



# EPIC DE CESAR CHAVEZ HIGH SCHOOL

Grade 12  
David Villarino, Chief Executive Officer

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## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2015-16 SCHOOL ACTIVITY  
(PUBLISHED IN 2016-17)

### 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 2015-16 school year, 281 students were enrolled.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	7.9%	Grade 9	0
American Indian or Alaskan Native	0.4%	Grade 10	0
Asian	0.4%	Grade 11	0
Filipino	0.0%	Grade 12	281
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	82.7%		
White (not Hispanic)	7.9%		
Two or More Races	0.7%		
Total Enrollment			281

## 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/](http://www.cde.ca.gov/ta/tg/pf/).

## 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, and Science in grades five, eight and ten 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.

EPIC de Cesar Chavez has no test scores to report for the 2015-16 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/](http://www.cde.ca.gov/ta/tg/ca/).

### FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

## 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 Campus Improvements:

- Expansion of the Indio & Mecca sites

2016-17 Planned Campus Improvements:

- Expansion/addition of Desert Hot Springs & Lamont campuses

### 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 during 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 & 2015-16 data is the only applicable data for EPIC de Cesar Chavez as the school was not open in 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+
<b>2014-15</b>				
English	14	10	1	0
Math	9	8	0	0
Science	1	4	0	0
History	7	9	0	0
<b>2015-16</b>				
English	16	13	4	3
Math	11	18	3	2
Science	7	15	1	0
History	9	35	3	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. 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	N/A	N/A	N/A	39	48	*	279,383	243,603	230,389
Expulsions (#)	N/A	N/A	N/A	0	5	*	6,611	5,692	6,227

\* Data not available at the time of this report.

## 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 2015-16 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.

2015-16 Staff Development Topics:

- Cyber High Training
- Developing Integrated Lessons
- Instructional Strategies
- Mandated Trainings
- Procedures and Protocols
- Providing EL Services
- Student Information System Training

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.

## ENGLISH AS A SECOND LANGUAGE

FIELD delivers English as a Second Language (ESL) and literacy classes to adults over the age of 18 through various partnerships and instructional service agreements. Non-native English speakers are taught the skills needed to improve and integrate their basic reading, writing, listening and speaking. Grammar, vocabulary and culturally relevant experiential learning are encouraged and explored.

## VOCATION/EDUCATION CAREER PATHWAYS

FIELD has realigned our training and education to promote career pathways. This includes work experience opportunities in Environmental Conservation, Energy, Education, Entrepreneurship and Civic Action.

FIELD offers a pre-apprenticeship program in Solar Industrial Technology that is integrated within our high school charter school. The focus on the curriculum is to provide a foundation for careers in the energy and alternative energy sectors. Career Technical Education focus on energy is a 372 hour instruction designed to culminate in a minimum of a 12 hour job shadowing segment.

Classes may include Occupational Health and Safety (OSHA), CPR, applied math in algebra, geometry and Trigonometry, blue print reading and design, electricity, energy auditing and solar photovoltaic installation. Students will be prepared to take and pass the North American Board of Certified Energy Practitioners (NABCEP) test which is a nationally recognized certification for level 1 solar photovoltaic installers.

Other employer based trainings have been provided by FIELD in the past and depend on the availability of employer contracts and funding. These include:

- Occupational Health & Safety
- Communication & Conflict Resolution Training
- Leadership and Supervisory Training
- Process Improvement

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

During the 2015-16 school year, EPIC de Cesar Chavez had 11 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		
	14-15	15-16	16-17
Total Teachers	0	11	11
Teachers with Full Credential	0	11	11
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	1
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.*

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
EDCC	100.0%	0.0%
Nevada COE Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	63.0%	37.0%
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: 2014-15 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 2015-16.)

## 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 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