EPIC DE CESAR CHAVEZ HIGH SCHOOL

Grade 12
David Villarino, Chief Executive Officer

410 West J Street, Suite A, Tehachapi, CA 93561
(661) 823-8828
www.farmersworkinginstitute.org

SCHOOL ACCOUNTABILITY REPORT CARD
A REPORT OF 2014-15 SCHOOL ACTIVITY
(PUBLISHED IN 2015-16)

STATEMENT OF INFORMATION

The Farmworker Institute of Education and Leadership Development (FIELD) is a 501 (c) 3 nonprofit organization based in California's San Joaquin and Sacramento Valleys. FIELD was founded in 1978 by Farmworker Leader Cesar E. Chavez and is dedicated to strengthening America's agricultural and rural communities through the Core Values of Opportunity, Excellence, Integrity, Innovation and Si Se Puede.

Cesar Chavez's Vision for FIELD provides the beliefs from which stems EPIC's Purpose and Mission. The Core Values of our Vision are expected to remain, regardless of changes to the outside environment when no longer rewarded or if penalized because of them.

FIELD works with education, employers, colleges, and community-based organizations to provide services that improve the basic skills and confidence of community members. These are the foundations that lead to opportunities in career pathways for the workforce members and their families. As such, the workforce is better prepared to meet the changing demands of various American economic sectors.

EPIC's VISION & MISSION

FIELD's/EPIC's Vision includes the Beliefs based on our Core Values, Core Purpose, and our Envisioned Future based on our Big Audacious Strategic Goals and vivid description of the future.

FIELD's/EPIC's Mission is to "Promote Economic and Social prosperity for Latinos and other low-wage, low-skilled individuals and their families to help them realize their inherent worth and strengthen their communities."

FIELD's/EPIC's Purpose is to "Strengthen Rural Communities through Education, Workforce and Economic Development."

SCHOOL PROFILE

EPIC de Cesar Chavez serves students in grade twelve following a traditional calendar. All students enrolled at EPIC de Cesar Chavez School are adults, ages 18 and over, working toward their high school diploma. At the beginning of the 2014-15 school year, 81 students were enrolled.

Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	1.2%	Grade 9	0
American Indian or Alaskan Native	0.0%	Grade 10	0
Asian	1.2%	Grade 11	0
Filipino	0.0%	Grade 12	81
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	93.8%		
White (not Hispanic)	3.7%		
Two or More Races	0%%		
		Total Enrollment	81

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including Career Technical Education (CTE) Programs (Workforce Preparation), and Conservation Corps.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Student Achievement

Physical Fitness

In the spring of each year, fifth, seventh and ninth grade students are required by the state to administer a physical fitness test. EPIC de Cesar Chavez has no test scores to report because there are only twelfth grade students enrolled and, therefore, they are not required to administer the physical performance test. More information can be found at CDE's web site www.cde.ca.gov/ta/tg/pf/.

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. EPIC de Cesar Chavez has no scores to report for the 2014-15 school year because there are only twelfth grade students enrolled and this test is administered to the tenth grade in high school.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam.

EPIC de Cesar Chavez has no test scores to report for the 2014-15 school year because there are only twelfth grade students enrolled and this test is administered to the eleventh grade in high school. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the CDE's website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	EDCC	NCOE
Overall Performance	Yes	N/A
Participation Rate		
Language Arts	Yes	N/A
Math	Yes	N/A
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	2/2	4/10

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. EPIC de Cesar Chavez does not receive Title I funds as their students are all adults at the time of enrollment and, therefore, the school is not eligible to receive these funds.

School Facilities & Safety

Facilities Maintenance

EPIC de Cesar Chavez takes great efforts to ensure that all sites are clean, safe, and functional through proper facilities maintenance and campus supervision. EPIC de Cesar Chavez's facilities are all leased or rented sites; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2015-16 Planned Campus Improvements:
• Expansion of the Indio & Mecca sites

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for EPIC de Cesar Chavez in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school is currently in the process of developing a safety plan and will have this completed by the start of the 2016-17 school year.

SUPERVISION & SAFETY

Student supervision throughout the day is provided by site staff while students are on campus. These individuals ensure students both arrive and leave campus in a safe and orderly manner.

CLASSROOM ENVIRONMENT

TEACHING LOAD

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. The 2014-15 data is the only applicable data for EPIC de Cesar Chavez as the school was not open in 2012-13 or 2013-14. Three years will be reported in future reports as the data becomes available.

Teaching Load Distribution Departmentalized Instruction				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
2014-15				
English	14	10	1	0
Math	9	8	0	0
Science	1	4	0	0
History	7	9	0	0

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

CURRICULUM & INSTRUCTION

DISCIPLINE & CLIMATE FOR LEARNING

At EPIC de Cesar Chavez, all staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are in the process of being developed and will be finalized by the start of the 2016-17 school year. Suspension and expulsions are not an applicable process for EPIC de Cesar Chavez since all students enrolled are adults. If there are behavior issues at EPIC de Cesar Chavez, the student with the behavior issue will be asked to leave and will no longer be enrolled in classes. The chart in this report discloses the Nevada County Office of Education (EPIC's sponsoring district) and the State of California's suspension and expulsion rates for the most recent three year period.

Suspensions and Expulsions							
	EDCC	NCOE			CA		
	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	N/A	61	39	48	329,370	279,383	243,603
Expulsions (#)	N/A	5	0	5	8,266	6,611	5,692

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at EPIC de Cesar Chavez are being aligned to the Common Core State Standards. Staff development concentrations are selected and identified based on staff survey results, NCLB requirements, California State Content Standards, federal and state grant requirements, and student performance data. During the 2014-15 school year, EPIC de Cesar Chavez staff participated in professional development activities throughout the year on early release days, pull out days, and during the summer. Teacher training topics are selected and based upon results of classroom walkthroughs which take place five times throughout the year.

2014-15 Staff Development Topics:
• Power School Update Training
• Common Core State Standards

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Superintendent of Schools. Profession and subject specific offerings are consistent with the California Content Standards Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout EPIC de Cesar Chavez are being aligned to the Common Core State Standards. Instructional materials include Math, ELD, Social Studies, Science, and Life Skills with materials purchased from AGS/Pearson Publishing.

Professional Staff

Teacher Assignment

During the 2014-15 school year, EPIC de Cesar Chavez had 4 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments			
	EDCC		
	13-14	14-15	15-16
Total Teachers	0	0	11
Teachers with Full Credential	0	0	11
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	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.*

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
EDCC	100.0%	0.0%
Nevada COE Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	63.0%	36.0%
Low-Poverty Schools	100.0%	0.0%

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

Counseling & Support Staff

EPIC de Cesar Chavez provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published and is, therefore, not included since EPIC de Cesar Chavez's first year was 2014-15.)

SARC Data & Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about EPIC de Cesar Chavez and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access EPIC de Cesar Chavez's SARC and access the internet at the school or at any of the county's public libraries. The closest public library to EPIC de Cesar Chavez is the Kern County Library in Tehachapi.

Kern County Library
1001 W Tehachapi Blvd, Suite 4-100, Tehachapi, CA 93561
Phone Number: (661) 822-4938
Hours: Mon & Wed 11:00 a.m. - 7:00 p.m.
       Fri: 11:00 a.m. - 6:00 p.m.
       Sat: 12:00 p.m. - 5:00 p.m.
       Sun: Closed
Number of Computers Available: 10