Founded in 1978 by César E. Chávez

FIELD

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EPIC DE CESAR CHAVEZ HIGH SCHOOL

Grade 12
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SCHOOL ACCOUNTABILITY REPORT CARD
A REPORT OF 2016-17 SCHOOL ACTIVITY
(PUBLISHED IN 2017-18)

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 2016-17 school year, 310 students were enrolled.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	7.4%	Grade 9	0
American Indian or Alaskan Native	0.3%	Grade 10	0
Asian	0.0%	Grade 11	0
Filipino	0.0%	Grade 12	310
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	86.4%		
White (not Hispanic)	5.8%		
Two or More Races	0.0%		
		Total Enrollment	310

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

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 ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. EPIC de Cesar Chavez does not participate in CAASPP as they only have twelfth grade students; therefore, no results or tables are shown. More information on CAASPP can be found on the California Department of Education's website 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/.

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.

2016-17 Campus Improvements:
• Expansion/addition of Desert Hot Springs & Lamont campuses with additional classes added to the Bakersfield & Greenfield 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 2017-18 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.

Teaching Load Distribution Departmentalized Instruction				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	14	10	1	0
Math	9	8	0	0
Science	1	4	0	0
History	7	9	0	0
2015-16				
English	16	13	4	3
Math	11	18	3	2
Science	7	15	1	0
History	9	35	3	0
2016-17				
English	16	0	15	0
Math	8	0	14	0
Science	6	0	12	0
History	12	0	9	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.

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 1-22 students, 23-32 students, and 33 or more students.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions (%)	0.00%	0.00%	0.00%	0.07%	0.07%	0.07%	3.80%	3.70%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.07%	0.00%	0.02%	0.09%	0.90%	0.09%

Staff Development

All curriculum and instructional improvement activities at EPIC de Cesar Chavez are being aligned to the California State Standards. Staff development concentrations are selected and identified based on staff survey results, California State Standards, federal and state grant requirements, and student performance data. During the 2016-17 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.

2016-17 Staff Development Topics:
• Common Core Training
• Cyber High Training
• Developing Integrated Lessons
• Instructional Strategies
• Mandated Trainings
• Procedures and Protocols
• Providing EL Services
• Reading Strategies
• 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 California State Standards. Instructional materials include Math, ELD, Social Studies, Science, Life Skills, and Cyber High 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.

Professional Staff

Teacher Assignment

During the 2016-17 school year, EPIC de Cesar Chavez had 12 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments	EDCC		
	15-16	16-17	17-18
Total Teachers	11	12	16
Teachers with Full Credential	11	12	16
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	1	2
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.*

Counseling & Support Staff

EPIC de Cesar Chavez provides professional, highly qualified, and appropriately credentialed 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.

Current Expense of Education Per Pupil 2015-16					
	Dollars Spent Per Student				
Expenditures Per Pupil	EDCC	EDCC	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,346	N/A	N/A	N/A	N/A
Restricted (Supplemental)	230	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,116	N/A	N/A	6,574	93.0%
Average Teacher Salary	61,493	N/A	N/A	61,939	99.3%

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

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 results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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