

Epic Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Ruth Negash, Principal

Principal, Epic Charter

About Our School

Epic challenges the defeatist notion of education by living our core values: education can be fun, challenging, and intrinsically motivating. More than focusing on just college admission, Epic seeks to empower the students within its gates and the community beyond. More than providing just a high quality middle school option in the Fruitvale, Epic supports its students to embody the cutting edge of a discipline and care for the soul of their community. Epic provides its students with an engaging and rigorous STEAM curriculum that personalizes learning to meet each child's needs, engages students to solve real world problems, and builds the 21st century skills of leadership, character, collaboration, communication, technology, and agency to meet the challenges of our quickly changing future.

We are Epic, because our world needs heroes.

Contact

Epic Charter
1112 29th Ave.
Oakland, CA 94601-2212

Phone: 510-689-2035
E-mail: rneqash@efcps.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Antwan Wilson
E-mail Address	antwan.wilson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2016-17)	
School Name	Epic Charter
Street	1112 29th Ave.
City, State, Zip	Oakland, Ca, 94601-2212
Phone Number	510-689-2035
Principal	Ruth Negash, Principal
E-mail Address	rnegash@efcps.net
Web Site	efcps.net/epic
County-District-School (CDS) Code	01612590129403

Last updated: 1/11/2017

School Description and Mission Statement (School Year 2016-17)

Epic creates heroes and everyone has fun doing it.
 Heroes: embody the cutting edge of a discipline and care for the soul of their community.
 Fun, there are four types:

1. **Hard Fun:** Provides the opportunity for challenge, mastery, and feelings of accomplishment. Hard fun focuses attention with a goal, constraints, and strategy. "Hard Fun" frequently generates emotions and experiences of Frustration, and Fiero.
2. **Easy Fun:** Inspires exploration and role play. Fun failure states, fantasies, or simply enjoying the experience enchants and captures the imagination. Easy Fun is the bubble wrap of game design. "Easy Fun" generate emotions and experiences of Wonder, Awe, and Mystery.
3. **Serious Fun:** Purposeful play changes how players think, feel, behave, or make a difference in the world. The excitement of games enlivens otherwise boring tasks. Serious Fun is play as therapy. "Serious Fun" generates feelings of excitement, zen focus, and relaxation.
4. **People Fun:** Provides the excuse to hang out with friends. People are addictive, and these mechanics over time build social bonds and teamwork. Everyone wants to spend more time with their friends. "People Fun" elicits the emotions of Amusement, Schadenfreude, and Naches coming from the social experiences of competition, teamwork, as well as opportunity for social bonding and personal recognition that comes from playing with others.

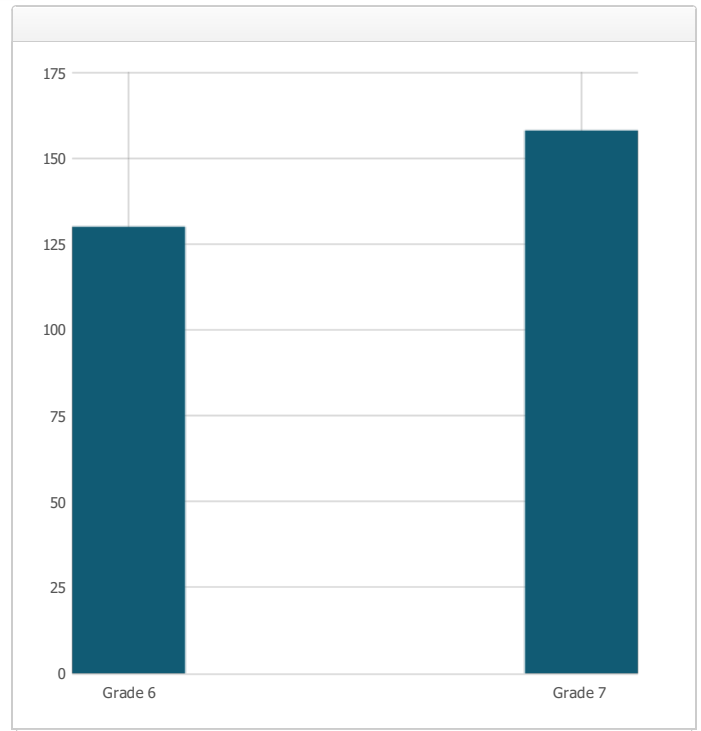
Specifically, we create fun, safe, well-managed environments where all learners play, explore, and grow beyond what seems reasonable by incorporating gaming and the heroes journey into everything we do.

Epic is a STEAM, blended learning, gamified, heroic journey middle school in the Fruitvale neighborhood of Oakland, California.

Last updated: 1/5/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	130
Grade 7	158
Total Enrollment	288



Last updated: 1/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	11.8 %
American Indian or Alaska Native	0.7 %
Asian	1.4 %
Filipino	1.4 %
Hispanic or Latino	79.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	1.7 %
Two or More Races	1.7 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.4 %
English Learners	40.6 %
Students with Disabilities	10.4 %
Foster Youth	0.7 %

Last updated: 1/5/2017

A. Conditions of Learning

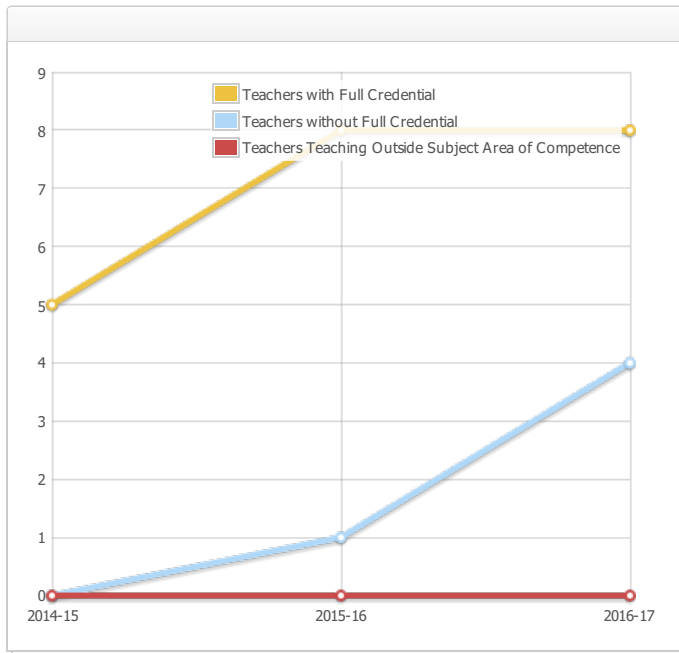
State Priority: Basic

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

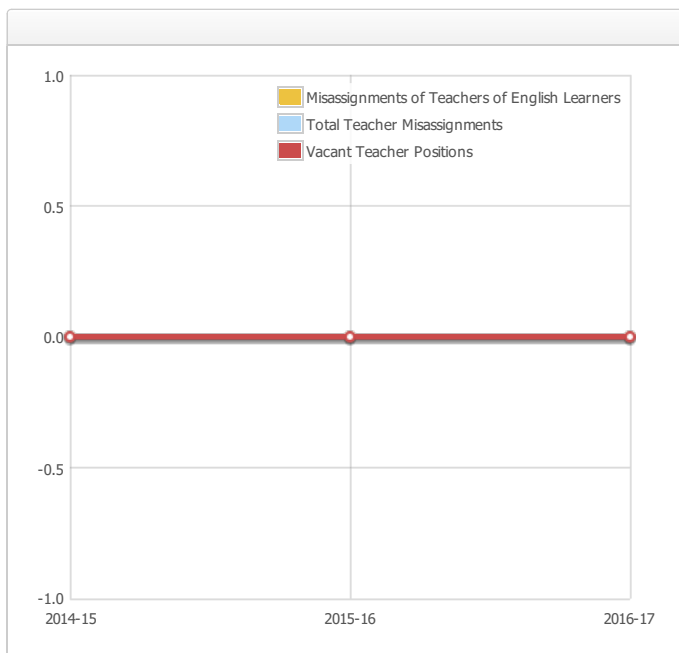
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	8	8	
Without Full Credential	0	1	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/5/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Last updated: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	80.0%	20.0%
High-Poverty Schools in District	79.0%	21.0%
Low-Poverty Schools in District	95.0%	5.0%

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

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ThinkCerca EngageNY	Yes	0.0 %
Mathematics	Zeal CMP	Yes	0.0 %
Science	SEPUP	Yes	0.0 %
History-Social Science	History Alive! DBQ	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/5/2017

School Facility Conditions and Planned Improvements

Epic Charter School was built in the spring and summer months of 2014. The third and final phase of the building of Epic is taking place and was completed in the summer of 2015, before the 2015-2016 school year began. There are 20 classrooms, including outdoor instructional spaces, two makerspaces as well as an engineering lab. There are also administration offices and a parent room.

Epic currently employs one fulltime custodian and a second half time custodian. The Epic custodial staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/5/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	15.0%	31.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	8.0%	8.0%	26.0%	27.0%	34.0%	36.0%

Note: 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.

Last updated: 1/5/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	138	96.5%	13.8%
Male	89	86	96.6%	17.4%
Female	54	52	96.3%	7.7%
Black or African American	22	21	95.5%	14.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	103	96.3%	13.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	122	98.4%	14.8%
English Learners	51	51	100.0%	7.8%
Students with Disabilities	19	18	94.7%	5.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/5/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	153	96.2%	16.5%
Male	94	91	96.8%	13.3%
Female	65	62	95.4%	21.0%
Black or African American	19	18	94.7%	22.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	129	124	96.1%	15.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	143	97.3%	15.4%
English Learners	64	62	96.9%	1.6%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/5/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	142	98.6%	7.1%
Male	89	87	97.8%	10.3%
Female	55	55	100.0%	1.9%
Black or African American	22	21	95.5%	4.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	107	99.1%	6.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.2%	7.3%
English Learners	52	52	100.0%	5.9%
Students with Disabilities	19	18	94.7%	5.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/5/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	157	98.7%	9.0%
Male	94	94	100.0%	6.4%
Female	65	63	96.9%	12.9%
Black or African American	19	18	94.7%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	129	128	99.2%	9.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.3%	8.3%
English Learners	64	63	98.4%	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/5/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.0%	11.5%	7.0%

Note: 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.

Last updated: 1/5/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are an integral part of the Epic community. Parent leaders can become members of the schools Family Leadership Council by contacting the front office.

Parents also attend monthly coffee with the principal meetings to discuss recent events and policies with the Epic Administration.

Parents also participate in the hiring of all teaching staff.

State Priority: Pupil Engagement

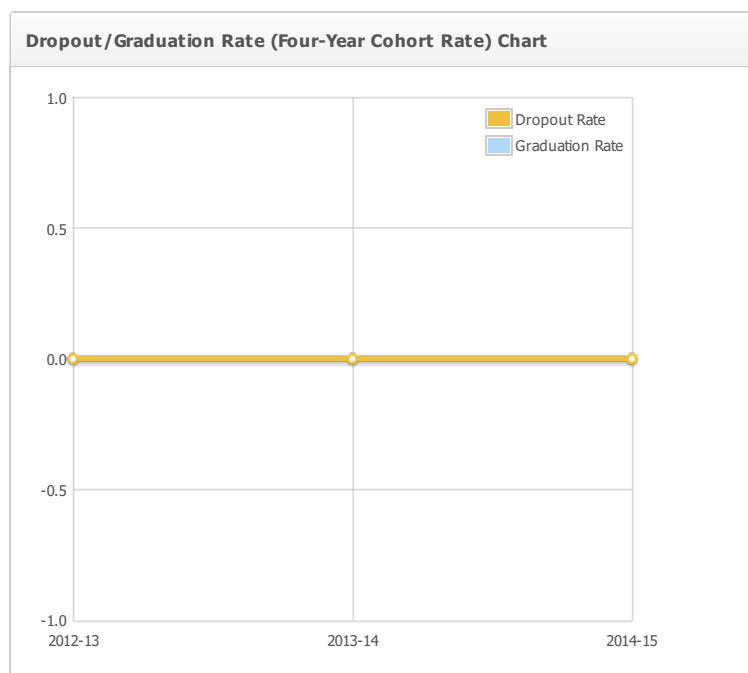
Last updated: 1/5/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate				59.60	62.60	66.80			



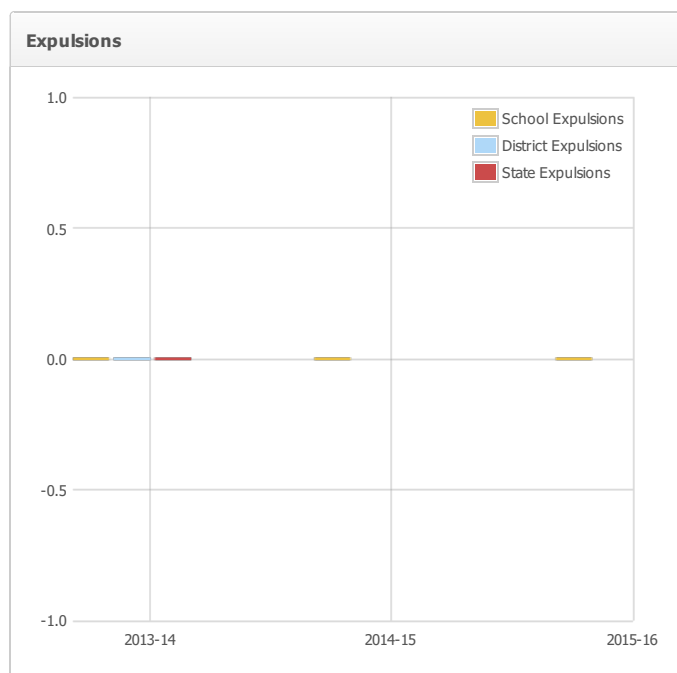
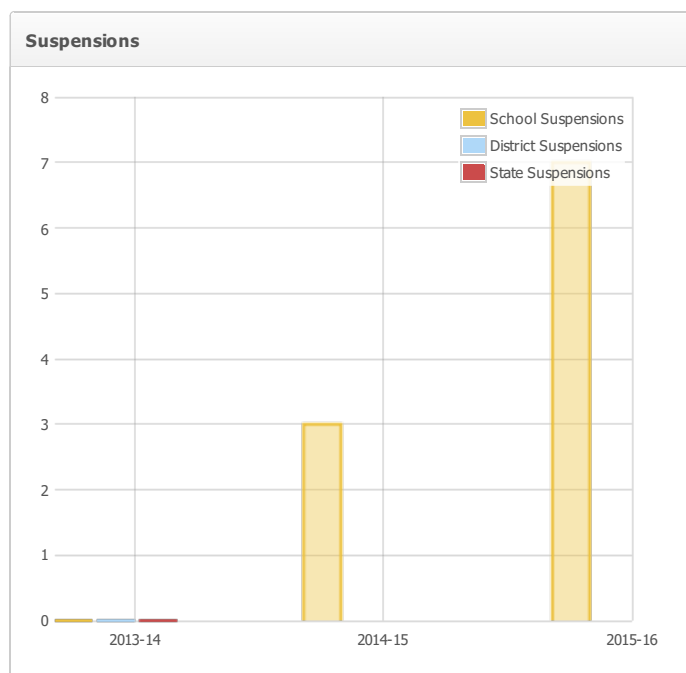
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions		3.0	7.0						
Expulsions		0.0	0.0						



Last updated: 1/11/2017

School Safety Plan (School Year 2016-17)

Epic's School Safety Plan can be read in Appendix B26 of the Epic Charter. Contact Belen Mora-Navarro, 510-689-2035 bmora-navarro@efcps.net for access to the Epic School Safety Plan.

The school safety plan was last annually reviewed in August of 2015, and will be updated on August of 2015. Faculty, students, and parents will be notified of all changes to the Epic Safety Plan by September 2015.

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Emergency drills are practiced monthly with full staff and all students.

Last updated: 1/5/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	78.5%

Note: Cells with NA values do not require data.

Last updated: 1/5/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0				26.0	2			26.0		3	
Mathematics	26.0				26.0	2			26.0		3	
Science	26.0				26.0	2			26.0		3	
Social Science	26.0				26.0	2			26.0		3	

* 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: 1/11/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker	0.4	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$16158.7	\$1689.0	\$14469.8	\$65216.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2017

Types of Services Funded (Fiscal Year 2015-16)

Epic strategically allocates its resources to support small class sizes, professional development for teachers, inside and outside of classroom intervention, and extracurricular opportunities for students. Specifically, maintained class sizes at a 24-28:1 ratio in grades 6-8. The school served 150 students in the after school program, employed a full-time instructional coach who supports teachers in mathematics and humanities instruction, and employs two fulltime student support professionals to meet the academic and behavioral needs of students with individualized learning plans.

Last updated: 1/5/2017

Professional Development

Epic's Professional Development HPIPs are:

1. Develop a system for developing, documenting, and communicating systems. Make sure staff take part in developing, reflecting on, and revising systems.
2. Develop, document, and articulate Epic best practices. Align all staff in implementing Epic best practices.

Type and Description of Support

EIT Instructional Rounds (walk throughs):

Focused observations by a team based on site theory of action around HPIP's

Feedback given to teachers

Data is collected and analyzed to determine impact on PD, coaching, and PLC's

Data and analysis is shared with all teachers on the site

Professional Development Meetings:

Focused on improving teacher practice

Aligned with adult learning theory

Includes opportunities for teachers to:

o Reflect

o Have consultancies

o Collaborate

o Read research

o Talk to each other

o Examine student work together

o Analyze data together (details on site PD Calendar)

Data Talks:

Benchmark analysis

DRA analysis

Formative data analysis

School culture data analysis

Between admin and individuals and/or grade level teams

Between HO and site teams

Small Group PLC's:

Routine cycles of inquiry

Focus on instruction, data, and/or student work

Support Provider facilitates and plans meetings

Collaborative planning

Content-based PLC

1:1 Coaching

Meetings

Weekly observation and debrief loop

Support with planning as needed

Goal focused aligned w/ teacher needs

Work guided by coaching plan and aligned with HPIP's as possible

(more details on site & individual coaching plans)

Peer Coaching:

Peer observations and feedback

Possibly cross-site observations and feedback

Last updated: 1/5/2017