

## EPIC de Cesar Chavez

### School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### 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.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	530 478-6400
<b>Superintendent</b>	Scott Lay
<b>E-mail Address</b>	<a href="mailto:slay@nevco.org">slay@nevco.org</a>
<b>Web Site</b>	<a href="https://nevco.org/">https://nevco.org/</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	EPIC de Cesar Chavez
<b>Street</b>	122 East Tehachapi Blvd., Ste. C
<b>City, State, Zip</b>	Tehachapi, Ca, 93561-1411
<b>Phone Number</b>	661-823-8828
<b>Principal</b>	Delilah Martinez, Executive Director
<b>E-mail Address</b>	<a href="mailto:dmartinez@fieldinstitute.org">dmartinez@fieldinstitute.org</a>
<b>Web Site</b>	<a href="https://www.farmworkerinstitute.org/">https://www.farmworkerinstitute.org/</a>
<b>County-District-School (CDS) Code</b>	29102980130823

*Last updated: 2/1/2019*

### School Description and Mission Statement (School Year 2018—19)

EPIC is the high school program of the non-profit organization Farmworker Institute for Education and Leadership Development. FIELD's mission was revised in the fall of 2017 as: to empower the underserved to become self-sufficient. EPIC serves mainly socio-economically disadvantaged students in underserved rural and urban regions. Students are taught in a traditional school setting with teachers who understand their cultural background and academic struggles. Curriculum delivery is intensive, aligned with California State Standards, assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized tests for adult learners, and focused on remediation, credit recovery and basic skill development for students over the age of 18. FIELD is a 501 (c) 3 nonprofit organization based in California's San Joaquin, Sacramento, Monterey, and Coachella Valleys that 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. These are the foundations that are designed to lead to opportunities in career pathways for the workforce members and their families.

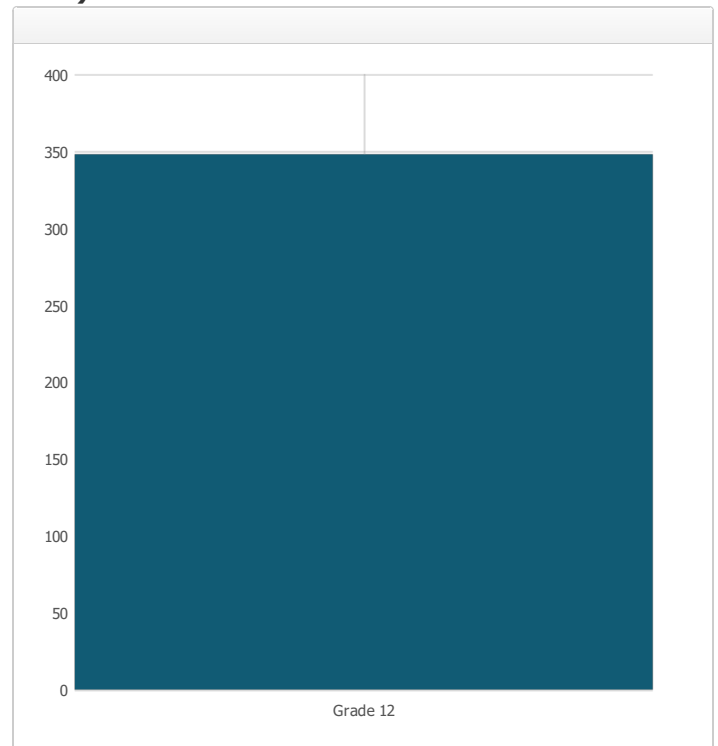
EPIC students do not participate in the CAASP testing as all student are over the age of 18 and enrolled in grade 12 until they graduate. In its place, EPIC students are tested using the adult literacy exam CASAS (Comprehensive Adult Student Assessment Systems). In the 2016-17 school year, the total percentage of students who completed one or more Educational Functioning Levels is as follows: Federal Table 4 = 67.96% and Federal Table 4B = 86.15%. Federal Table 4 represents all enrolled students who took a CASAS (Comprehensive Adult Student Assessment System) pre-test whether or not these students took a post-test upon exit. Federal Table 4B represents all enrolled students who took a CASAS (Comprehensive Adult Student Assessment System) pre-test and a paired post-test, or higher level post-test upon exit from the program. An analysis of the data from the Federal Table 4 identified two areas for improvement: ABE (Adult Basic Education) Beginning Literacy and ABE Intermediate Low.

Results for the 2017-18 school year indicated that EPIC students outperformed both the state averages, and state goals in every category level of the CASAS test as compared to other adult students who took this test in California at both the Adult Basic Education, and Adult Secondary Education levels.

*Last updated: 2/1/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Grade 12	348
Total Enrollment	348



Last updated: 2/1/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	3.5 %
American Indian or Alaska Native	0.0 %
Asian	1.1 %
Filipino	0.0 %
Hispanic or Latino	89.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	5.3 %
Two or More Races	0.0 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.0 %
English Learners	70.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

## A. Conditions of Learning

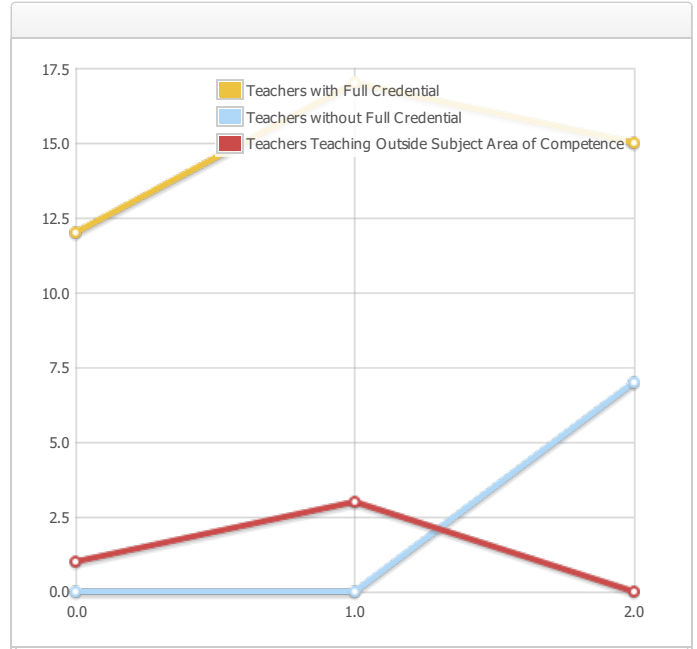
### State Priority: Basic

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

#### Teacher Credentials

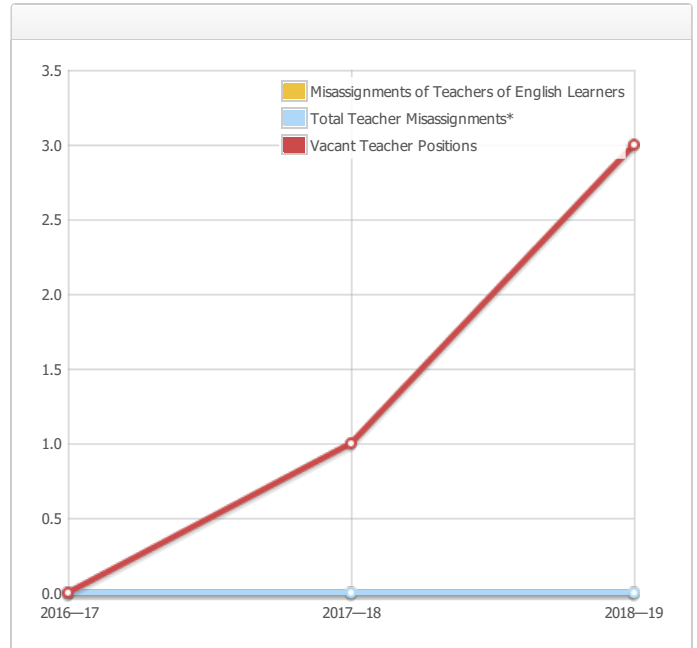
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	17	15	
Without Full Credential	0	0	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	3	0	



Last updated: 2/1/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	3



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: 2/1/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: February 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Revised course outlines Board approved, Feb 23, 2018.</p> <p>AGS Basic English ©2002 (Pearson)</p> <p>AGS American Literature ©2007</p> <p>AGS World Literature ©2007</p> <p>Side by Side (Pearson) Plus Book 1, Book 2, Book 3, Book 4 and Side by Side Activity Book 1, 2, 3 and 4.</p> <p>Supplemental Courseware: Building Academic Literacy: An Anthology for Reading Apprenticeship ©2003 Edited by: Audrey Fielding and Ruth Schoenbach www.wested.org.</p> <p>Cyber High English courses approved for student use 2016-17. Course outlines and materials for the following courses:</p> <p>American Literature A - College Prep            American Literature B - College Prep            Dimensions of Culture            English 1A - College Prep            English 1B - College Prep            English 2A - College Prep            English 2B - College Prep            English 3A - College Prep            English 3B - College Prep            English 4A - College Prep            English 4B - College Prep            Grammar Through Literature A            Grammar Through Literature B            Reading and Writing Skills            Writing Composition A - College Prep</p>	Yes	0.0 %
Mathematics	<p>AGS Basic Math Skills ©2003</p> <p>AGS Pre-Algebra ©2004</p> <p>AGS Algebra ©2004</p> <p>AGS Geometry ©2005</p> <p>Cyber High mathematics courses, including a-g approved courses, initially approved for student use 2016-17. Course outlines and materials for the following courses:</p> <p>Algebra A - College Prep            Algebra B - College Prep            Algebra 2A - College Prep            Algebra 2B - College Prep            Application Math A            Application Math B            Basic Math A            Basic Math B            Basic Math A - Spanish            Basic Math B - Spanish            Consumer Education            Geometry A - College Prep            Geometry B - College Prep            Integrated Math 1A - College Prep            Integrated Math 1B - College Prep            Integrated Math 2A - College Prep            Integrated Math 2B - College Prep            Integrated Math 3A - College Prep            Integrated Math 3B - College Prep            Math Skills Review            Pre-Algebra</p>	Yes	0.0 %
Science	<p>AGS Biology ©2004</p> <p>AGS Earth Science ©2004</p>	Yes	0.0 %

Cyber High science courses, including a-g approved courses, initially approved for student use  
2016-17. Course outlines and materials for the following courses:

- Biology A (not a-g approved)
- Biology B (not a-g approved)
- Environmental Science A
- Environmental Science B
- Integrated Science 1A
- Integrated Science 1B
- Laboratory Biology A - College Prep
- Laboratory Biology B - College Prep
- Physical Science A
- Physical Science B

History-Social  
Science

AGS World History ©2008

Yes

0.0 %

Supplemental Courseware: World History for a Global Age: Ancient History to the Industrial Revolution, World History for a Global Age: Age of Imperialism to the Present,  
Ancient Encyclopedia - online, "Patterns of Interaction" - Modern World History-online research  
AGS United States History ©2005  
Supplemental Courseware: America's History-Land of Liberty: Book 1, America's History-Land of Liberty: Book 2,  
[www.icivics.org](http://www.icivics.org), <http://www.ushistory.org/us/> (this is a free online textbook)  
Cyber High social science courses, including a-g approved courses, initially approved for student use 2016-17. Course outlines and materials for the following courses:

- American Government - College Prep
- American Government - Spanish
- Early California History
- Economics - College Prep
- Economics - Spanish
- Ethnic Studies
- Sociology - College Prep
- U.S. History A - College Prep
- U.S. History A - Spanish
- U.S. History B - College Prep
- U.S. History B - Spanish
- World Geography and Cultures A
- World Geography And Cultures B
- World History A - College Prep
- World History B - College Prep
- American Government - College Prep
- American Government - Spanish
- Early California History
- Economics - College Prep
- Economics - Spanish
- Ethnic Studies
- Sociology - College Prep
- U.S. History A - College Prep
- U.S. History A - Spanish
- U.S. History B - College Prep
- U.S. History B - Spanish
- World Geography and Cultures A
- World Geography And Cultures B
- World History A - College Prep
- World History B - College Prep
- American Government - College Prep
- American Government - Spanish
- Early California History
- Economics - College Prep
- Economics - Spanish
- Ethnic Studies
- Sociology - College Prep
- U.S. History A - College Prep
- U.S. History A - Spanish
- U.S. History B - College Prep
- U.S. History B - Spanish
- World Geography and Cultures A
- World Geography And Cultures B
- World History A - College Prep
- World History B - College Prep

Foreign Language

Cyber High: American Sign Language

Yes

0.0 %

Gahala, Estella, et. al iEn espan~ol, Level 1!, First edition, Evanston, Illinois: Houghton Mifflin Company, 2000  Gahala, Estella, et. al iEn espan~ol, Level Two!, First edition, Evanston, Illinois: Houghton Mifflin Company, 2000			
Health	AGS Health	No	0.0 %
Visual and Performing Arts	Cyber High: Art History, Music Appreciation	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

## School Facility Conditions and Planned Improvements

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.

*Last updated: 2/1/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: May 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: May 2018

Overall Rating	Good
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*Last updated: 2/1/2019*



## 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 2/1/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

As a new awardee of CETIG funds, EPIC was notified in the 2017-18 school year that the school had been awarded funds in the last year of a three year grant cycle. Implementation plans are underway to provide career pathways in Agriculture, Environmental Conservation, Early Childhood Education, Alternative Energy, and Entrepreneurship starting in the second semester of the 2018-19 school year.

# 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

## 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 school site

#### Opportunities for Parental Involvement (School Year 2018—19)

EPIC de Cesar Chavez educates students who are 18 years of age and older. As such, organized opportunities for parental involvement does not apply. Opportunities are provided for adult student engagement in community service, and college and career based activities such as job fairs, college visits.

# State Priority: Pupil Engagement

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

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

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	68.4%	71.4%	88.7%
Black or African American	65.2%	59.0%	82.2%
American Indian or Alaska Native	100.0%	61.5%	82.8%
Asian	0.0%	63.6%	94.9%
Filipino	0.0%	50.0%	93.5%
Hispanic or Latino	65.9%	69.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	83.3%	87.8%	92.1%
Two or More Races	0.0%	72.1%	91.2%
Socioeconomically Disadvantaged	76.8%	69.7%	88.6%
English Learners	59.1%	48.0%	56.7%
Students with Disabilities	0.0%	81.5%	67.1%
Foster Youth	0.0%	68.4%	74.1%

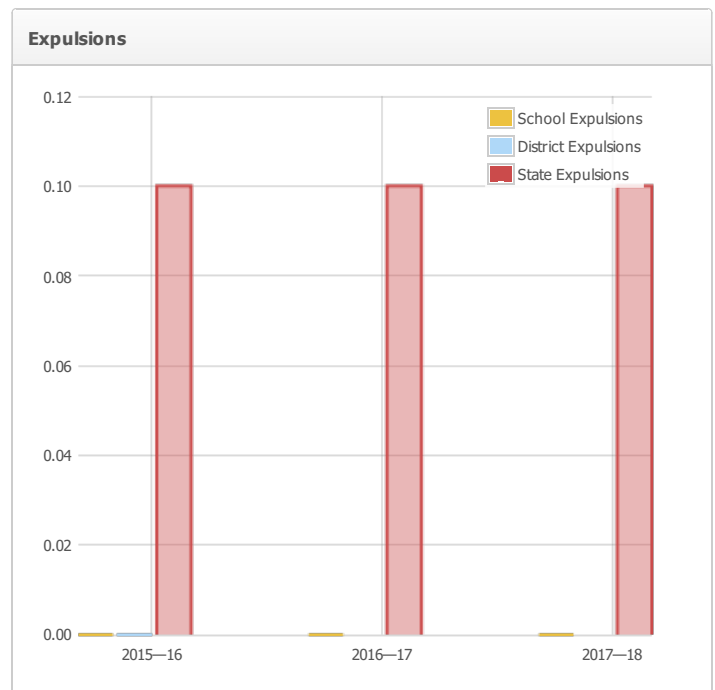
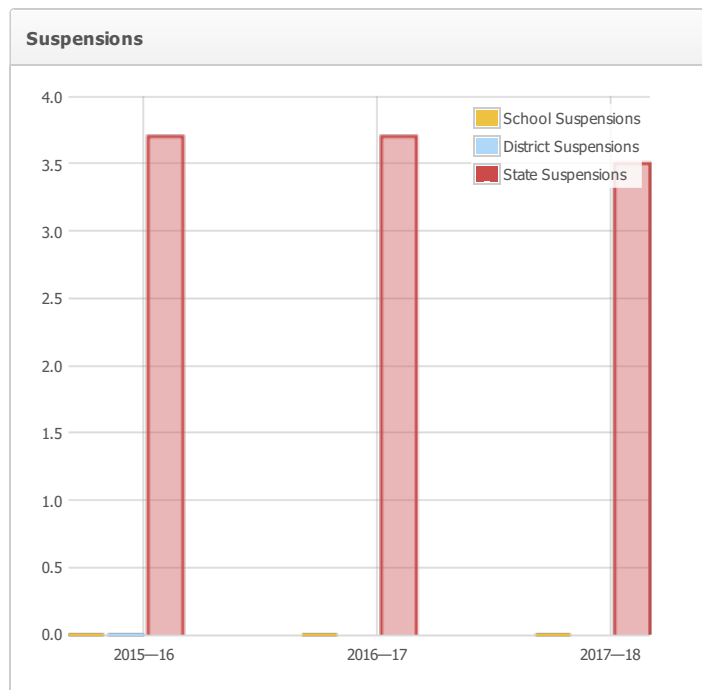
# State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 2/1/2019

## School Safety Plan (School Year 2018—19)

The school safety plan for EPIC High School has been in effect since 2014 when the Charter was authorized. A review is scheduled to take place on February 5, 2019 during the professional development for all teachers. Key elements of the plan have been adapted to adult safety as no minors are enrolled in the school. Safe and hygienic facilities, a safe and orderly environment conducive to learning, adult student behavioral contracts, and emergency equipment are all included in the plan.

Last updated: 2/1/2019

## **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.



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	16	4	3
Mathematics	11.0	19	2	2
Science	7.0	15	1	
Social Science	9.0	36	2	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	29	1	1
Mathematics	4.0	30		
Science	3.0	20		
Social Science	6.0	50		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	9.0	44	0	1
Mathematics	7.0	30	0	1
Science	4.0	33	0	0
Social Science	6.0	60	0	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: 2/1/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.5	300.0
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: 2/1/2019*

## Types of Services Funded (Fiscal Year 2017—18)

EPIC students are all age 18 and over. The Cyber High educational program from the Fresno County Office of Education is in use to provide a-g approved coursework, and credit recovery for students who enroll in EPIC, but only lack a few individualized credits to graduate. Working students are given the opportunity to earn work experience credits through the EPIC Vocational Education program by working 20 hours per week, and attending academic classes 10 or more hours per week. Most of the teachers are bi-lingual in Spanish and English and are able to help students in either language. All students are enrolled in remedial or ESL English as needed, and remedial math as needed.

Support services are also provided by a full-time counselor, and small class sizes. The counselor provides college and career information, conducts college visits and career fairs, and provides financial aid information in addition to meeting with every student 1:1.

*Last updated: 2/1/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 2/1/2019*

**Professional Development**

For the past three years, 2016-17, 2017-18, and 2018-19, EPIC teachers have been provided professional development from nine to eleven days per year. Topics covered have focused on instructional strategies for the English Learner such as planning a multi-level classroom, using literature to teach English as a Second Language, teaching writing to ELs. The services of CALPRO trainers and materials have been accessed to provide these trainings. For two years, 2016-17 to 2017-18, training in the Common Core State Standards was provided all all faculty. Other topics include the use of technology in the classroom, best research based instructional practices, analysis of student data, higher level questioning strategies, formative assessment strategies. All PD is provided during the week on non-school days and in a central location. This allows EPIC teachers to come together to collaborate as most of the school sites are spread out throughout California. Individual mentoring is also provided by teacher classroom coaches in each of the four main state regions, and by informal site walk-through visits by administrative staff.

*Last updated: 2/1/2019*