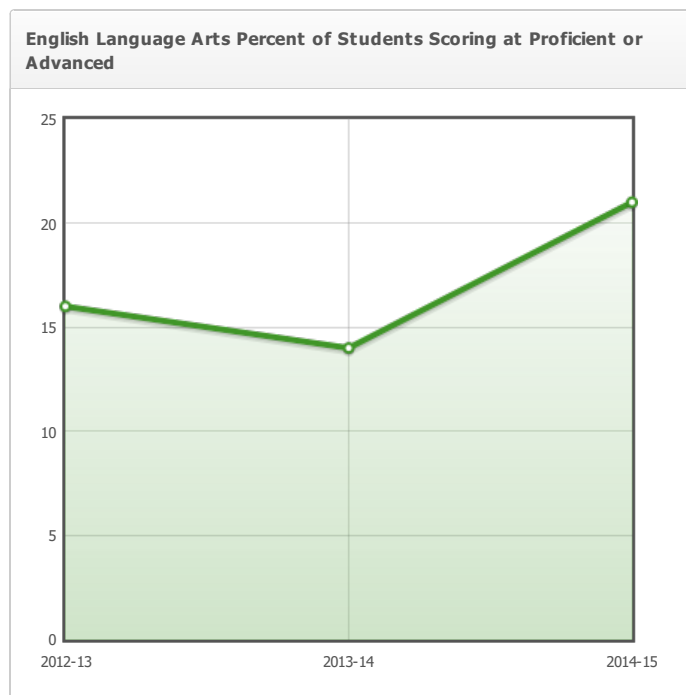# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			**District**			**State**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English Language Arts	16.0%	14.0%	21.0%	56.0%	50.0%	50.0%	57.0%	56.0%	58.0%
Mathematics	50.0%	41.0%	46.0%	63.0%	56.0%	56.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46.0%	21.0%	32.0%	39.0%	32.0%	29.0%
All Students at the School	79.0%	18.0%	4.0%	54.0%	40.0%	6.0%
Male	80.0%	20.0%	0.0%	60.0%	35.0%	5.0%
Female	78.0%	17.0%	6.0%	50.0%	44.0%	6.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	79.0%	18.0%	4.0%	54.0%	40.0%	6.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	84.0%	13.0%	2.0%	60.0%	36.0%	5.0%
English Learners	80.0%	18.0%	2.0%	55.0%	41.0%	4.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.9%	16.3%	9.3%

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

Last updated: 2/1/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

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

EPCTC works to create a welcoming environment for families, many of whom do not have positive associations with their children's schools. One important way of welcoming families and students is by valuing and celebrating their primary language. All correspondence is sent home in both English and Spanish. All school meetings are bilingual. Additionally, the vast majority of staff speak Spanish.

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

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

State Priority: Pupil Engagement
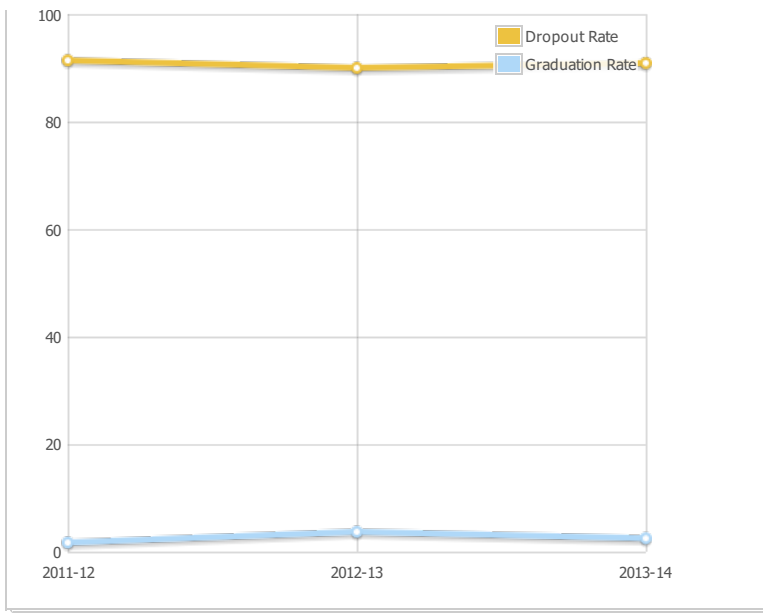
Last updated: 2/1/2016

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)

	School			District			State		
Indicator	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	91.4%	90.0%	90.9%	14.8%	13.5%	12.0%	13.1%	11.4%	11.5%
Graduation Rate	1.70	3.70	2.50	80.10	82.00	82.90	78.87	80.44	80.95

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

Completion of High School Graduation Requirements

| Student Group	Graduating Class of 2014		
	School	District	State
All Students	100	82	84
Black or African American	0	78	76
American Indian or Alaska Native	0	75	78
Asian	0	94	92
Filipino	0	89	96
Hispanic or Latino	96	73	81
Native Hawaiian or Pacific Islander	0	86	83
White	0	87	89
Two or More Races	0	72	82
Socioeconomically Disadvantaged	96	77	81
English Learners	103	59	50
Students with Disabilities	0	59	61
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.1	0.1	0.0	4.2	4.5	3.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1
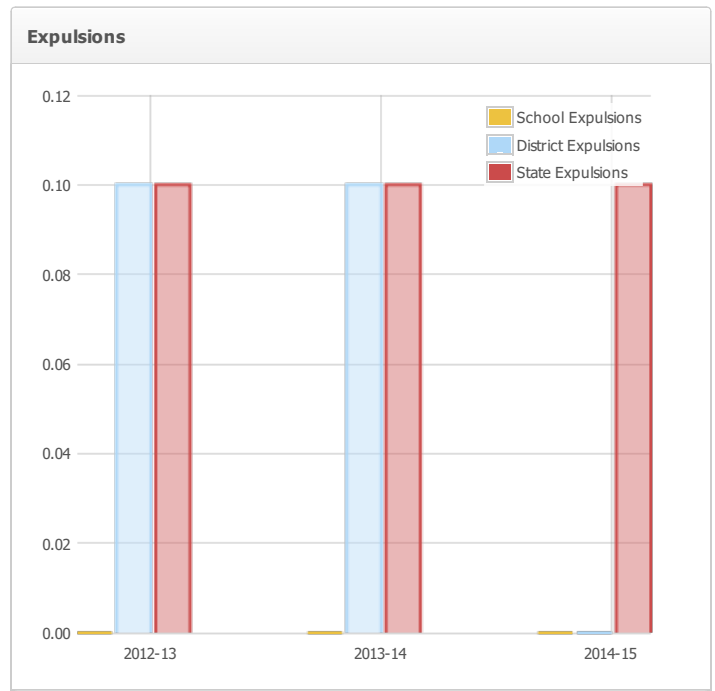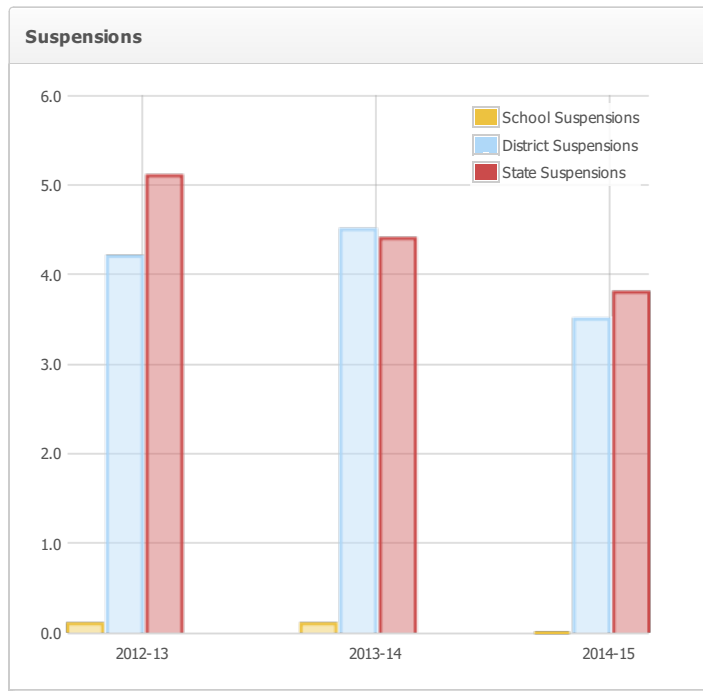
School Safety Plan - Most Recent Year

The safety plan for the high school campus maintains a school environment that is safe and secure, and it enhances community trust.

Last Reviewed and Updated: July 7, 2015
Last discussed with Faculty: August 20, 2015

Each year, teachers review the Safety Plan with students.

Key elements of the plan include the following:

Evacuation Procedures, including staff and student responsibilities

Description of Evacuation Areas

Earthquake Plan, including "Drop, Cover, and Hold On" drill information and procedures

Lockdown Procedures, including, Lockdown and Shelter in Place

The fundamental school security plan, which includes daily campus sweeps to identify damage to property, suspicious circumstances, and safety risks

Monthly drills, alternating between fire and earthquake drills

Last updated: 2/1/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	No	

Last updated: 2/1/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	84.2%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+
English	28.0	8	11	12	28.0	10	12	14	25.0	17	13	7
Mathematics	13.0	23	5	1	13.0	29	3	2	12.0	36	5	
Science	13.0	6	1		8.0	7			10.0	7		
Social Science	12.0	12			10.0	14			14.0	11	1	

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

Last updated: 2/1/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	350.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 2/1/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6862.0	--	$6862.0	$48007.0
District	N/A	N/A	$0.0	$80860.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5348.0	$74908.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

The high school academy provides the following supports to students:

- CAHSEE prep classes during the regular school day and on Saturdays

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

- Drop-out prevention counseling

- Transportation for students

- Academic counseling guidance for applying to post-secondary education

- Smaller group instruction in Mathematics

- Health Education

- Childcare services at no expense

Last updated: 2/1/2016

Professional Development – Most Recent Three Years

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

2013-14

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

- Transformational Change, Cultural Sensitivity

- Workshops on using and navigating our Student information systems

- Working with Mentor/Coaches through the Cycle of Inquiry (Plan – Teach – Reflect – Apply)

- WASC Focus Groups, home groups

- Planning instruction for the new quarter

- Developing Stage One of Understanding by Design approach to teaching, Identifying Big Ideas, Enduring Understandings, and Essential Questions of Unit Planning

- Developing Course outlines (per quarter)

- Data Analysis of NWEA MAP results

- CAHSEE Data Analysis

- Human Resources

- School Safety Procedures

- Teaching Academic Vocabulary

- UsD – WHERETO Elements of Teaching

2014-15

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

- Transformational Change, Human Development, and Cultural Sensitivity

- Workshops on using and navigating our Student information systems

- Working with Mentor/Coaches through the Cycle of Inquiry (Plan – Teach – Reflect – Apply)

- Planning instruction for the new quarter

- Developing Stage One, Two, and Three of Understanding by Design approach to teaching:

  - Identifying Big Ideas, Enduring Understandings, and Essential Questions of Unit Planning

  - Assessments

  - Classroom Activities

- Developing Course outlines (per quarter)

- Data Analysis of NWEA MAP results

- CAHSEE Data Analysis

- NWEA MAP Test Data Analysis

- Human Resources, Business, and Operations

- School Safety Procedures

- Teaching Academic Vocabulary, Explicitly

- Use of the Lexile System

- UsD – WHERETO Elements of Teaching

- Instructional Mentoring

- ELD standards implementation and study

- Professional Learning Communities

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

2015-2016

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

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- Professional Learning Communities

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Last updated: 2/3/2016