Escuela Popular/Center for Training and Careers
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

EscuelaPopular

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Escuela Popular/Center for Training and Careers
Street	149 North White Rd
City, State, Zip	San Jose
Phone Number	408-275-7191
Principal	Patricia Reguerin
Email Address	patricia@escuelapopular.org
School Website	http://www.escuelapopular.org
County-District-School (CDS) Code	43694270107151

2022-23 District Contact Information

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

2022-23 School Overview

Welcome to the 2022-2023 school year!

This is our year to continue the empowering and profound work at Escuela Popular's Bilingual Family Learning Center. It is through the collective effort and commitment of time and energy that we are able to carry forward with our Founder Maestra Lidia's vision and legacy.
Our school is at the forefront of intergenerational learning through our Bilingual Family Learning Center, designed to meet the needs of immigrant families.
Our overall vision and goals set forth by our LCAP, are to focus on providing all staff with pathways for
continued professional and personal growth. Allowing our organization to be equipped and prepared to meet the evolving needs of
the families we serve. We have organized our campus and personnel to provide ample opportunities for mentorship, collaboration, and innovation.

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

Sincerely,
Patricia Reguerin
Executive Director

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	337
Grade 10	38
Grade 11	14
Grade 12	26
Total Enrollment	415

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.6
Male	42.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.0
English Learners	14.7
Foster Youth	0.0
Homeless	11.3
Migrant	0.0
Socioeconomically Disadvantaged	84.6
Students with Disabilities	0.0

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	29.99	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	3.00	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.00	61.44	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.50	2.25	12115.80	4.41
Unknown	0.90	5.51	60.90	5.39	18854.30	6.86
Total Teaching Positions	16.30	100.00	1131.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.60	29.65	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	3.19	35.40	3.10	48533.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.10	64.66	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.60	2.24	11953.10	4.28
Unknown	0.30	2.43	60.90	5.32	15831.90	5.67
Total Teaching Positions	15.60	100.00	1145.30	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	10.00	10.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	10.00	10.10

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	56.70	51.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	52.10	48.50

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

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

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

Year and month in which the data were collected	1/23/2023

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

Reading/Language Arts	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) NoRedInk Google Classroom G-Suite Newsela	Yes	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) Integrated Mathematics, Kanold, Timothy, Houghton Mifflin Hardcourt Company, 2015 Khan Academy Teacher-created Material	Yes	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)	Yes	0

	Conceptual Integrated Science Explorations, Hewitt, Lyons, Suchocki, Yeh (Pearson Education) Biology, Miller and Levine (Pearson, 2014) Science Explorer Series "Environmental Science" (Prentice Hall, 2002) Earth Science (AGS Publishing 2004		
History-Social Science	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)	Yes	0
Foreign Language	El español para nosotros: Curso para hispanohablantes Level 1 (McGraw-Hill) TEMA S (adopted 2014)	Yes	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
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
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

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

EPCTC 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 eleventh year of a forty-year lease with Alum Rock Union Elementary School District.

The current EPACTC 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 runs programming for our K-8 grade students. In addition, students have access to a gymnasium that they use for P.E. and extracurricular activities. The campus is close to public transportation. To maintain a safe facility, EPCTC employs four-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.

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

Old water fountains outside of room 204 and outside of the cafeteria were replaced by Elkay Enhanced EZH2O Bottle Filling Station & Single ADA Cooler Filtered 8 GPH Light Gray Model: LZS8WSLP.

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

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

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Windows need to be replaced in 100s, 200s, 300s, 400s, 500s. Doors in each classroom need to be updated. Playground was updated 2/12/2018. Gates and fences were installed in January 2018 around school perimeter.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	19	59.38	40.62	36.84
Female	22	11	50.00	50.00	36.36
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	32	19	59.38	40.62	36.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	29	17	58.62	41.38	35.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	19	59.38	40.62	0.00
Female	22	11	50.00	50.00	0.00
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	32	19	59.38	40.62	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	29	17	58.62	41.38	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.88	NT	37.64	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	17	77.27	22.73	5.88
Female	15	14	93.33	6.67	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	17	77.27	22.73	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	17	80.95	19.05	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2021-22 Career Technical Education Programs

College and Career Skills:

Students will demonstrate skills to assist them in today's workforce and society such as performing basic health procedures, developing a resume, performing job interviews, using a variety of soft and hardware, apply and attending 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.

2021-22 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	31.08
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	84%	84%	84%	84%	84%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Escuela Popular Center for Training Careers serves adult students and collects students feedback in making decisions for the school. The process of asking for feedback is done by having the following events:

School Orientations (at the beginning of every quarter)

Monthly Assemblies

Student Surveys

In addition to the formal structures, 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		93.2	95.1		14.5	13.6		8.9	7.8
Graduation Rate		0.8	0.4		78.4	81.5		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	552	2	0.4
Female	260	2	0.8
Male	292	0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	528	2	0.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	526	2	0.4
Foster Youth	0	0	0.0
Homeless	394	0	0.0
Socioeconomically Disadvantaged	527	2	0.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1313	906	607	67.0
Female	680	481	331	68.8
Male	633	425	276	64.9
American Indian or Alaska Native	1	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	1303	903	606	67.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	1	0	0.0
White	0	0	0	0.0
English Learners	350	246	168	68.3
Foster Youth	0	0	0	0.0
Homeless	188	136	86	63.2
Socioeconomically Disadvantaged	1074	743	482	64.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

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

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	16	
Mathematics	9	32	2	
Science	7	8		
Social Science	12	9		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	17	7	
Mathematics	6	11		
Science	9	6		
Social Science	13	10		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	17	7	
Mathematics	5	13		
Science	9	5		
Social Science	12	7	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,225	1,775	11,450	61,728.57
District	N/A	N/A		$100,753
Percent Difference - School Site and District	N/A	N/A		-48.0
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	53.8	-41.6

2021-22 Types of Services Funded

Escuela Popular believes partnerships with agencies outside the school are important to expand the support services and enrichment opportunities of our
students and families. The overall objectives 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 on-site medical services to our students and families:

- Santa Clara County Behavioral Department

- Gardner Health Services

- Santa Clara Valley Hospitals Medical Van provides free medical services to students on campus twice a month.

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 and also provides:

- Free childcare

- Parenting classes

- Bus passes

2020-21 Teacher and Administrative Salaries

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

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

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

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

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