Escuela Popular del Instituto Campesino (EPIC) de Cesar Chavez

A charter high school serving rural and underserved communities in California through the Farmworker Institute of Education and Leadership Development (FIELD)

PETITION FOR CHARTER RENEWAL

July 1, 2019 through June 30, 2024

Submitted to the Nevada County Superintendent of Schools, and the Nevada County Board Of Education
April 10, 2019
TABLE OF CONTENTS

PAGE

5 ASSURANCES AND AFFIRMATIONS

8 INTRODUCTION
   Countywide Benefit
   Core Values

11 Element 1. EDUCATIONAL PROGRAM
   Targeted Population
   Attendance
   21st Century Educated Person
   How Learning Best Occurs
   Standards Aligned Curriculum
   7 Growth Areas

15 Element 2. MEASURABLE STUDENT OUTCOMES
   Accreditation
   Exit Outcomes
   Graduation Requirements
   Table 1 – Requirements list
   Guidance Program
   Educational Functioning Level
   Table 2 – State Comparison Achievement Rates 2017-18
   Student Information System
   Core Academic Skills
   7 Growth Areas
   Work Experience
   Special Education/Section 504/ADA
   English Learners
   ELPAC Testing
   Reclassification Procedures
   Strategies for Instruction and Intervention
   Monitoring and Evaluating Program Effectiveness
   Serving Academically Low Achieving Students
   Serving Academically High Achieving Students

27 Element 3. METHODS FOR ASSESSING PUPIL PROGRESS
   Comprehensive Adult Student Assessment System
   Tracking System

29 Element 4. GOVERNANCE STRUCTURE
   Board of Directors
   Executive Director
   Council of Advisors
   Family/Student Involvement

31 Element 5. EMPLOYEE AND INSTRUCTOR QUALIFICATIONS
   Executive Director Qualifications
Instructor Qualifications
Specific Qualifications for all Staff

33 **Element 6. HEALTH AND SAFETY PROCEDURES**

34 **Element 7. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**
Non-Discrimination Policy

35 **Element 8. ADMISSIONS REQUIREMENTS**
Admissions Requirements
Enrollment Process and Timeline

37 **Element 9. ANNUAL FINANCIAL AUDITS**

38 **Element 10. SUSPENSION AND EXPULSION**

39 **Element 11. EMPLOYEE BENEFITS STAFF RETIREMENT SYSTEM**

39 **Element 12. ATTENDANCE ALTERNATIVES FOR STUDENTS**

39 **Element 13. EMPLOYEE RIGHTS OF RETURN**

40 **Element 14. DISPUTE RESOLUTION PROCESS**
Intent
Public Comments
Disputes Arising from within EPIC
Disputes Between FIELD and the County
Labor Relations

42 **Element 15. CLOSURE PROCEDURES**

44 LIKELIHOOD TO SUCCESSFULLY IMPLEMENT THE PROGRAM

42 **ANNUAL OPERATING BUDGET**

44 **CASH FLOW ANALYSIS**

45 **LONG TERM PLAN**

45 **MISCELLANEOUS CLAUSES**
Operational Policy
Term
Material Revisions
Severability
Communication
Memoranda Of Understanding

**APPENDIX**

49 Attachment 1 – Current Enrollment Data by Site
50 Attachment 2 – School Calendar 2018-19
51 Attachment 3 – School Site Yearly Calendar 2018-19
52 Attachment 4 – Bell Schedules
<table>
<thead>
<tr>
<th>Attachment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>Attachment 5 – Course List by Subject Area</td>
</tr>
<tr>
<td>55</td>
<td>Attachment 6 – Course List by College Preparatory</td>
</tr>
<tr>
<td>56</td>
<td>Attachment 7 – WASC Accreditation Letter</td>
</tr>
<tr>
<td>57</td>
<td>Attachment 8 – Nevada County SELPA/EPIC MOU</td>
</tr>
<tr>
<td>64</td>
<td>Attachment 9 – FIELD By-Laws: Article IV Board of Directors</td>
</tr>
<tr>
<td>70</td>
<td>Attachment 10 – Student Discipline/Suspension/Expulsion Policies</td>
</tr>
<tr>
<td>75</td>
<td>Attachment 11 – Student Conduct Contracts</td>
</tr>
<tr>
<td>77</td>
<td>Attachment 12 – Employee Handbook: Sick Leave/Vacation</td>
</tr>
<tr>
<td>82</td>
<td>Attachment 13 – 1st Interim Report 2018-19</td>
</tr>
<tr>
<td>86</td>
<td>Attachment 14 – 1st Interim Report Assumptions 2018-19</td>
</tr>
<tr>
<td>90</td>
<td>Attachment 15 – 2nd Interim Report 2018-19</td>
</tr>
<tr>
<td>94</td>
<td>Attachment 16 – 2nd Interim Report Assumptions 2018-19</td>
</tr>
<tr>
<td>98</td>
<td>Attachment 17 – 19-20 Budget Cash Flow Projections</td>
</tr>
<tr>
<td>99</td>
<td>Attachment 18 – Executive Summary Reports 2016-17, 2017-18</td>
</tr>
</tbody>
</table>
ASSURANCES AND AFFIRMATIONS

As the authorized lead petitioner and President of the FIELD Board of Directors, I, David M. Villarino, certify that the information submitted in this petition for a California public benefit charter to be named Escuela Popular del Instituto Campesino de Cesar Chavez (EPIC or the Charter School), submitted to the Nevada County Board of Education (NCBOE or the County) is true to the best of my knowledge and belief. I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter; and further, I understand that the Charter School will follow all federal, state and local laws and regulations that apply to the Charter School, including but not limited to the following.

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)(1)]

- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605.6(b)(5)(P)(6)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]

- The Charter School will not charge tuition. [Ref. California Education Code §47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
• The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]

• The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other appropriate document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code §47605.6(l)]

• The Charter School will at all times maintain all necessary and appropriate insurance coverage.

• The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a) (1) (A)-(D).

• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days as is applicable to students over the age of 18. The Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

• The Charter School shall on a regular basis consult with its students and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605.6(d)]

• The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612.1, 47610].

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act.

• The Charter School affirms that the method for measuring pupil outcomes for state priorities is consistent with the way information is reported on a school accountability report card and other reporting measures as required by the CDE.

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.
• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

• The Charter School affirms that all of its students will receive services under the federal Workforce Investment Act of 1998 (29 USC 2801) and are eligible recipients of the same and/or will receive services as members of FIELD’s Local Conservation Corps and are eligible recipients of same.

• The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the County Office, Farmworker Institute of Education and Leadership Development (FIELD), Workforce Investment Opportunity Act (WIOA), and others including local conservation corps colleagues.

• The Charter School shall comply with state laws regarding independent study, including, but not limited to, Education Code Sections 47612.5(b) and 51745, et seq.

• The Charter School shall comply with all provisions of the Memorandum of Understanding (MOU) between EPIC and the County. It will also comply with all provisions of the MOUs between the EPIC, WIOA Type II funding authorizers, and/or the conservation corps authorizers.

David M. Villarino
FIELD/EPIC Board President

Date

Delilah Martinez
Executive Director

Date
INTRODUCTION

Across the nation, the need for education system reform has taken many forms. The charter school allows local educators, parents and communities to develop their own laboratories of innovation and schools of choice to better meet the educational needs of the students they serve. Each charter school shares in the universal goals for educational reform but differs in its methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our students. Charter school legislation has been approved in forty-three states and the District of Columbia to broaden public school choice for students.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the Legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

• Improve pupil learning.

• Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

• Encourage the use of different and innovative teaching methods.

• Create new professional opportunities for teachers, including the opportunity to implement the learning program at the school site.

• Provide underserved pupils and their families, with expanded choices in the types of educational opportunities that are available within the public school system.

• Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

• Provide vigorous competition within the public school system to stimulate continual improvements in all public schools for all manner of student populations.

The Farmworker Institute of Education and Leadership Development is a tax-exempt, 501(c) (3) non-profit public benefit corporation founded by Cesar E. Chavez in 1978. The Mission of FIELD is “To empower the underserved to become self-sufficient” with the purpose to help strengthen rural and other underserved communities. FIELD is seeking to continue to provide an educational program designed to meet the academic and career technical education needs of its Workforce Investment Opportunity Act Type II funded participants who receive services through a Charter High School program called Escuela Popular del Instituto Campesino de Cesar Chavez (EPIC). EPIC is a Western Association of Schools and Colleges (WASC) accredited charter high school operating as a program within the nonprofit public benefit corporation of FIELD that is separate and distinct from the County.

As the result of the granting the renewal of this charter, EPIC is generally freed from the State’s educational bureaucracy in agreement for a charter that outlines the specific goals and operating
procedures for the Charter School. As such, this charter is the constitution under which EPIC must operate. EPIC is accountable to the County for producing the academic results outlined herein. As further outlined below, the EPIC is required to participate in the statewide assessment tests and shall meet all statewide standards applicable to non-charter public schools as they apply to adults.

Countywide Benefit

FIELD and EPIC will provide educational services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. FIELD and EPIC are committed to serving those pupils through:

- Outreach and recruitment to pupils in most need of services, including but not limited to English Language learners, students with special needs, unemployed students and students who are socioeconomically disadvantaged, primarily in rural and other underserved communities;
- Enrollment and delivery of High School Diploma, English as a Second Language (ESL) and career pathway instruction for rural economic and/or underserved sectors to adults over the age of 18;
- Delivery of instruction and utilization of curricula that are standards-based and differentiated;
- Improvement of pupil learning with increased learning opportunities for those who are identified as academically underserved;
- Encouragement in the use of different and innovative teaching methods;
- Opportunities for professional development, job placement and growth, and expanded choices to types of educational opportunities for career pathways for pupils;
- The delivery of instruction in multiple counties and at multiple learning centers statewide;
- The delivery of explicit direct instruction for credit recovery, remediation and ESL;
- A High School Diploma program in classes available to pupils over the age of 18 in counties, such as, but not limited to Nevada County, Monterey County, Mendocino County, Riverside County, Los Angeles County, Merced County, Butte County, Tulare County, and Kern County.

Core Values

EPIC will pursue the philosophy and vision of FIELD’s Founder, Cesar Chavez, through FIELD’s Core Purpose “To empower the underserved to become self-sufficient” and through EPIC’ core values that strive to develop literate, educated thinkers, life-long learners and achievers who:

- **Demonstrate Integrity**: To do the right thing;
- **Innovation**: To promote the active pursuit of new ideas;
- **Excellence**: To have a commitment and dedication to be the best;
- **Opportunity**: To enable people to realize their dreams; and
- **“Si Se Puede”**: To serve others through a personal and organizational spirit that promotes confidence, courage and risk taking.
EPIC will strive to:

• Provide value-added services to underserved regional economic sectors and rural communities;
• Create high quality programs that are accessible to individuals across generations;
• Strengthen partner organizations and institutions through collaborative initiatives;
• Hire, support, and continuously train a high-quality faculty and administration;
• Work cooperatively with staff, students, and the communities served;
• Tailor education and vocational training programs to meet each student's needs;
• Assess students on an ongoing basis;
• Hold itself accountable for producing positive outcomes;

To achieve these objectives, EPIC will:

• Market the school as broadly as possible to attract talented faculty and staff;
• Create program-improvement teams among staff, students, and the communities that are served;
• Develop individual learning programs for each student;
• Employ innovative real-time assessment instruments to measure student needs and progress;
• Monitor program success in improving student competencies—awarding achievement and correcting deficiencies.
Element 1. EDUCATION PROGRAM

EPIC is the charter high school program of the non-profit organization Farmworker Institute for Education and Leadership Development. Historically, FIELD’s mission has been to promote economic and social prosperity to underserved low wage, low skilled workers and their families. Students are taught in a traditional school setting with instructors who understand their cultural background and academic struggles. Curriculum delivery is intensive, aligned with California State Standards, and assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized test for adult learners.

The mission of the Charter School is focused on remediation, basic skill development, and credit recovery leading to a high school diploma for students over the age of 18. In addition to the high school program, FIELD provides classes for English as a Second Language as a pathway to English language competence for the workplace and enrollment into EPIC, a state of California certified youth conservation corps - Cesar Chavez Environmental Corps, and five Career Technical Education pathways that are under development and to start implementation in the 2018-2019 school year.

EPIC’s instructional design aligns with the mission of FIELD to promote economic and social self-sufficiency to underserved, low-wage, low-skilled workers over the age of 18 and their families. EPIC’s educational program is based on the following elements of success.

• A vision, mission and business operations plan focused on student learning;
• Academically rigorous, focused, basic core subject curricula with English as a Second Language instruction as needed;
• Academically rigorous college preparatory A-G approved curricula that can be accessed through online learning;
• Work experience and Career Technical Education career pathways with industry recognized certificates that may be integrated with community college courses;
• Use of a variety of effective teaching approaches and instructional strategies to meet the varied learning needs and educational levels of students;
• Provision for ongoing collaboration among teachers and professional learning communities;
• Professional development for teachers that aligns with the educational needs of EPIC students, standards based instruction, and that meets the mission of the school;
• Autonomy that allows EPIC to develop and implement a process of change tied to student needs, high standards, and to a timely response to technological innovations;
• Community support for, and involvement in school programs;
• Use of web based communication processes to stay up to date with student and school performance;
• Regular measurement of progress toward achieving both student, staff and program goals;
• Continued adherence to, and compliance with the Western Association of Schools and Colleges (WASC) accreditation expectations and standards;
• An effective and efficient use of an established student information system;
• Business practices that ensure maximum utilization of private and public resources, both human and financial, to educate EPIC students.
Targeted School Population

EPIC will operate only grade 12, and/or an ungraded level, with students ages 18 and above. EPIC will welcome, as resources are available, all students in the State of California who can attend class and meet eligibility requirements at the EPIC learning centers located throughout the State of California. Admission shall not be determined according to place of residence of the pupil within the state. Traditionally, FIELD has provided educational services to individuals who are chronically underserved in rural communities including agricultural farm workers, dislocated and unemployed limited English workers, and high school dropouts over the age of 18. Additionally, since 2004 FIELD has served rural communities by utilizing WIOA II funded programs from the Adult Division of the California Department of Education and the Comprehensive Adult Student Assessment Systems (CASAS). As a result of recent research and outreach programs, FIELD has now expanded its mission to include all underserved communities with a need for educational services to this population.

Educational programs provided by FIELD include English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) leading to a high school diploma. These students have barriers to education and employment including deficiencies in basic skills in literacy and numeracy, deficiencies in proficiency in the English language, limited educational opportunities in their communities, and childcare and transportation issues. EPIC will educate these students by delivering an academic education program in their underserved communities that provides opportunities to acquire the skills necessary for a successful transition into adulthood, careers, and further education and training through EPIC. EPIC will search out and recruit re-entry students who meet age eligibility requirements and are seeking a high school diploma and Career Technical Education or work experience.

Eligibility for students seeking credit recovery to obtain a High School Diploma includes: date of birth verification to prove that the student is over 18 years of age, official transcripts from past educational institutions to reflect grades nine and higher if attended, a willingness to commit to a minimum of 30 hours a week of class attendance for academic and vocational education, access to an EPIC Learning Center, and/or if the student is seeking Career Technical Education, a commitment to invest time in training and work experience.

Attendance

(See Appendix for Attachment 1. Enrollment Data by School Site)
(See Appendix for Attachments 2. & 3. School Calendars)
(See Appendix for Attachment 4. Bell Schedules)

The EPIC school year is designed to run concurrently with the traditional school year and is divided into four quarters. Classes start the third week of August and run through the third week of June for a total of 186 days, and 77,280 instructional minutes. The calendar is designed to correlate with traditional public school holidays in order to provide a parent with time off that coincides with their own child’s time off school.

EPIC students will participate in a sun-up to sundown educational program. Students are expected to attend school for 30 hours per week of contact time unless enrolled in a work experience/Vocational Education program, or are on an approved reduced day schedule due to medical or other acceptable criteria. A student who is participating in the Conservation Corps, work
experience, Vocational Education, or Career Technical Education programs may attend up to six hours daily of a work or vocational training program during the week for credit, and attend class for academic coursework for 10 hours per week for a combined total of 30 hours of attendance per week.

Each Learning Center site may provide both morning and evening classes depending on the attendance needs of the students enrolled at those sites. In acknowledgment of the fact that a large number of EPIC students work in agriculture related work, and that many are migrant workers, it is recognized that student attendance will at times be dependent on seasonal work related requirements. The current enrollment statistics per EPIC location demonstrate the need for educational services to the underserved. These numbers will vary according to the agricultural seasons and work schedules. Total EPIC enrollment (not Average Daily Attendance) in the first quarter of the school year was 411 students. This number increased to over 600 students during the winter off-season when there is less agricultural related work available and adult students have time to attend school.

Per State records, in the 2015-16 school year there were over 96,750 migrant students attending California schools during the regular school year and 42,570 attending summer/intersession classes. Each of these minor students has parents or other adults over the age of 18 in those same homes that also are in need of educational services. In one Harvard study, it was found that approximately 25% of these migrant students stop attending educational programs in the first ten weeks and that average attendance rates also deteriorate by 20% in that same time. The goal of EPIC is to provide outreach and incentive programs to find and enroll these students who are now adults and who traditionally have very low school attendance rates. EPIC staff work to motivate these students to attend class with a 70% attendance rate or higher. In addition, the goal of EPIC is to capture course credits earned toward a high school diploma on a quarterly basis. This is to ensure that all completed academic work is recorded on the students’ transcripts in a timely manner, especially in the case of migrant students who leave school to seek work in other geographical regions.

What it Means to be an Educated Person in the 21st Century

EPIC strives to assist the student over age 18 to become a lifelong learner who is a self-sufficient and positive contributing member of society. An educated person in the 21st century requires a broad base of knowledge in the core academic subject areas (math, English, social sciences, and sciences) in order to make informed decisions. As a result of their academic studies, students will improve their ability to read, write and speak English, and be able to compute, and use technology. They will also have the opportunity to be prepared and skilled for a future technical vocation, a career and/or college education in order to be empowered and to become self-sufficient. In addition to the academic preparation, students need to be knowledgeable about diverse cultures and societies. They need to be able to think critically, solve problems, work independently and in teams, be self-motivated, manage time, accept personal responsibility, live an informed healthy lifestyle, and relate comfortably to others.

How Learning Best Occurs

The instructional program provided by EPIC is based on the need of the individual student. Every student enrolled in EPIC has as a primary objective to participate in credit recovery in order to complete a high school diploma in the United States. Students who enroll in EPIC come with a wide
variety of educational experiences and proficiencies. Some are immigrants who come from other countries with a lower elementary level education who are looking to improve their education and lives. Others have attended school in the United States, and are in need of a small number of credits in order to complete the requirements for a high school diploma. Still others have taken a combination of more advanced courses in this country or other, but are still in need of a high school diploma. EPIC research has shown repeatedly that students who enroll want two things: to improve their life circumstances and careers, and to be able to help their children and families to succeed academically.

EPIC will continue to provide an education that allows each student to:
1) Earn a high school diploma,
2) Achieve high academic standards,
3) Develop and improve social skills by building self-esteem through achievement and discipline, and
4) Work in an environment that promotes lifelong learning and self-sufficiency.

EPIC will endeavor to continue to create a menu of learning opportunities for students that include direct instruction, classroom groupings, field study and research, individualized guided instruction, online distance learning, work-based academic skills instruction, short-term independent study, and other creative modes of instructional delivery developed by staff in partnership with FIELD, community colleges, rural and underserved economic sectors and the communities served by FIELD programs. The EPIC instructional setting is a self-contained classroom with direct instruction provided by a credentialed teacher.

Standards Aligned Curriculum

During the past three years, EPIC staff has undertaken a thorough study and alignment of course curricula to the California State Standards, and standards specifically designed for adult learners. An independent consultant was acquired to provide professional development to 100% of the teachers over three separate sessions to assist teachers with the alignment of the course outlines to the standards. Teacher teams were assigned to complete this project and the EPIC Board of Directors approved the revised course outlines. The curriculum for the English as a Second Language, and English Language Development was also reviewed by a team of EPIC and ESL teachers who took on the task of aligning the course outlines to a variety of standards: Common Core State Standards, California State Framework Standards, College and Career Readiness Standards, and the CASAS Competencies.

(See Appendix for Attachments 5. & 6. Approved Course Lists)

EPIC’s standards-based curriculum is focused on 7 growth areas:

1. Students Read and Write Effectively
2. Students Obtain Key Life Skills
3. Students Appreciate History, Geography, and Current Events
4. Students Understand Government Processes
5. Students Understand and Apply Mathematical Concepts
6. Students Apply Scientific Concepts and Skills
7. Students Realize Their Own Interests and Talents
Element 2. MEASURABLE STUDENT OUTCOMES

Accreditation

EPIC will continue to improve academic knowledge, skills, and motivation of its students and will measure its success in doing so. In order to facilitate this, in May of 2018, EPIC applied for and received a full three-year initial ASC accreditation determination by the Western Association of Schools and Colleges Accrediting Commission. It was the decision of the Commission to grant EPIC de Cesar Chavez Initial Accreditation Status through June 30, 2021. This is the longest possible term of accreditation that can be granted for a school’s initial application and review. Prior to the end of this initial accreditation period, EPIC will apply for a renewal with the goal being a six-year accreditation. A self-study assessment and report submitted to WASC will include the progress made since the March 2018 visit by the Initial Visit Committee.

(See Appendix for Attachment 7. WASC Accreditation Letter)

Exit Outcomes

To earn a high school diploma, students must complete a minimum of 180 credits as defined by the California Department of Education, and within the 7 growth areas offered at EPIC, which includes both academic and vocational education. In addition, students who plan to attend a California university have access to college preparatory curriculum that meets the A-G college entrance requirements through the Fresno County Office of Education’s Cyber High online learning program.

With the addition of Cyber High, college preparatory classes, some core classes taught in Spanish, and other electives are also available to EPIC students The contents of these standards based courses are delivered during the student’s school day and are assigned, monitored, and assessed by the credentialed classroom teacher. Courses are selected by and for students based on educational goals and a graduation plan for each student. This means some students will be taught using a hybrid system that includes direct classroom instruction throughout the day and an individualized online Cyber High class taken under direct teacher supervision during the time scheduled for credit recovery. The actual numbers of students who access this program varies by quarter according to student need.

Graduation Requirements

The graduation requirements proposed and approved by the EPIC Board of Directors are based on the requirements outlined by the CDE, and by the skills to be acquired as a result of Growth Area #7.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30</td>
<td>Thirty credits of English, of which only 10 credits are to be earned in English Language Development.</td>
</tr>
</tbody>
</table>
During the initial term of the charter, EPIC graduated over 600 students who would most likely otherwise never have completed a high school diploma. As an alternative school that is a California Department of Education Dashboard Alternative School Status (DASS) and a necessary small school, the number of EPIC graduates that are listed by year cannot be counted as four-year cohorts with a four-year cohort graduation rate. Because the State indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students. Thus, as a DASS school, the number of EPIC graduates will be counted as a one-year cohort. EPIC is in the process of determining how to identify that one-year cohort. EPIC students enroll with varying levels of educational attainment. Some students have no secondary level education with zero credits earned, and some only need five to ten credits in order to complete all the graduation
requirements. Thus, at this time, the one-year cohort is defined as those students who can reasonably earn enough credits to graduate within one year of the time of enrollment based on the actual number of credits already completed prior to enrollment with EPIC. Considering the type of student EPIC has targeted to reach: chronically underserved, rural community including agricultural farm workers, migrant, dislocated and unemployed limited English workers, and high school dropouts over the age of 18, the one year cohort is in constant change. EPIC has set a goal of a graduation rate of 70% for each newly defined one-year cohort.

1. 2014-15: These numbers were a combined total with John Muir Charter.
2. 2015-16: 120
3. 2016-17: 214
4. 2017-18: 179
5. 2018-19: Semester 1 Graduates: 70, Semester 2 is still in session

Guidance Program

EPIC students meet with an academic advisor or Pupil Personnel Services (PPS) credentialed school counselor to discuss EPIC high school graduation requirements, college entrance requirements and financial aid programs. The counselor provides this information through various means: written and online information, classroom presentations, outside of class information sessions, college visits, college/career fairs, and 1:1 meetings as needed and generally assists students with their post high school goals.

In addition, any student who transfers to a different high school after withdrawal from EPIC will be provided, upon request, with a copy of a certified transcript, report card copies, IEP copies, and any other documents needed and requested by the receiving school.

Measurable Outcome: Educational Functioning Level

EPIC students will achieve at a minimum the growth of one Educational Functioning Level (EFL) per year as measured by the standardized CASAS testing program that assesses adult competencies as they relate to proficiency in the English language, math and computation skills, and workplace skills. In the 2017-18 school year, EPIC students’ EFL growth achievement surpassed the averages for the State of California by a minimum of 15.3% at the Adult Basic Education Intermediate High level, and by 53% at the Adult Secondary Education level on the Federal Table 4 report. On the Federal Table 4B report, the lowest gain was still a 25.8% gain over the State average Intermediate High level, and 52.2% over the State average at the Beginning Literacy level.

The NRS is the accountability system for the federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA II primary indicators of performance measures that describe adult aged students and their program participation, methodologies and performance data.

The National Reporting System (NRS) Federal Table 4 results represent all enrolled students who took a CASAS pre-test and measures the average student gains whether or not these students took a post-test upon exit. The NRS Table 4B measures the average gains for only those students who took both a pre and a post CASAS test before separation, i.e. graduation or withdrawal.
Table 2. Achievement Data

CASAS Data Portal

California WIOA Title II Learners
Federal Tables
National Reporting System

Agency: Farmworker Institute for Education and Leadership Development
School: EPIC de Cesar Chavez Charter High School
Program Year: 2017-2018

Education Functioning Level Completion Rates

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>ABE (Adult Basic Education)</th>
<th>ASE (Adult Secondary Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Beginning Literacy</td>
<td>Beginning Basic</td>
</tr>
<tr>
<td>California State Goal</td>
<td>2018-2019</td>
<td></td>
<td>55.0%</td>
<td>56.0%</td>
</tr>
<tr>
<td>California State Goal</td>
<td>2017-2018</td>
<td></td>
<td>53.0%</td>
<td>56.0%</td>
</tr>
<tr>
<td>California State Average</td>
<td>2017-2018</td>
<td></td>
<td>51.5%</td>
<td>52.7%</td>
</tr>
<tr>
<td>EPIC Federal Table 4</td>
<td>2017-2018</td>
<td></td>
<td>72.7%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Field/EPIC Persister Average (includes ESL Program Students)</td>
<td>2017-2018</td>
<td></td>
<td>68.2%</td>
<td>76.1%</td>
</tr>
</tbody>
</table>

Average Difference

- California State Goal: +21.2% +17.8% +23.8% +15.3% +17.2% +53%
- EPIC Federal Table 4B: +55.2% +39.8% +51.9% +25.8% +29.4% N/A
- CA Persister Average: +50% +20.9% +40.5% +21% +20.8% N/A
- FIELD/EPIC Persister Average (includes ESL Program Students): -2% +10.9% +8.6% +22% +23.8% N/A
Student Information System

The student information system in use (Aeries) will continue to track the graduation progress of each student to identify the number of credits earned and those credits still needed to complete the graduation requirements. These Graduation Status Reports and report cards with updated transcripts are provided to students at the completion of each quarter. Students should accrue a minimum of 5 credits per quarter or 10 credits per semester, and a maximum of 45 credits per semester or over two quarters. School administration may approve the completion of credits in excess of 45 per semester upon submission of a petition by the student and teacher.

Aeries will also continue to track and report all CALPADS data required by the California Department of Education (CDE)

Core Academic Skills

Graduates of EPIC will demonstrate appropriate mastery of core academic skills in seven (7) areas. Benchmark skills and course descriptions have been developed for each course offered at EPIC and faculty has been trained in the application of these benchmarks. Student attendance, participation, classwork, and assessment scores of 70% or higher are required for completion of a course. If a student scores at a remedial Educational Functioning Level in English Language Arts and math on the CASAS test, he or she will be enrolled in remediation courses for direct instruction and/or computer remediation software. A score of 70% or higher per lesson and exam will be required before advancing to the next lesson, level, or completion of the course.

GROWTH AREA 1: Students Read and Write Effectively
Pursuant to state standards, EPIC will prepare its students to:

• Read and apply knowledge of word origins to determine meaning from written words
• Read and understand a variety of grade-level material
• Write coherent essays using grammatically acceptable English
• Write and speak with a command of English conventions
• Organize ideas in a variety of ways
• Convey clear and distinct perspectives and conclusions using facts, theories, and opinions

GROWTH AREA 2: Students Obtain Key Life Skills
Students will take courses in health, physical education, life skills, career exploration, and technology. In these courses, students will:

• Learn about health, personal fitness, and lifelong wellness
• Learn about college readiness and career pathways
• Build employment readiness and leadership skills
• Demonstrate environmental responsibility
• Build computer readiness and technology skills

GROWTH AREA 3: Students Appreciate History, Geography, and Current Events
In completing courses in world history, United States history, and economics, students will be able to:
• Demonstrate an understanding of historical events while identifying relationships between events of the present and past
• Evaluate the cause and effect of historical events
• Identify similarities and differences between people, places, and events throughout history
• Describe economic, social, and political events
• Analyze the past and present to project future events
• Apply geographical evidence to demonstrate understanding of past and current societies
• Read and analyze current events

GROWTH AREA 4: Students Understand Government Processes
Students will use a wide range of texts, news media, field trips, and student-government experiences to:

• Demonstrate an understanding of different political systems and the role of government in society
• Demonstrate an understanding of the formation of the United States Constitution and the government branches
• Be informed about societal roles and responsibilities

GROWTH AREA 5: Students Understand and Apply Mathematical Concepts
Students will learn principles and applications of basic math, algebra, and additional advanced math courses as needed. They will:

• Demonstrate an understanding of basic math standards and principles
• Apply math to solve problems in school, employment, and everyday life

GROWTH AREA 6: Students Apply Scientific Concepts and Skills
Students study life and physical sciences. Students will:

• Apply observation, measurement, comparison, order, inference and categorization skills to characteristics, behaviors, and unknown information;
• Learn about and apply the scientific method;
• Demonstrate an understanding of environmental effects on society;
• Be familiarized with the New Generation Science Standards as written into the revised science course outlines.

GROWTH AREA 7: Students Realize Their Own Special Interests and Talents
EPIC will expose students to various academic, vocational, cultural, and social opportunities. EPIC will assist students to identify their interests and the skills they need to develop to pursue them. EPIC will help students to prepare for continuing education and work training during the course of their enrollment in EPIC, and after they graduate from or leave EPIC.

EPIC will ensure student access to higher education including both community college certificated training, entry-level transfer courses such as, but not limited to the following career pathways in:
• Natural and Conservation Resources,
• Fire Science,
• Early Childhood Development, and Education,
• Green Construction,
• Alternative energy,
• Agriculture, and
• Entrepreneurship and Shared ownership.

Work Experience/Career Technical Education

In addition, through varied agreements with community colleges and other educational programs, students will have access to non-credit and for-credit Work Experience and industry recognized Career Technical Education certificate programs. EPIC’s Work Experience program focuses on developing Employer Relations through periodic job site visits, 21st Century work skill assessments from the Employer and student, goal setting, and workshops for activities such as resume building, interview preparation, college readiness, and leadership development. This process also allows EPIC to work with the employer to accurately track the work hours for EPIC high school credit.

EPIC’s Work Experience and/or the Career Technical Education program provides students with the opportunity to explore various career pathways while completing credit recovery toward their high school diploma. They receive meaningful guidance by working with their employer, teacher, and/or an academic advisor/counselor as they develop and explore their own talents and interests. EPIC teachers work with the students on their Individual Learning Plans (ILP) to develop a schedule and plan that allows for academic instruction and vocational or career technical education.

Special Education Students/Section 504/ADA:

EPIC shall comply with all legal guidelines, including but not limited to, the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) in the delivery of special education services and in compliance with the Nevada County Education Local Plan Area (SELPA).

No student shall be denied admission based on disability or lack of available services. EPIC shall be solely responsible for compliance with Section 504 and the ADA. With regard to serving special education students, EPIC shall be considered a public school of the Local Educational Agency (LEA) that granted the charter pursuant to Education Code Section 47641 and shall work jointly with the Superintendent to ensure full compliance with the IDEA. EPIC shall execute a MOU with the Nevada County Superintendent of Schools regarding the flow of special education services to EPIC students in accordance with Education Code Section 47646. This includes referral, assessment, instruction, due process, and fiscal responsibilities (if applicable). A copy of the EPIC/Nevada County SELPA MOU is attached.

(See Appendix for Attachment 8. NCSOS SELPA/EPIC MOU)

Individualized Education Programs (IEP)

Due to the age and demographics of the students served by EPIC, historically there have been no more than three or four students in total from all the sites who enroll with active IEPs. For EPIC students who are between the ages of 18 and 22 with existing IEPs, instructors will continue to offer students who have disabilities an Individualized Education Program (IEP) for special education and related services and will implement the accommodations specified on the IEP. A team using the
process specified in the law makes decisions regarding the services that are included in the IEP. At a minimum, an IEP team includes a student’s Supervising Teacher (general education teacher), special education teacher (NCSOS), the adult student, and a representative of the school administration.

EPIC will follow all special education timelines. Teachers and/or counselors will identify students with special needs per previous school student records and receipt of an active IEP. As soon as an active IEP is received, the classroom teacher will request that the school administrator (or counselor if designated) send a copy to the NCSOS Special Education Services within the mandatory 30-day window. Any necessary assessments will be given to determine current levels of student performance, proper student goals, and services needed for FAPE for the interim, the new annual, and or triennial IEP.

Annual assessments will be held reviewing progress on student goals, reassessing student performance levels, and issuing new student goals as needed. Most EPIC students complete the diploma program within one to two years. As such, Triennials assessments may or may not come due. However, if a student has need of a Triennial IEP, all assessments and processes required by law will be followed. If an IEP is needed for any other reason, amendments will be held, documented, and added to existing IEPs.

Each IEP team considers placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes the provision of services, supports, modifications, accommodations, and specialized equipment (if indicated) necessary to provide a free and appropriate public education. All student goals are determined on assessed needs, classroom performance, and graduation requirements. Students with special needs will participate in general education to the maximum extent possible, and be placed in the least restrictive and safe environment. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in independent study unless it is written into his or her Individual Education Plan.

Student Services Team

EPIC will continue to develop and implement a Student Services Team process to study and recommend the educational services needed by a student. For students who are aged 18-22, inactive IEPs will be studied as part of the SST process if the student had been exited from Special education prior to enrolling into EPIC. This meeting will be held in a timely manner to study appropriate academic accommodations that may be needed for a student’s successful completion of the high school diploma program. EPIC will continue to provide educational services and support through explicit direct and guided instruction as well as small-group and one-on-one support in the mainstream classroom as needed.

Section 504

A 504 team will be assembled by the Executive Director or designee and shall include the adult student, and other qualified persons knowledgeable about the student as well as any other relevant information such as the meaning of the evaluation data, placement options, and possible accommodations. The 504 team will review the student’s existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found
ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The 504 team will carry out the student evaluation and will evaluate the nature of the student’s disability and the impact upon the student’s education.

The 504 team may also consider the following information in its evaluation:

- Consideration of any behaviors that interfere with regular participation in the educational program and/or activities,
- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel,
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient,
- Tests selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the adult student in his or her primary language along with the procedural safeguards available. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). The 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by NCSOS staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, the adult student, teachers and any other participants in the student’s education, including substitutes and tutors, will have access to a copy of each student’s 504 Plan. The classroom teachers will include 504 Plans with lesson plans for short-term substitutes and review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, any necessary modifications to the plan, and if the student is still eligible.

If a student with an IEP or 504 plan transfers to a different institution, becomes eligible, ineligible and/or leaves the charter school, administration and/or the Admissions and Records department ensures the transfer of files in accordance to Education Code Section 47646 to the receiving institution and will also notify the County of the student’s separation from EPIC.

**English Learners**

The Charter School will meet all applicable legal requirements for English Learners (ELs) as it pertains to annual notifications, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation,
and communication regarding ELs and the rights of students from ages 18 to 22, pursuant to requirements contained in Title III of the Elementary and Secondary Education Act (ESEA). The current 2018-19 student population of English Learners under the age of 22 is 8.5%

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School on the enrollment forms.

ELPAC Testing

All students under the age of 22 who indicate that their home language is other than English, and who do not have documentation specifying a reclassification date to Fluent English Proficient, will be tested within thirty days of initial enrollment using the initial English Language Proficiency Assessments for California (ELPAC) test, and thereafter with a Summative assessment between February 1 and May 31 until re-designated as fluent English proficient.

The Charter School will notify all adult students of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is aligned with the California 2012 English Language Development Standards that are identified in the courses provided by EPIC for English Learners and it meets the requirement of the Every Student Succeeding Act (ESSA).

Reclassification Procedures

Reclassification procedures utilize multiple measures in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;
- Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery;
- If applicable, as EPIC pupils are over the age of 18, parental or student opinion and consultation achieved through notice to the adult student of the language reclassification and placement including a description of the reclassification process and the opportunity of the student’s parents to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for similar pupils whose native language is English.

Strategies for English Learner Instruction and Intervention
The Charter School will implement intervention strategies for EL instruction by:

- Using multiple forms of assessment including but not limited to ELPAC, CASAS, and other standardized tests as identified;
- Delivering explicit instruction that is specially designed for academic instruction in English (SDAIE, Structured English Immersion and/or ELD);
- Differentiating instruction (DI) according to level of English language proficiency
- Activating and building prior knowledge;
- Using Total Physical Response (TPR) as an instructional strategy;
- Incorporating Cooperative Learning;
- Making input comprehensible with scaffolding of instruction;
- Using thematic instruction;
- Building Cognitive Academic Language Proficiency vocabulary;
- Utilizing classroom technology;
- Setting objectives and providing feedback with formative assessment;
- Ensure active student engagement in the learning process.

**Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program;
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring student identification and placement;
- Monitoring student program choice options;
- Monitoring availability of adequate resources;
- Monitoring the CASAS test results as reported in the National Reporting System for Adult Education (NRS) as reported on the CDE website;
- Monitoring the ELPAC test results.

**Serving Academically Low-Achieving Students**

The Charter School will serve low-achieving students by:

- Using multiple forms of assessment including but not limited to teacher criterion referenced tests, the ELPAC and CASAS;
- Delivering explicit instruction that represents all modalities of learning and meets the State of California Content Standards, Common Core State Standards, College and Career Readiness Standards, and CASAS Competencies;
- Making input comprehensible by scaffolding;
- Using thematic instruction;
- Building Cognitive Academic Language Proficiency vocabulary;
- Utilizing classroom technology;
- Setting objectives and providing feedback for formative assessment;
- Ensuring active student engagement in the learning process;
- Differentiating instruction (DI);
• Activating and building prior knowledge;
• Incorporating Cooperative Learning;
• Delivering multi-tiered instruction according to proficiency;
• Providing instructional aides to serve learners in smaller groups;
• Utilizing questions, cues, and advance graphic organizers; and
• Focusing on reading comprehension and basic math skills.

**Serving Academically High-Achieving Students**

The Charter School will serve high-achieving students by:

• Providing A-G college preparatory course through the Cyber High online learning program;
• Using multiple forms of assessment including but not limited to ELPAC and CASAS;
• Delivering explicit instruction that is highly engaging, represents all modalities of learning, meets the Common Core State Standards and the College and Career Readiness Standards;
• Setting objectives and providing feedback;
• Differentiating instruction (DI);
• Utilizing classroom technology that is highly engaging for acquisition of languages other than English;
• Building Cognitive Academic Language Proficiency vocabulary;
• Providing opportunities to participate in concurrent enrollment with local Community Colleges, or Open/Extended University programs to take advanced classes not available on site.
Element 3. METHODS FOR ASSESSING PUPIL PROGRESS

The Charter School affirms that the method for measuring pupil outcomes for state priorities is consistent with the way information is reported on a school accountability report card and other reporting measures as required by the CDE. EPIC employs a variety of assessment tools to measure academic progress and diagnose problems.

Comprehensive Adult Student Assessment System (CASAS)

- Students are assessed at entry on federal and state accepted student assessment test(s) such as the Comprehensive Adult Student Assessment System and the ELPAC if applicable.
- Students are assessed four times annually on the CASAS assessment instrument to measure progress of Educational Functioning Level.
- Teacher criterion assessment instruments are used to diagnose each student’s academic strengths and challenges.
- On an ongoing basis, staff will track student progress in the classroom and at the worksite also if enrolled in the vocational education program.
- Teachers are trained in, and commit to using, formative and summative assessments.

Students will:

- Provide samples of their work and accomplishments to be stored in their Individual Learning Plan (ILP) folders;
- Conduct self-assessments and peer-assessments as needed;
- Demonstrate competency and mastery of curriculum during exhibitions and oral presentations; and
- Demonstrate academic and job skills at the worksite or in vocational training.

EPIC conducts periodic teacher/student/client-agency conferences to give students ongoing feedback and to ensure that students are progressing toward their goals. EPIC administration reports student and classroom assessment results to the EPIC Board of Directors. EPIC administration also shares the assessment results with the Nevada County Board of Education, and Nevada County Superintendent of Schools on an ongoing basis as required by the County.

The assessment tools used at EPIC are standardized, authentic, and performance-based assessments as guided by the State Frameworks and Performance Standards. The standard, on-demand assessments enable staff to monitor both the individual’s and the school’s performance. EPIC will also require students to measure their own performance, thereby empowering them to recognize and be responsible for their own learning. EPIC therefore will supplement standardized assessments with alternative assessments. To document student learning, the alternative assessments will include projects, exhibitions, and other tasks that students complete during the year. EPIC will engage students to the maximum extent in the assessment process.

Tracking System

In addition, the EPIC administration and Student Services Department will utilize a regional tracking system that will capture data such as, but not limited to:
• The number of students who attend EPIC outreach orientations,
• Student enrollments as compared to average daily attendance,
• Student separations,
• Post-graduation surveys,
• Student satisfaction surveys,
• The number of students advised by counselor(s) and frequency of meetings,
• The number of students with existing IEPs or 504 Plans,
• The number of graduates in the one or two year cohort,
• School-wide performance as measured by the NRS Tables 4 and 4B,
• An inventory for textbooks and equipment,
• The number of students placed in certificate programs,
• Work experience case management and outcome and exit reporting,
• Continued certification as Dashboard Alternative School Status (DASS).
Element 4. GOVERNANCE STRUCTURE

EPIC will be wholly operated by, FIELD, a California Nonprofit Public Benefit Corporation, pursuant to California Education Code Section 47604, and thus will comply with the Amended and Restated By-laws of the Farmworker Institute of Education and Leadership Development Inc.

Board of Directors

The Board of Directors of FIELD in its operations and its actions shall govern EPIC by the corporate By-Laws of FIELD, the terms of EPIC’s Charter, California Charter Schools Act, and all other applicable laws.

*(See Appendix for Attachment 9. FIELD Amended By-Laws, Board of Directors, Article IV)*

The current Board of Directors consists of the following members:

<table>
<thead>
<tr>
<th>Voting Members</th>
<th>Non-voting members</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Villarino, President</td>
<td>Patrick Pine, Secretary</td>
</tr>
<tr>
<td>Anthony Chavez</td>
<td>Michael Gomez, Treasurer</td>
</tr>
<tr>
<td>Dr. Mark Martinez</td>
<td></td>
</tr>
<tr>
<td>Dr. Nora Dominguez</td>
<td></td>
</tr>
<tr>
<td>Ines DeLuna</td>
<td></td>
</tr>
<tr>
<td>Raji Brar</td>
<td></td>
</tr>
<tr>
<td>Jesse Ortiz</td>
<td></td>
</tr>
</tbody>
</table>

FIELD shall have authority for all aspects of the Charter School’s operation and education program, including but not limited to: curriculum, enrichment and extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of the school site, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the granting agency.

FIELD’s governance is through a board of directors of seven members who oversee policy, approve an annual budget, and hire an executive director to run day-to-day operations as the Chief Executive Officer. Board members are recommended by the President of the Board to be appointed to serve one-year terms with Board approval at the annual Board meeting in August as delineated in the corporate bylaws of FIELD. FIELD’s Board meets at least four times a year.

EPIC will continue to comply with all applicable federal laws, and state and local laws that are applicable to independent public charter schools including compliance with the Brown Act, Conflict of Interest Policy and the Public Records Act. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, either as part of the FIELD’s insurance program or its own insurance program.

FIELD may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which EPIC is established.
FIELD may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of EPIC or a third party, any of those duties. FIELD however, retains ultimate responsibility over the performance of those powers or duties so delegated.

**EPIC Executive Director**

EPIC’s Executive Director shall be selected by the Board of Directors of FIELD upon the recommendation of FIELD’s President and shall be employed by FIELD under a contract of employment approved by FIELD’s President. The Executive Director’s central governance role is to act as the manager of EPIC as outlined in the position’s job specification. FIELD’s President shall adopt a job specification for the position of Executive Director of EPIC that further defines the day-to-day job responsibilities.

**Council of Advisors**

EPIC shall participate in and benefit from FIELD’s Council of Advisors comprised of distinguished members of the community who represent the public and/or private sectors of education, business, and government. The purpose of the Council is to provide advice, expertise, and resources related to the Mission and Purpose of FIELD, such as, but not limited, to Strategic Vision, programs, fund development, economic development workforce development, marketing, community relations, and other areas relevant to the success of FIELD. EPIC’s Executive Director will participate with FIELD’s Council of Advisors when deemed appropriate by FIELD’s President/CEO.

**Family/Student Involvement**

EPIC serves a population of students who are over the age of 18 thus the State priority of parent involvement does not apply in the same manner; however, EPIC will provide for the student and families to be involved as key stakeholders. EPIC shall develop an Adult Student Committee (ASC). At a minimum, the ASC shall:

- Assist in governance of ASC to include, but not limited to, membership, meetings, and voting rights; and
- Meet at least periodically to inform the English Learners Program (ELAC), the LCAP priorities, and community outreach.
Element 5. EMPLOYEE AND INSTRUCTOR QUALIFICATIONS

Executive Director Qualifications

The Executive Director, and any other administrator at EPIC, should possess leadership abilities and a comprehensive education vision that is consistent with the school’s mission and education program. In addition, the Executive Director should possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The Executive Director and any other academic administrator should hold at the minimum a California Clear Teaching Credential and a California Administrative Services Credential with a Master in Education preferable, or equivalent experience subject to approval by the FIELD Board of Directors.

Instructor and Counselor Qualifications

EPIC will retain or employ teaching staff persons that hold appropriate California teaching or service certificates or permits issued by the Commission on Teacher Credentialing. EPIC will comply with Section 47605.6 (I), which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Counselors who provide services will also hold the appropriate credential authorizing service in a California public school.

An added bi-lingual authorization, and bi-cultural background is preferred but not required. Instructors and counselors will be required to go through a rigorous hiring process which includes but is not limited to: Live Scan Fingerprint Clearance, CTC clearance, Proof of Tuberculosis clearance. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority.

EPIC instructors and counselors shall:

- Demonstrate a record of adherence to FIELD’s ideology such as, the Vision, Core Values and Mission;
- Care about students in the target population and their success in learning and confidence building;
- Be familiar with the school’s state standard aligned curriculum, methods of instruction, and administrative procedures;
- Demonstrate continuous effectiveness in teaching, mentoring, and writing;
- Provide leadership for the school as a whole and the community in general;
- Be willing to work flexible schedules to accommodate the varying needs and schedules of enrolled students, and FIELD, and work project sponsors;
- Accept responsibility for student outcomes and student retention.

Specific Qualifications for all Staff Include

EPIC’s Executive Director shall define specific employee minimum qualifications for non-credentialed support staff that shall include, but not be limited to, the following:
• Demonstrated commitment and dedication to FIELD’s Ideology, Core Values, Vision and Mission,
• Dedication to putting in time, energy and effort in developing the school’s program,
• Dedication to the basic philosophy of emphasizing the core curriculum,
• Strong, written and verbal communication skills,
• Knowledge about, or willingness to become knowledgeable about, the developmental needs of students,
• Sensitivity to the social as well as academic needs of the students,
• Willingness and ability to plan cooperatively with other staff,
• Willingness to continue education through additional courses and training, workshops, seminars and staff development,
• Willingness to be an active participant in staff meetings,
• Willingness to work closely with the school staff by providing any information regarding a student's behavior, attitude and/or classroom performance, and
• Willingness to take an active or leadership roles in the school’s development.

All individuals employed by EPIC must possess the personal characteristics, knowledge, and experiences as described in the School’s position descriptions. All employees must comply with the employee processing policies and procedures (e.g., finger printing, criminal-record checks, provision of proof of identity, evidence of right-to-work in the United States, and TB screening) as required by law. All staff will operate under at-will contracts with EPIC, and their performance will be evaluated on an annual basis using a planning results process developed by FIELD.
Element 6. HEALTH AND SAFETY PROCEDURES

EPIC through FIELD has adopted a comprehensive set of health, safety, and risk management procedures as set forth by the Nevada County Superintendent of Schools and state law. EPIC policies comply with State laws and procedures related to:

- Emergency-response procedures for Seismic safety and natural disasters will be posted at all school sites.

- Preventing contact with blood-borne pathogens: EPIC learning centers are required to have onsite a first-aid kit with materials sufficient to prevent blood borne pathogens (mask, disposable gloves, eye shield, CPR mask/barrier. Each certificated staff member is encouraged to maintain current CPR certification.

- Training in emergency response is provided to all certificated teachers at the start of the school year.

- Administration of prescription drugs and other medicines: 100% of EPIC students are over age 18 and therefore legally adults. Students over age 18 are responsible for administration of their own prescription medicines. For those students over age 18 that require specific accommodations for administering prescription medicines, an IEP or 504 plan will be developed to meet those accommodations with the recommendations and approvals of the Nevada County SELPA.

- School buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard. School sites under leases from partner or other agencies are required to maintain current permits and approvals from fire marshals and zoning departments and it is the sole responsibility of the agency to do so.

- All EPIC learning sites are drug, alcohol, and tobacco free schools and workplaces. The use of alcohol, illegal (non-prescription) drugs and tobacco on school premises is prohibited.

- Each employee of a Workforce Investment Opportunity Act Type II funded program who might work among EPIC pupils be required to submit to a criminal background check and furnish a criminal record summary before performing any job duties which would place them in contact with EPIC students.

- EPIC will annually apprise and review with students, instructors, and staff of these aforementioned goals through trainings held during professional development days throughout the year.

A revised set of health and safety related policies and procedures is under review by a committee of teachers, administrators, and stakeholders to be adopted by the EPIC Board, and submitted to the NCSOS office by June 30, 2019.
Element 7. RACIAL AND ETHNIC BALANCE

Non-Discrimination Policy

EPIC enrolls students who are participants in programs such as, but not limited to, a State certified local Conservation Corps and Workforce Investment Opportunity Act Type II funded programs. These programs enroll participants from many varied races, ethnicities, and socio-economic cultures. Consequently, EPIC serves a very diverse student population with a focus on achieving racial and ethnic balance reflective of underserved, and/or rural and farmworker communities. EPIC has accomplished this through employing a diverse staff, with a preference for staff that is bi-cultural and bi-lingual in Spanish and English. EPIC will continue to conduct outreach to, and enroll, students from places of worship, places where young adults congregate, work sites, ethnic supermarkets, and through student referrals.

EPIC will continue to offer an accredited educational program and work experience/training in career pathways that offer prospective employment in economic growth sectors that coincide with FIELD’s mission “to empower the underserved to become self-sufficient”.

The Charter School assures that it shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process.
Element 8. ADMISSIONS POLICY

Admissions Requirements

EPIC will continue to operate grade 12, and/or an ungraded level, with students ages 18 and above. EPIC will welcome, as resources are available, all students in the State of California who can attend class and meet eligibility requirements at the EPIC learning centers located throughout the State of California. Admission shall not be determined according to place of residence of the pupil within the state. Traditionally, FIELD has provided educational services to individuals who are chronically underserved in rural communities including agricultural farm workers, dislocated and unemployed limited English workers, and high school drop outs over the age of 18. Additionally, since 2004 FIELD has served rural communities by utilizing WIOA II funded programs from the Adult Division of the California Department of Education and the Comprehensive Adult Student Assessment Systems (CASAS).

Eligibility for students seeking credit recovery to obtain a High School Diploma includes: date of birth verification to prove that the student is over 18 years of age, official transcripts from past educational institutions to reflect grades nine and higher if attended, a willingness to commit to a minimum of 30 hours a week of class attendance for academic and vocational education, access to an EPIC Learning Center, and/or if the student is seeking Career Technical Education, training and work experience.

The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(A)-(C)]

Enrollment Process and Timeline

EPIC shall continue to maintain an open enrollment program. Students over the age of 18 may enroll at any time during the school year. Upon completion and submission of all parts of the enrollment packet, the student is invited to a group or individual orientation meeting during which the student will be provided with the pertinent information applicable to enrollment: initial CASAS testing, transcript analysis, attendance requirements, bell schedules, vocational education paperwork, and the such. Upon completion of the orientation, the student may begin immediate attendance in the EPIC learning center of choice. Enrollment paperwork is sent to the central Admissions and Records office for processing. Once the processing is completed, the student meets with a counselor or advisor and is given a graduation status report that indicates a reasonable timeframe for credit completion.
The application packet for admission to EPIC and/or the orientation session provide information that allows students to be informed about the school’s operation as a charter school, its educational philosophy, programs, the academic and behavioral expectations of students, and the rights and responsibilities of students who wish to become part of EPIC. The application packet includes:

- A brief description of what FIELD’s Ideology, Vision, Mission, educational programs, community programs,

- A description of EPIC’s education program including a school calendar, sample daily schedule; core curriculum; enrichment programs, civic engagement, Career Technical Education career pathways, extracurricular programs, attendance expectations; grading, testing, and evaluation procedures; retention, and graduation standards, and expected school wide learning results or exit outcomes,

- Time to reflect on academic and vocational goal setting for post high school plans,

- An overview of the academic performance of students who have attended EPIC,

- A copy of the Instructor/Student Contract,

- A listing of the rights and responsibilities of EPIC’s instructors and students,

- Descriptions of admission criteria, admission preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information, and

- Career pathways and community college concurrent enrollment opportunities.
Element 9. ANNUAL FINANCIAL AUDITS

FIELD/EPIC undergoes an annual independent audit of its accounting practices and outcomes, and of attendance reporting processes. The FIELD/EPIC annual audit is prepared by a certified public accountant that has been approved by the state controller office and charter school board. The auditor is selected through recommendations by other school organizations and/or by searching on the State Controller’s website for an approved CPA.

The audit is conducted in accordance with generally accepted accounting principles (GAAP) and the CPA and management share responsibilities that are stated through an engagement letter prior to start of the audit. As part of the CPA’s responsibilities they submit the audit to the State Controller’s Office as well as any other government entities required by law prior to December 15th. The auditor’s report is presented to the EPIC Board in a Board meeting for review and approval prior to distribution. Any audit exceptions or deficiencies that are not to the satisfaction of the County are addressed by working closely with the auditor to review and make the necessary adjustments.
Element 10. SUSPENSION AND EXPULSION

EPIC maintains a comprehensive set of student discipline procedures. These procedures will be printed and distributed as part of the school’s student handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student is required to verify that they have reviewed and understand the procedures prior to enrollment. EPIC provides all students with an opportunity for due process and that conform to applicable federal law regarding students with exceptional needs. EPIC administrative staff will notify FIELD’s President/CEO and the Nevada County Superintendent of Schools of any expulsions and will include the suspension and expulsion data in its annual performance report.

A student that has been suspended or expelled from EPIC may return, provided however:

- The student submits a petition, on a form approved by the FIELD Board of Directors and EPIC for reinstatement into both FIELD and the EPIC’s program;
- FIELD and the EPIC approve the student’s petition based on strong evidence that the student is willing and able to comply with all rules and regulations of the client agency and the school, that they are committed to success at work and in the classroom, and that they understand the reasons for the level of discipline such as but not limited to suspension or expulsion.

A student under a current special education Individual Educational Plan facing expulsion from the EPIC is offered one or more of the following options:

- An expedited appeals process,
- An expedited new IEP to address any secondary or auxiliary issues brought to light in the expulsion process that needs consideration under the IEP process,
- Placement at a different but comparable EPIC school site of equal or lesser distance from the student’s home,
- Placement assistance in a different but comparable educational setting agreed upon by the adult student under age 22 that is not a school site affiliated with EPIC,
- Continuing educational services at an offsite location agreed upon by EPIC, with input from the parent and/or the student until the student turns 22 years of age.

(See Appendix for Attachment 10. Proposed Student Handbook Section II, Behavior/Discipline Policy)  
(See Appendix Attachment 11. for Student Conduct Contracts)

The proposed comprehensive Student handbook is in process of being reviewed and developed; however, the suspension and expulsion process is complete. The handbook is currently being developed by a committee of teachers, and is targeted for completion and distribution to students by the fall, 2019. Student Conduct Contracts have been in place since the inception of the Charter, and are agreed upon and signed by every student who enrolls with EPIC.
Element 11. EMPLOYEE BENEFITS RETIREMENT SYSTEM

Certificated employees of EPIC shall participate in State Teachers Retirement System (STRS) and non-certificated employees shall participate in the federal Social Security Administration system. Teachers and certificated administrative staff shall accrue service credit for STRS while in the employ of EPIC. The Executive Director working with the FIELD Business Office shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

(See Appendix for Attachment 12. Staff Handbook Sick Leave/Vacation Section)

Element 12. ATTENDANCE ALTERNATIVES FOR STUDENTS

Enrollment and attendance in EPIC is voluntary, and students may pursue a transfer to attend a different school in accordance with existing enrollment and transfer policies of the district or county of residence as applicable to students over the age of 18.

Element 13. DESCRIPTION OF EMPLOYEE RIGHTS

As per Education Code sections 47605.6(b)(5)(O) and 47605.6(b)(5)(P)(6), EPIC will be deemed the exclusive public school employer of the employees of the charter school. Employees of EPIC shall not have any employment or reemployment rights of the granting authority, Nevada County Superintendent of Schools. While employed at EPIC, the employee will be subject to EPIC’s operational procedures and practices.
Element 14. DISPUTE RESOLUTION PROCESS

Intent

The intent of this dispute resolution process is to (1) ensure a fair and timely resolution to disputes, and (2) frame EPIC oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

Public Comments

The FIELD Board of Directors and the County agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Notwithstanding anything in the charter to the contrary, the County shall not have to comply with this Section, or any other section of the charter, when addressing issues that may lead to the revocation of the EPIC as per the Charter Schools Act.

Disputes Arising from within EPIC

Disputes arising from within EPIC, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by FIELD and utilized by EPIC. To the maximum extent feasible and appropriate, all parties to such disputes shall attempt to resolve them at their first level, which is within the EPIC learning center where the dispute arose. The County shall not intervene in any such internal disputes without the consent of the FIELD’s President of the Board of Directors and shall refer any complaints or reports regarding such disputes to the EPIC’s Executive Director for resolution or to the President/CEO of FIELD if said complaints or issues involve the Executive Director. This section shall not impair the County’s rights as otherwise specified in this Charter or any applicable MOU.

Disputes between FIELD and the County

In the event that FIELD and the County have disputes regarding the terms of this charter both parties agree to follow the process outlined below.

In the event of a dispute between FIELD and the County, FIELD and the Superintendent of the County, or their designee(s), agree to first frame the issue in written format and refer the issue to the Superintendent and the Executive Director of EPIC for review. They shall use their best efforts to resolve the dispute verbally.

If the dispute remains unresolved, the President/CEO of FIELD and the Nevada County Superintendent of Schools, or designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute in good faith.

In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall meet in a timely manner and
make a good faith effort to resolve the dispute. Participants may also include the Executive Director of EPIC and the Nevada County Superintendent of Education.

If this joint meeting fails to resolve the dispute, the Superintendent and FIELD’s President/CEO shall meet to jointly identify a neutral, third party mediator from a list of five (5) names from the California Mediation and Conciliation Service to mediate a resolution. The Mediator, the Superintendent and the President/CEO of FIELD shall develop the format of the mediation session jointly. The resolution format shall incorporate informal rules of evidence and procedures unless both parties agree otherwise. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

**Labor Relations**

FIELD shall be deemed the exclusive public school employer of the employees of EPIC for purposes of the Education Employment Relations Act (EERA). EPIC shall comply with the EERA.
Element 15. CLOSURE PROCEDURES

Closure of EPIC will be documented by official action of the FIELD Board of Directors. The action will identify the reason for closure as well as identify an entity, person, and/or persons responsible for closure activities. Upon closure, FIELD will notify students of EPIC, the County Office of Education, the School’s SELPA, the retirement systems in which the School’s employees participate, and the California Department of Education of the date of closure. The notice shall include the responsible parties’ contact information for inquiries about the closure, the school districts of residence for enrolled students, and the manner in which students may obtain copies of records and transcripts for transfer.

Upon immediate notification to the students of the closure, FIELD will support students in locating alternative educational programs. FIELD will also provide a contact list, which includes the students’ district of residence to the entity responsible for the school closure. As applicable, FIELD will provide students with all necessary records while assisting with the transfer to the next school. Transfer of documents will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. All records will be transferred to the County upon closure of the Charter School. If the District cannot store the records, FIELD will work with the County Office of Education to determine an appropriate location for storage. All records including personnel, special education, and assessments will be transferred to and maintained by the entity responsible for closure activities in accordance with applicable law.

Financial records and statements will be made available in a timely and reasonable manner. EPIC will also have an independent audit completed within 6 months of closure, that will be paid for by the Charter School. A Certified Public Accountant will promptly prepare the audit and provide it to the County. The final audit shall include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. EPIC will complete and file any annual reports required pursuant to Education Code Section 47604.3.3.

Upon closure of the Charter School, all assets of EPIC, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending EPIC, remain the sole property of EPIC and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the County or County property will be promptly returned upon closure of the Charter School to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filling of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. EPIC shall remain solely responsible for all liabilities arising from the operation of the Charter School.
As EPIC is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the FIELD Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit benefit corporation and file all necessary filings with the appropriate state and federal agencies. As specified by the budget, EPIC will utilize the reserve funds to undertake any expenses associated with the closure procedures identified above.

In the event that EPIC closes, the assets and liabilities of the school will be disposed of by FIELD’s Board of Directors, or other appropriate entity in accordance with the asset disposition provisions of FIELD’s by-laws. FIELD’s Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and Board treasurer shall ensure that a final audit of the EPIC’s assets and liabilities is performed.

Upon matriculation, at the end of each school semester or term, and upon graduation, EPIC will provide all students a printed and/or electronic transcript of their academic progress at the school, along with other relevant information. Thus, if EPIC closes, students, or, when appropriate, parents will possess an independent copy of potentially necessary official pupil records. FIELD’s Board of Directors may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time the school closes. School resources allowing, the EPIC staff may retain for a period of designated weeks or months after EPIC closes to ensure that student records are transferred to students, and/or appropriate agencies and parents. In the event that no such willing repository is available, EPIC will dispose of or destroy such records in a fashion that will ensure confidentiality of the records.
LIKELIHOOD TO SUCCESSFULLY IMPLEMENT THE PROPOSED PROGRAM

It is the intent of the Charter School to continue operating in a successful manner as has been evidenced by the past four years of operations. This Petition for Renewal includes a thorough description of the education, work experience, credentials, degrees and certificates of the individuals comprising, or proposed to comprise, the directors, administrators and/or managers of the proposed charter school. The critical elements have been provided to the County as required.

All revenue reports have been submitted and approved as required by NCSOS. These financial reports are the Annual Adopted Budget, and 1st and 2nd Interim reports that include the revenue assumptions and expenditures. In addition to the financial reports, the following reports also submitted to the County: the LCAP, P-1, P-2 and the Annual ADA report.

There are currently 16 school sites throughout the State with a total of 20 credentialed teachers. As of March 11, 2019, the total student enrollment is 630 students. 100% of the students are over the age of 18 years. The need and provision of facilities for these students will continue as is in current use.

ANNUAL OPERATING BUDGET

*(See Appendix Attachments 13-17 for Interim Reports, Assumptions, Budget Cash Flow Projections)*

The governing authority and the school leadership execute responsible resources planning for the future. The school has developed policies, procedures, and internal control for managing the financial operation that meet state laws, generally accepted accounting practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting, monitoring, internal control, audits, fiscal health, and reporting). The EPIC budget is developed in accordance with the Academic Annual Plan and is approved by the Board of Directors. Once the budget is approved, the budget plans are communicated to the rest of the staff. The budget is reviewed quarterly with the Board and revised as needed. Revisions are then communicated to the staff.

All revenue and expenditures are identified by source and object code. Revenue assumptions are projected utilizing the LCFF calculations, state grants and any other local funding. Expenditures assumptions reflected the annual LCAP. Expenditure assumptions reflect any change in mark cost, i.e. COLA. Projections are prepared accordingly to have an ending fund balance of 3% over expenditure or $25,000 positive balance. All required expenditures are projected and included in the annual budget. This includes, but is not limited to: expenditures for sufficient insurance, legal services, any and all special education expenditures, and all facilities expenditures.

CASH FLOW ANALYSIS

Monthly cash flow revenue projections are in line with local, state and any federal funding. Monthly cash flow expenditures are projected by month and correspond to reasonable schedules. Monthly cash flow revenue and expenditures show positive cash balance and identify any working capital.
LONG TERM PLAN

The school’s long-range plan reviews and strategic planning sessions have been effective in helping make decisions to further the schools vision, mission and leaner outcomes. The long-range plan reviews are conducted on an annual basis along with monthly meetings to make modifications to the plan as needed. This review is also done with the annual LCAP. Management and Board members take part in this review process to ensure that there is assessment for the future planning and capital needs of the school.

EPIC has experienced positive results regarding its process for developing, reviewing, revising and adopting written fiscal policies and procedures for internal controls. The school involves the entire management team and accounting staff to ensure that the policies and procedures conform to Generally Accepted Accounting Principles (GAAP) and are followed by staff. Projections for 2 additional years are prepared based on the current annual budget taking into consideration any changes that might affect it. Communication with the County keeps EPIC informed of any changes related to revenue and or expenditures as it related to the local, state and federal. When preparing annual budget any changes are taken into consideration including internal growth. Both revenue and expenditures reflect increase or decrease related to cost of living. Positive fund balances are clearly identified by source and object code.

MISCELLANEOUS CLAUSES

Operational Policy

In summary of EPIC’s charter under which it must operate, the following shall be its plan of operation:

FIELD’s Board of Directors should not be expected to take all the responsibility for things they can only nominally influence. Their roles should be more consequential ones such as approval of budgets, annual plans, and policy. To make their jobs doable, their powers and duties must be refined to the few that matter. Matters such as focusing on EPIC curricula that match the student’s needs, funding that establishes site-based management, and holding EPIC Learning Centers accountable for results of those in their charge is the responsibility of the EPIC Executive Director and the top management team.

FIELD’s Board of Directors roles programmatically, are ones of assistance to EPIC management team through recommendation and collaboration in matters of program implementation, hiring of teachers and staff, reconstituting or closing sites that do not teach effectively, and developing new sites to replace failed ones.

Any and all staff concerns will always be resolved at the learning center level following EPIC and FIELD Policy in addition to the Executive Director’s suggestions and recommendations.
Term

The term of the charter is from July 1, 2019 through June 30, 2024. Any and all revisions to this charter approved by the County Board Of Education shall not renew or create a new term unless expressly stated otherwise.

Material Revisions

Any material revisions to this charter shall be made by the mutual agreement of the FIELD Board of Directors and the Board of Education. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.6.

Severability

In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect.

Communications

All official communications between EPIC and the Board of Education will be sent via First Class Mail or other appropriate means to the following address(es):

Nevada County Board Of Education  
Attn: Nevada County Superintendent of Schools  
380 Crown Point Circle  
Grass Valley, CA 95945

EPIC de Cesar Chavez  
Attn: President of the Board of Directors  
Farmworker Institute of Education and Leadership Development (FIELD)  
122 E. Tehachapi Blvd. Suite C  
Tehachapi, CA 93561

Memoranda of Understandings (MOUs)

Nevada County Superintendent of Education and the Board of Directors of FIELD shall enter into mutually agreeable MOUs that outline further details of the relationship between the Board of Education, the Superintendent, and FIELD/EPIC. The MOUs shall include, but not be limited to the following.

• EPIC authority to contract with third parties
• Funding of EPIC
• Services to be purchased by the EPIC from the Superintendent’s Office, and the fee schedule or such services
• Special education services and funding formulas
• Hold harmless and indemnification language
• Cash advances to handle cash flow issues, if necessary
• EPIC’s collection of mandated cost reimbursement
• Fiscal reporting requirements to the state, either independently or through the County
• Superintendent support for EPIC in approving and seeking waivers
• Superintendent support for EPIC in seeking additional funding
## Enrollment Data as of 3/28/19: 627 students enrolled

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>EPIC High School Shafter</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>150</td>
<td>EPIC High School Antelope Valley</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>201</td>
<td>EPIC High School Grass Valley</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>210</td>
<td>EPIC High School Desert Hot Springs</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>220</td>
<td>EPIC High School Riverside</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>300</td>
<td>EPIC High School Merced/Atwater</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>310</td>
<td>EPIC High School Tulare</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>403</td>
<td>EPIC High School Arvin</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>410</td>
<td>EPIC High School Gridley</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>422</td>
<td>EPIC High School California City</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>423</td>
<td>EPIC High School Greenfield</td>
<td>128</td>
<td>128</td>
</tr>
<tr>
<td>424</td>
<td>EPIC High School Indio</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>425</td>
<td>EPIC High School Lamont</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>426</td>
<td>EPIC High School Mecca</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>427</td>
<td>EPIC High School Mecca</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>428</td>
<td>EPIC High School Salinas</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>501</td>
<td>EPIC High School McFarland</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

District Total: 627

---

2019 – 2024 EPIC de Cesar Chavez Charter Renewal Petition

FIELD Institute

3/28/2019

Active Students Report

Page 1
## Attachment 2. 2018-2019 EPIC School Calendar

### BOAD APPROVED* - EPIC de CESAR CHAVEZ | 2018-2019 CALENDAR

<table>
<thead>
<tr>
<th>JULY 2018</th>
<th>JANUARY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independence Day</strong></td>
<td><strong>Back to School</strong></td>
</tr>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>20 21 22 23 24 25 26</td>
</tr>
<tr>
<td>29 30 31</td>
<td>27 28 29 30</td>
</tr>
</tbody>
</table>

*Board Approved 6/16/18

### AUGUST 2018 | FEBRUARY 2019

<table>
<thead>
<tr>
<th>S M T W Th F S</th>
<th>S M T W Th F S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Day of School</strong></td>
<td><strong>Quarterly Staff Meeting</strong></td>
</tr>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30</td>
</tr>
</tbody>
</table>

### SEPTEMBER 2018 | MARCH 2019

<table>
<thead>
<tr>
<th>S M T W Th F S</th>
<th>S M T W Th F S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Labor Day No School</strong></td>
<td><strong>Cesar Chavez Service Day</strong></td>
</tr>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30</td>
</tr>
</tbody>
</table>

### OCTOBER 2018 | APRIL 2018

<table>
<thead>
<tr>
<th>S M T W Th F S</th>
<th>S M T W Th F S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 1 GRADES DUE</strong></td>
<td><strong>CASAS Testing Window</strong></td>
</tr>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>22 23 24 25</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30</td>
</tr>
</tbody>
</table>

### NOVEMBER 2018 | MAY 2019

<table>
<thead>
<tr>
<th>S M T W Th F S</th>
<th>S M T W Th F S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 2 GRADES DUE</strong></td>
<td><strong>College Career Fair</strong></td>
</tr>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>29 30</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

### DECEMBER 2018 | JUNE 2019

<table>
<thead>
<tr>
<th>S M T W Th F S</th>
<th>S M T W Th F S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 3 GRADES DUE</strong></td>
<td><strong>CASAS Testing Window</strong></td>
</tr>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>29 30</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>29 30</td>
</tr>
<tr>
<td>Week</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
</tbody>
</table>

**Totals for Year**

- Total Student Days: 175
- Total Teacher Days: 182
- Total Non-Attend Days: 45

**Non-Attendance Codes**
- @ = School not in session
- # = School Holiday
- $ = Staff Development

**Informational Codes**
- % = Minimum Day
- + = Parent Conference
- $ = Custom Bell Schedule
### Attachment 4. Approved EPIC Bell Schedules with Instructional Minutes

#### EPIC BELL SCHEDULES AND INSTRUCTIONAL MINUTES
**SCHOOL YEAR 2018-19**

<table>
<thead>
<tr>
<th>HOURS</th>
<th>ARVIN</th>
<th>BAKERSFIELD</th>
<th>BAKERSFIELD AM</th>
<th>CAL CITY</th>
<th>GREENFIELD #1</th>
<th>GREENFIELD #2</th>
<th>GRIDLEY</th>
<th>GRASS VALLEY</th>
<th>INDIAN SPRINGS</th>
<th>DESERT HOT SPRINGS</th>
<th>LAOMONT</th>
<th>McFARLAND</th>
<th>MECCA</th>
<th>SHAFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:30</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30–9:00</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00–9:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS/ESL</td>
<td>MS/ESL</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30–10:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00–10:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30–11:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00–11:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30–12:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00–12:30</td>
<td>Prep</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Prep</td>
<td>Lunch</td>
<td>Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30–1:00</td>
<td>MS</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
</tr>
<tr>
<td>1:00–1:30</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>1:30–2:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>2:00–2:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>2:30–3:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>3:00–3:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>3:30–4:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>4:00–4:30</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
</tr>
<tr>
<td>4:30–5:00</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>5:00–5:30</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>5:30–6:00</td>
<td>MS</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>6:00–6:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>6:30–7:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>7:00–7:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>7:30–8:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>8:00–8:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>8:30–9:00</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>9:00–9:30</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>Prep</td>
<td>Prep</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
</tr>
<tr>
<td>Total daily Instructional Minutes/day</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>10 total hrs = 600 minutes per day = 110,400 min/year</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td>7 hrs = 420 min</td>
<td></td>
</tr>
</tbody>
</table>

Bell Schedule A – Evening: Arvin, Bakersfield 1, Greenfield PM, McFarland, Shafter
Bell Schedule B – Daytime: California City, Bakersfield 2, Greenfield/Dole, (Gridley, GV, AV, Merced, Tulare = mid-day)
Bell Schedule C – Split Shift: Indio, Desert Hot Springs, Lamont, Mecca, Riverside, Salinas

2019 – 2024 EPIC de Cesar Chavez Charter Renewal Petition

52
### EPIC BELL SCHEDULES AND INSTRUCTIONAL MINUTES – NEW SITES

**SCHOOL YEAR 2018-19**

<table>
<thead>
<tr>
<th>HOURS</th>
<th>ANTELOPE VALLEY</th>
<th>ATWATER/ MERCEDE</th>
<th>RIVERSIDE Split-Shift</th>
<th>SALINAS Split-Shift</th>
<th>TULARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>PREP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:10 – 9:00</td>
<td>NS</td>
<td>MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>PREP</td>
<td>PREP</td>
<td>PREP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 – 4:30</td>
<td>PREP</td>
<td>PREP</td>
<td>PREP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 – 5:00</td>
<td>NS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>5:30 – 6:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>6:00 – 6:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>6:30 – 7:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>7:00 – 7:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>7:30 – 8:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>MS</td>
<td>MS</td>
<td>MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total daily Instructional Minutes/day**

<table>
<thead>
<tr>
<th></th>
<th>7 hrs = 420 min</th>
<th>7 hrs = 420 min</th>
<th>7 hrs = 420 min</th>
<th>7 hrs = 420 min</th>
<th>7 hrs = 420 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Salinas opened on 9/21/18 with all the other school sites = 77,280 instructional minutes*

*Riverside opened on 9/18/18 – 6/28/19 (175 days) = 73,500 total instructional minutes*

*Antelope Valley, Atwater/Merced, Tulare opened on 9/27/18 – 6/28/19 (175 days) = 73,500 total instructional minutes*

*Rev. 10-31-18*
The Board adopted EPIC curricula are based on the seven individual growth areas as listed below. As Figure 1 shows, EPIC offers students a variety of courses so that students can fulfill the requirements of each individual growth area. Teachers complete an individual learning plan (ILP) for each new EPIC student.

### Attachment 5. EPIC Course Lists by Subject

<table>
<thead>
<tr>
<th>Growth Area</th>
<th>Approved Courses by Area and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students obtain key life skills</td>
<td><em>Reading and Writing Skills, Health, PE, Computer Literacy, Life Skills, English as a Second Language: Emerging, English as a Second Language: Expanding,</em></td>
</tr>
<tr>
<td>4. Students understand government processes</td>
<td><em>American Government (also CP)</em></td>
</tr>
<tr>
<td>6. Students apply scientific concepts and skills</td>
<td><em>Life Science, Earth Science, Physical Science, Biology, Lab Biology CP, Environmental Science, Integrated Science 1A &amp; 2B CP, Intro to Agriculture</em></td>
</tr>
</tbody>
</table>
## EPIC COURSE NUMBER AND TITLE LIST 2018-19

<table>
<thead>
<tr>
<th>CRS #</th>
<th>COURSE TITLE</th>
<th>Subi Code</th>
<th>CRS #</th>
<th>COURSE TITLE</th>
<th>Subi Code</th>
<th>CRS #</th>
<th>COURSE TITLE</th>
<th>Subi Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001</td>
<td>English as Second Language: Emerging</td>
<td>M</td>
<td>0033</td>
<td>Geometry A - College Prep</td>
<td>B</td>
<td>1111</td>
<td>HOMEROOM</td>
<td>Z</td>
</tr>
<tr>
<td>0002</td>
<td>English as a Second Language: Expanding</td>
<td>M</td>
<td>0034</td>
<td>Geometry B - College Prep</td>
<td>B</td>
<td></td>
<td>ALL STUDENTS ENROLL IN HOMEROOM</td>
<td></td>
</tr>
<tr>
<td>0003</td>
<td>English Language Development: Bridging</td>
<td>M or A</td>
<td>0035</td>
<td>Integrated Math 1A College Prep</td>
<td>C</td>
<td>0063</td>
<td>Integrated Science 1A H or I</td>
<td></td>
</tr>
<tr>
<td>0004</td>
<td>Introduction to English Language Arts – Basic English</td>
<td>A</td>
<td>0036</td>
<td>Integrated Math 1B College Prep</td>
<td>C</td>
<td>0066</td>
<td>Integrated Science 1B H or I</td>
<td></td>
</tr>
<tr>
<td>0005</td>
<td>Intermediate English Language Arts</td>
<td>A</td>
<td>0037</td>
<td>Integrated Math 2A College Prep</td>
<td>C</td>
<td>0067</td>
<td>Laboratory Biology A College Prep</td>
<td>H</td>
</tr>
<tr>
<td>0006</td>
<td>American Literature</td>
<td>A</td>
<td>0038</td>
<td>Integrated Math 2B College Prep</td>
<td>C</td>
<td>0068</td>
<td>Laboratory Biology B College Prep</td>
<td>H</td>
</tr>
<tr>
<td>0007</td>
<td>World Literature</td>
<td>A</td>
<td>0039</td>
<td>Integrated Math 3A College Prep</td>
<td>C</td>
<td>0069</td>
<td>Physical Science A</td>
<td>I</td>
</tr>
<tr>
<td>0008</td>
<td>American Lit. A College Prep</td>
<td>A</td>
<td>0040</td>
<td>Integrated Math 3B College Prep</td>
<td>C</td>
<td>0070</td>
<td>Physical Science B</td>
<td>I</td>
</tr>
<tr>
<td>0009</td>
<td>American Lit. B College Prep</td>
<td>A</td>
<td>0041</td>
<td>Math Skills Review</td>
<td>Z</td>
<td>0071</td>
<td>Earth Science</td>
<td>I</td>
</tr>
<tr>
<td>0010</td>
<td>Dimensions of Culture</td>
<td>Z</td>
<td>0042</td>
<td>Pre-Algebra</td>
<td>B</td>
<td>0072</td>
<td>Art History A College Prep</td>
<td>L</td>
</tr>
<tr>
<td>0011</td>
<td>English 1A College Prep</td>
<td>A</td>
<td>0043</td>
<td>American Government College Prep</td>
<td>F</td>
<td>0073</td>
<td>Art History B College Prep</td>
<td>L</td>
</tr>
<tr>
<td>0012</td>
<td>English 1B College Prep</td>
<td>A</td>
<td>0044</td>
<td>American Government College Prep</td>
<td>F</td>
<td>0074</td>
<td>Choices for Life</td>
<td>M</td>
</tr>
<tr>
<td>0013</td>
<td>English 2A College Prep</td>
<td>A</td>
<td>0045</td>
<td>Early California History</td>
<td>Z</td>
<td>0075</td>
<td>Health</td>
<td>J</td>
</tr>
<tr>
<td>0014</td>
<td>English 2B College Prep</td>
<td>A</td>
<td>0046</td>
<td>Economics College Prep</td>
<td>G</td>
<td>0076</td>
<td>Health Education, Spanish</td>
<td>J</td>
</tr>
<tr>
<td>0015</td>
<td>English 3A College Prep</td>
<td>A</td>
<td>0047</td>
<td>Economics College Prep</td>
<td>G</td>
<td>0077</td>
<td>Career Exploration</td>
<td>M</td>
</tr>
<tr>
<td>0016</td>
<td>English 3B College Prep</td>
<td>A</td>
<td>0048</td>
<td>Ethnic Studies</td>
<td>Z</td>
<td>0078</td>
<td>Economic Decision Making</td>
<td>M</td>
</tr>
<tr>
<td>0017</td>
<td>English 4A College Prep</td>
<td>A</td>
<td>0049</td>
<td>Sociology – College Prep</td>
<td>Z</td>
<td>0079</td>
<td>Learning in the Information Age A</td>
<td>Z</td>
</tr>
<tr>
<td>0018</td>
<td>English 4B College Prep</td>
<td>A</td>
<td>0050</td>
<td>U.S. History A – College Prep</td>
<td>E</td>
<td>0080</td>
<td>Learning in the Information Age B</td>
<td>Z</td>
</tr>
<tr>
<td>0019</td>
<td>Grammar Through Literat A</td>
<td>A</td>
<td>0051</td>
<td>U.S. History B – College Prep</td>
<td>E</td>
<td>0081</td>
<td>You and the News</td>
<td>Z</td>
</tr>
<tr>
<td>0020</td>
<td>Grammar Through Literat B</td>
<td>A</td>
<td>0052</td>
<td>U.S. History A – College Prep, Spanish</td>
<td>E</td>
<td>0082</td>
<td>Work Experience</td>
<td>M</td>
</tr>
<tr>
<td>0021</td>
<td>Reading and Writing Skills</td>
<td>A</td>
<td>0053</td>
<td>U.S. History B – College Prep, Spanish</td>
<td>E</td>
<td>0083</td>
<td>Vocational Education</td>
<td>M</td>
</tr>
<tr>
<td>0022</td>
<td>Writing Composition A College Prep</td>
<td>A</td>
<td>0054</td>
<td>World Geography and Cultures A</td>
<td>D</td>
<td>G-ENG</td>
<td>Basic English</td>
<td>A</td>
</tr>
<tr>
<td>0023</td>
<td>Algebra A – College Prep</td>
<td>C</td>
<td>0055</td>
<td>World Geography and Cultures B</td>
<td>D</td>
<td>G-MTH</td>
<td>General Math</td>
<td>B</td>
</tr>
<tr>
<td>0024</td>
<td>Algebra B – College Prep</td>
<td>C</td>
<td>0056</td>
<td>World History – College Prep</td>
<td>D</td>
<td>G-ALG</td>
<td>Algebra</td>
<td>C</td>
</tr>
<tr>
<td>0025</td>
<td>Algebra 2A – College Prep</td>
<td>C</td>
<td>0057</td>
<td>World History – College Prep</td>
<td>D</td>
<td>G-WHS</td>
<td>World History</td>
<td>D</td>
</tr>
<tr>
<td>0026</td>
<td>Algebra 2B – College Prep</td>
<td>C</td>
<td>0058</td>
<td>World Languages - College Prep</td>
<td>M</td>
<td>G-USHI</td>
<td>United States History</td>
<td>E</td>
</tr>
<tr>
<td>0027</td>
<td>Application Math A</td>
<td>B</td>
<td>0059</td>
<td>American Sign Lang A CP</td>
<td>M</td>
<td>G-GOV</td>
<td>American Government</td>
<td>F</td>
</tr>
<tr>
<td>0028</td>
<td>Basic Math A</td>
<td>B</td>
<td>0060</td>
<td>American Sign Lang B CP</td>
<td>M</td>
<td>G-ECON</td>
<td>Economics</td>
<td>G</td>
</tr>
<tr>
<td>0029</td>
<td>Basic Math B</td>
<td>B</td>
<td>0061</td>
<td>General Biology A</td>
<td>H</td>
<td>G-LSCI</td>
<td>Life Science</td>
<td>H</td>
</tr>
<tr>
<td>0030</td>
<td>Basic Math A, Spanish</td>
<td>B</td>
<td>0062</td>
<td>General Biology B</td>
<td>H</td>
<td>G-PSCI</td>
<td>Physical Science</td>
<td>I</td>
</tr>
<tr>
<td>0031</td>
<td>Basic Math B, Spanish</td>
<td>B</td>
<td>0063</td>
<td>Environmental Science A H or I</td>
<td>G</td>
<td>G-PEN</td>
<td>Physical Education</td>
<td>K</td>
</tr>
<tr>
<td>0032</td>
<td>Consumer Education</td>
<td>B</td>
<td>0064</td>
<td>Environmental Science B H or I</td>
<td>G</td>
<td>G-VPA</td>
<td>VPArts/CTech/ForLang</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>G-ELE</td>
<td>Elective</td>
<td>Z</td>
</tr>
</tbody>
</table>
Attachment 7. WASC Accreditation Letter

Accrediting Commission for Schools
Western Association of Schools and Colleges

333 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

FRED VAN LIJVEN, ED.D.
President
MARILYN S. GEORGE, ED.D.
Vice President

COMMISSION MEMBERS

STEVEN CATHERS
Chairperson
East Asia Regional Council of Schools

GREGORY FRANKLIN
Vice Chairperson
Association of California School Administrators

THOMAS ADAMS
California Department of Education

MICHAEL ALVAREZ
Western Catholic Educational Association

SAMANTHA BENDI
California Federation of Teachers

GRANT BENNETT
Association of California School Administrators

RON CARRETH
California Association of Independent Schools

NANCY COONS
Western Catholic Educational Association

ERIKA CRUZ
Pacific Islands

MITCHELL DUNLAP
Public Schools, Hawaii

ODIE DOUGLAS
Association of California School Administrators

LIE DUNN
Association of Christian Schools International

JUAN L. FLECHA
Association of California School Administrators

ANDREA FLEMING
Hawaii State Department of Education

DAVID GAUDI
Hawaii Association of Independent Schools

MELINDA HANDY
Hawaii Association of Independent Schools

LAURA HERMAN
Charter Schools

DEREK MINAKAMI
Hawaii Government Employees' Association

JOE MITCHELL
Public Schools, California

SEZANNE MULCAHY
Hawaii State Department of Education

BARBARA NUNES
California/School Boards Association

DONNA OLSON
California Association of Independent Schools

MATTHEW RILEY
Postsecondary Education

LAUREL SALZMAN-WYFTE
California Teachers Association

MARSHA SERAFIN
California Association of Private School Organizations

KIMBERLY SHIELDS
Western Catholic Educational Association

SALLY TOBB
Western Catholic Educational Association

BERIT VON PÖHLE
Pacific Union Conference of Seventh day Adventists

JOEL WARDERS
National Lutheran School Accreditation

DEANA WALSH-REMBI
Association of California School Administrators

SOPELA WAGNER
California Congregations of Parents and Teachers, Inc. (CFT)

DAVID YOSHII/HARA
Association of California School Administrators

May 2, 2018

Ms. Delilah Martinez
Director
EPIC de Cesar Chavez
122 E. Tehachapi Blvd.
Suite C
Tehachapi, CA 93561

Dear Ms. Martinez:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2018 Commission Meeting. The ACS WASC Commissioners have determined EPIC de Cesar Chavez (9 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the initial visit report, and the satisfactory completion of the on-site initial accreditation visit.

It is the decision of the Commission to grant EPIC de Cesar Chavez (grades 9th through 12th) Initial Accreditation Status through June 30, 2021.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit Committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC Visiting Committee will conduct a site visit to review the school’s self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school’s programs and operations and the impact on student learning.

Accreditation status is conditioned upon EPIC de Cesar Chavez’s continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).
Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at https://webportal.acswasc.org. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: “Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges,” until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., “Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges.”

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the “Accredited by ...” phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to EPIC de Cesar Chavez’s anticipated success and continuing improvement in keeping with ACS WASC’s pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Stephen Cathers
Commission Chairperson

Enclosures: Initial Visit Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Accreditation Stamp and Embosser Order Form

cc: Chairperson, Initial Visit Committee
Superintendent
Special Education Local Plan Area Services Agreement Between the Nevada County Superintendent of Schools and Escuela Popular del Instituto Campesino de Cesar Chavez (EPIC de Cesar Chavez)

The Nevada County Superintendent of Schools (NCSOS) is located in Nevada County, California, duly organized and existing under and by virtue of the laws of the State of California, including the California Education Code. This NCSOS Participation Agreement was developed as a means for Escuela Popular del Instituto Campesino (EPIC) and the Nevada County Superintendent of Schools to arrange for the delivery of special education services and related services to students with exceptional needs enrolled within EPIC, and to provide for a full continuum of special education service options as a means of ensuring that appropriate educational programs and services are available to eligible students.

This Agreement is made by and between EPIC and the NCSOS. The governing board of EPIC and the Nevada County Board of Education approved this Agreement, and has authorized the execution of this Agreement by an authorized agent.

Now, therefore, in consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

1. **PURPOSE OF AGREEMENT**

This Agreement provides a means for the education of individuals with exceptional needs who are enrolled in EPIC, when such students require special education programs and/or services within the NCSOS.

When exploring possible placement of a student to receive services from the NCSOS, it is the NCSOS, in consultation with EPIC, who makes the determination of whether a student with exceptional needs may receive special education services from the NCSOS. A representative from both EPIC and the NCSOS, and any other relevant personnel from EPIC or the NCSOS shall attend the IEP meeting in which the offer is made.

Should the student over age 18 or the parents/guardians decline the offer, EPIC shall not be a party to any dispute between the parents/guardians and the NCSOS regarding the issue of the offer a Free Appropriate Public Education (FAPE) to student. However, it is agreed that EPIC may be called as a witness in any such dispute and EPIC personnel shall reasonably cooperate with the NCSOS in such instance.

2. **DURATION OF AGREEMENT**
This Agreement is effective for the period beginning July 1, 2019 and ending June 30, 2024. This Agreement may be renewed at the end of that period. This Agreement may be amended by mutual consent of the parties.

3. **RESPONSIBILITIES OF EPIC de CESAR CHAVEZ**

   a. Coordinate the opportunity for students and parents of eligible students to receive appropriate special education services or service as required for a Free Appropriate Public Education (FAPE) for EPIC students.

   b. Provide classrooms, facilities, and personnel as required to house and administer the programs provided to eligible students, pursuant to this Agreement.

   c. Provide qualified and trained teachers and staff to implement the programs and accommodations recommended by the NCSOS and services to be provided to eligible students above and beyond NCSOS services provided by appropriately certificated NCSOS staff.

   d. Provide instruction and services to eligible students based on California Standards and consistent with the laws of the State of California.

   e. In conjunction with NCSOS staff, track, schedule, and coordinate IEPs for eligible students receiving services from or placed in its programs.

   f. Agree that EPIC staff assigned to work with NCSOS staff and eligible students will cooperate and assist in drafting proposed goals and objectives for review and consideration at the students’ annual IEP meetings or other appropriate IEP team meetings led by appropriately certificated NCSOS staff.

   g. Agree that the teacher(s) responsible for instructing any eligible student will administer academic assessments as needed and in accordance with California and federal special education laws and as requested by the appropriately certificated NCSOS staff.

   h. Notify the NCSOS when it has reason to believe that an eligible student enrolled in EPIC requires an evaluation, reevaluation, different placement or services, or an IEP team meeting.

   i. Proved attendance data to the NCSOS when changes in the eligible student’s services or placement are being considered.

   j. Assist in the implementation of the placement and services described in the agreed-upon IEP of the eligible student, when the placement and/or services are to be provided by the NCSOS, and prepare all requisite non- NCSOS reporting of student’s progress on the IEP that the NCSOS is implementing.
k. Provide as much advance notice as possible to the NCSOS if the EPIC believes it can no longer provide an appropriate program, placement, and/or services to the eligible student.

l. Cooperate and collaborate with the NCSOS in making relevant teachers and personnel available to attend IEP team meetings and other meetings educationally necessary for eligible students, and to participate in assessments of eligible students with exceptional needs receiving services from the NCSOS.

m. Maintain the eligible student’s cum and special education records, and cooperate in providing the eligible student’s records to the NCSOS when requested and as appropriate.

n. Cooperate and collaborate with the NCSOS in investigating and responding to compliance and due process complaints involving the special education programs and services being provided to eligible students by the NCSOS.

3. **Responsibilities of the Nevada County Superintendent of Schools**

   a. Notify the EPIC administrator or designee of the potential district of service of the request to consider a student for placement/services, and provide an opportunity for EPIC, or an appropriate designated staff member from EPIC, to observe the eligible student in question.

   b. Provide copies of all relevant student records to EPIC service prior to any IEP team meeting to determine the program, placement, and/or services for eligible student that might be provided by the NCSOS.

   c. Convene and conduct a joint IEP team meeting that includes EPIC staff when an initial determination of services is made by NCSOS staff.

   d. Send an appropriately certificated representative to all IEP team meetings in which changes in services or placement are being considered. Any IEP meetings held to consider a change in placement or services shall include representatives from both the EPIC and the NCSOS; however, the NCSOS remains the authorizing education agency and retains the ultimate responsibility for the provision of a FAPE to student.

   e. Retain ultimate authority and responsibility for the provision of a FAPE to eligible students enrolled in EPIC.

4. **Suspensions and Expulsions**

   When an eligible student is being considered for disciplinary action that may result in a change of placement, EPIC shall notify the NCSOS immediately. The NCSOS will convene and complete the manifestation determination, as necessary, conduct a functional behavioral assessment, if appropriate, develop, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation
determination and behavior plan (if appropriate). EPIC will be invited to and included in this IEP team meeting.

The parties recognize that after students with exceptional needs have been removed from their current placement for more than ten school days in the same school year, during any subsequent removal those students are entitled to continue receiving services that are necessary for the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student’s IEP, and the NCSOS responsible for arranging for and funding the provision of those services. If the eligible student is expelled from EPIC, the NCSOS is responsible for providing for the student’s special educational needs, consistent with state and federal law, during the period of expulsion.

5. **PAYMENT FOR SERVICES**

The Nevada County Superintendent of Schools is solely responsible for collecting AB602 revenues to provide special education services to eligible EPIC students. In the event that the cost of providing special education services to eligible EPIC students exceeds revenues collected based on total EPIC enrollment, EPIC and NCSOS will negotiate an annual payment to reimburse the NCSOS for those expenditures above and beyond collected revenues.

6. **RESPONSIBILITY FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION**

The parties understand that, pursuant to California Education Code § 56369, EPIC may contract with Nevada County Superintendent of Schools to provide special education to individuals with exceptional needs. That notwithstanding, the parties agree that the NCSOS remains responsible for ensuring that the student receives a FAPE as required by the Individuals with Disabilities Education Improvement Act (IDEA or IDEIA), Section 504 of the Rehabilitation Act of 1973, and related state laws.

The parties further agree that the NCSOS is, for purposes of this Agreement, intended to be a mere service provider under contract, or as negotiated, with EPIC. As the NCSOS is responsible for providing FAPE to eligible students who are enrolled in EPIC, the NCSOS must authorize any change in placement and/or services and agree to and be responsible for funding that placement and/or services. Execution of this Agreement is in no way intended to be construed as an interdistrict transfer or attendance agreement that shifts responsibility for the provision of a FAPE to EPIC. The parties agree that notwithstanding anything in this Agreement, no eligible student shall be discriminated against, denied, or excluded from the programs or services of any other district that is not the district of residence EPIC merely based on the student’s classification as a student with exceptional needs or based on the costs of educating such a student.
7. **Service Providers and Assignment**

   a. The NCSOS assures EPIC that criminal background or fingerprint checks have been conducted and completed on any person, assigned to teach and provide services to any eligible student enrolled in EPIC under this Agreement, in accordance with applicable state and federal law before or any person is allowed to have contact with or assigned to work with any student enrolled in EPIC under this Agreement.

   b. The NCSOS and EPIC mutually agree to ensure that all teachers, aides and providers, including volunteers and any other person assigned to work with eligible students enrolled or receiving services under this Agreement are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.

8. **Independent Contractor Status**

   This Agreement is by and between EPIC de Cesar Chavez and the Nevada County Superintendent of Schools and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

9. **Hold Harmless and Indemnification**

   Each party to this Agreement shall indemnify, defend and hold harmless the NCSOS and its officers, agents, boards, contractors, employees, whether past or present, and any other party to the Agreement, their officers, agents, boards, contractors and employees, whether past or present, from any and all liability, loss, expense (including reasonable attorneys’ fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any negligent or wrongful acts or omissions on each other’s officers, agents, contractors, or employees, whether past or present, occurring in the performance of this Agreement. This indemnity shall survive termination of this Agreement.

10. **Severability/Waiver**

    If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this Agreement. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.
11. **Execution of Agreement Electronically and in Counterparts**

This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed Agreement. A facsimile or scanned version of any party’s signature shall be deemed an original signature.

IT WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this Agreement as of the date set next to the signatures below.

Dated: ___________  By: _____________________

Eli Gallup, Associate Superintendent of Special Education/SEPA, Nevada County Superintendent of Schools

Dated: ___________  By: _____________________

Delilah Martinez, Executive Director, EPIC de Cesar Chavez

EPIC de Cesar Chavez Board Approval:

Nevada County Board Of Education Approval:
Attachment 9. FIELD Amended By-Laws Article IV: Board of Directors

ARTICLE IV
Board of Directors

Section 4.1. NUMBER OF DIRECTORS. The Board of Directors shall consist of seven (7) members until changed by amendment to these By-laws as hereinafter provided.

Section 4.2. POWERS. Subject to the limitations of the Articles of Incorporation, of the By-Laws, and of the Nonprofit Corporation Law of the State of California as to actions to be authorized or approved by members, and subject to the duties of the Board of Directors as prescribed by the By-Laws, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation shall be controlled by, the Board of Directors. Without limiting the foregoing, the Board of Directors shall have the power to levy dues and assessments, to select and remove all officers, agents, employees and contractors, and to fix reasonable compensation therefore, to authorize and empower officers or agents to enter into contracts and other commitments on behalf of the corporation, and to appoint and delegate responsibilities and authority to committees, officers and agents.

Section 4.3. ELECTION AND TERM OF OFFICE. The Directors shall be elected at each annual meeting of the members, and shall hold office until their respective successors are elected.

Section 4.4. VACANCIES. Any vacancy or vacancies in the Board of Directors resulting from death, incapacity, resignation, expiration of term of office, removal, or otherwise, shall be filled by the members in accordance with section 3.4, even though less than a quorum, through an election by the members, in accordance with the voting procedures in Section III of these By-Laws.

Section 4.5. MEETINGS. The Board of Directors shall address organizational issues of the corporation during the January meeting (also known as the annual meeting) of the Board of Directors. These organizational issues shall include, but not limited to, the purpose of the organization, election of officers, and the transaction of other business. Other regular meetings of the Board of Directors shall be held when required and called by the Chair of the Board of Directors.

Section 4.6. NOTICE OF MEETINGS. Notice of the time and place of each meeting of the Board of Directors not fixed by an express provision of the By-Laws shall be given to each director not less than forty-eight (48) hours before the date of the meeting if given personally or by telephone and not less than seven (7) days before the date of the meeting if given by electronic mail.

Section 4.7. CONSENT TO MEETINGS. The transactions of the Board of Directors at any meeting however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after call and notice if a quorum be present and if either before or after the meeting each Director not present signs a written waiver of notice, or a consent to the holding of such meeting or approval of the minutes thereof, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such Director. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting.

Section 4.8. ADJOURNMENT. A majority of the Board of Directors present, whether or not a quorum is present, may adjourn any Board of Directors’ meeting to meet again at another time or place. In the event a meeting
of the Board of Directors is adjourned for more than twenty-four (24) hours, notice of any adjournment to another
time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the
time of adjournment.

Section 4.9  ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board
of Directors may be taken without a meeting if all Directors shall individually or collectively consent in writing to
such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board of
Directors. Such actions by written consent shall have the same force and effect as a unanimous vote of such Board
of Directors. For the purposes of this Section 4.9 only, the term “all Directors” shall not include any interested
Director as defined in Section 8.5.

Section 4.10  TELEPHONIC MEETINGS. Members of the Board of Directors may participate in a
meeting through use of conference telephone or similar communications equipment, so long as all Board of
Directors participating in such meetings can contemporaneously hear one another. Participation in a meeting
through use of telephone or similar communications equipment shall constitute presence in person at such meeting.

Section 4.11  QUORUM. A majority of the Board of Directors shall be necessary to constitute a quorum
for the transaction of business, except to adjourn as hereinafter provided. Every act or decision done or made by a
majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as an act of
the Board of Directors unless a greater number be required by law or by the Articles of Incorporation.

Section 4.12  REMOVAL. A Director may or will be removed from office, for good cause, by the vote of
a majority of the Board of Directors, for the following causes:

(a)  Resignation by Non-Attendance. Any Director who shall have missed three (3)
consecutive regularly scheduled meetings of the full Board of Directors, without excused absences, shall have
resigned subject to Board of Directors approval. After a Director has missed three (3) consecutive, regularly-
scheduled Board of Directors meetings with an excused absence, the Chair of the Board of Directors shall contact
the Director and notify him or her that failure to attend the next regularly scheduled monthly meeting will result in
the Director’s automatic resignation by non-attendance.

(b)  A Director has been declared incompetent or of unsound mind by a final order of a court.
(c)  A Director has been convicted of a felony.
(d)  A Director has been found by final order or judgment of any court to have breached any
duty arising under Article 3 of the California Nonprofit Mutual Benefit Corporation Law.
(e)  A Director may be removed for non-performance of their duties as described in Articles
IV and V, or for failure to maintain the Board of Directors Qualifications set forth in California Corporations Code
Sections 5230-5239.

Section 4.13  FEES AND COMPENSATION. Board of Directors and members of committees may
receive such compensation, if any, for their services and such reimbursement for expenses as may be fixed or
determined by resolution of the Board of Directors; provided that such compensation shall be reasonable and shall
be comparable to compensation paid by unaffiliated entities for a like position. Nothing herein shall be considered
Section 4.14. NON-LIABILITY OF BOARD OF DIRECTORS. Subject to compliance with the provisions of Section 4.18 of these By-Laws, no Director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 4.15. INDEMNITY FOR LITIGATION. The corporation shall have and hereby agrees to exercise the power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was a Director, officer, employee or other agent (as defined in Section 7237 of the California Nonprofit Corporations Code) of the corporation, to the full extent allowed under the provisions of Section 7237 of the California Nonprofit Corporation Law relating to the power of a corporation to indemnify any such person. The amount of such indemnity shall be so much as the Board of Directors determines and finds to be reasonable, or, if required by said Section 7237, the amount of such indemnity shall be so much as the court determines and finds to be reasonable.

Section 4.16. STANDARD OF CONDUCT. (1) Pursuant to Section 7231 of the California Nonprofit Corporation Law, a Director shall perform the duties of a Director, including duties as a member of any committee of the Board of Directors upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. (2) F.I.E.L.D. Board Members shall follow F.I.E.L.D. policies and procedures, including the following: Board of Directors shall not attend any F.I.E.L.D. event, or represent F.I.E.L.D. at any event where they are visibly under the influence of alcohol or drugs; Board of Directors must comply with Federal and State laws in effect, and F.I.E.L.D. Rules and Procedures, as adopted or amended from time to time, aimed at preventing sexual harassment affecting the members, directors, officers, and/or the corporation’s employees and volunteers.

In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

a. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;

b. Counsel, independent accountants or other persons as to matters which the Director believes to be within such person’s professional or expert competence; or

c. A committee of the Board of Directors upon which the Director does not serve, as to matters within its designated authority, which committee the Director believes to merit confidence, provided that in any such case, the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 4.17. POWER OF INDIVIDUAL BOARD OF DIRECTOR. No individual Director shall have any authority to act on behalf of the Board of Directors with respect to agents or employees of the corporation except as provided in this by-law or by resolution of the Board of Directors. No individual director shall have any
authority to act on behalf of the corporation with respect to the transaction of the affairs of the corporation except as provided in this by-law or by resolution of the Board of Directors.

Section 4.18. CONFLICT OF INTEREST.

(a) Where a Director, either on his/her behalf or while acting for, by, with or through another, has any pecuniary or personal interest, direct or indirect, in any matter, or otherwise has a conflict of interest, as a director, he/she:

i. Shall disclose his/her interest fully at a meeting of the Board of Directors in the manner prescribed by the California Corporations Code;

ii. Shall disclose his/her interest and the general nature thereof prior to any consideration of the matter in the meeting;

iii. Shall not take part in the discussion of or vote on any question in respect of the matter; and,

iv. Shall not in any way whether before, after, or during the meeting, influence the voting on any such question.

(b) Whether a conflict of interest exists will be determined by the F.I.E.L.D. general counsel. The general counsel shall provide a written legal opinion citing to the law supporting the opinion whether there is a conflict of interest. The determination of the general counsel shall be final and not appealable to any other body, officer or agent of F.I.E.L.D.

(c) The F.I.E.L.D. Rules and Procedures shall specify provisions prohibiting actual, or the appearance of, conflict of interest by Directors, personnel, consultants, and those who provide services.

Section 4.19. SELF-DEALING CONTRACTS. As used in this section, a “self-dealing contract” is any contract or transaction (i) between this corporation and one or more of its Directors, or between this corporation and any corporation, firm or association in which one or more of the Directors has a material financial interest, or (ii) between this corporation and a corporation, firm or association of which one or more of its directors are Directors of this corporation.

Pursuant to Section 7223 of the California Nonprofit Corporation Law, no self-dealing contract shall be void or voided because of such Director(s), corporation, firm or association are parties or because such Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

(a) **Membership Approval.** All material facts are fully disclosed to or otherwise known by the members and the self-dealing contract is approved by the members in good faith (without including the vote of any membership owned by such interested Director(s));

(b) **Board of Directors Approval.** All material facts are fully disclosed to or otherwise known to the Board of Directors and the Board of Directors authorizes, approves, or ratifies the self-dealing contract in good faith (without counting the vote of the interested Director(s)), and, in the case of a self-dealing contract described in (i) above, the Board of Directors resolves and finds that the contract is just and reasonable at the time it is authorized, approved or ratified; or
(c) Fair and Reasonable Contract. The person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was fair and reasonable as to the corporation at the time it was authorized, approved or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies a contract or transaction as provided in this Section 4.19.

**ARTICLE V**

**Officers**

Section 5.1. OFFICERS. The officers of this corporation shall be a president, vice president, secretary, chief financial officer, and any such other officers as the Board of Directors may elect for terms of one year, or until their successors are elected and qualified.

Section 5.2. PRESIDENT/CHIEF EXECUTIVE OFFICER (CEO). Subject to the control of the Board of Directors, the President shall have general supervision, direction and control of the day-to-day business and affairs of the corporation. The President shall be responsible for the direct supervision of the employees and agents of the corporation. The President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board of Directors. In no event shall the President set his/her own salary, bonuses, benefits, or any other remuneration, without the approval of a majority of the Board of Directors.

Section 5.3. SECRETARY. The secretary shall keep a full and complete record of the proceedings of the Board of Directors, shall make service of such notices as may be proper, and shall discharge such other duties as pertain to the office or as prescribed by the Board of Directors.

Section 5.4. CHIEF FINANCIAL OFFICER (CFO). The CFO shall ensure that the corporation maintains sound fiscal policies, procedures, and internal controls with the goal of maximizing the corporation’s fiscal well-being, assist in establish annual budgets, including revenue forecasts and expense allocations. The CFO shall ensure that relevant financial reports are prepared for presentation at Board of Director meetings. The CFO shall have such other powers and perform such other duties as may be prescribed from time to time by the Board of Directors. The CFO may also be referred to as the “Treasurer” for the purposes of executing necessary documents.

Section 5.5. CHAIR. The Chair shall, when present, preside at all meetings of the members and Board of Directors. The Chair shall also serve as an ex officio member of all committees, and shall have such other powers and duties as may be prescribed from time to time by the Board of Directors. In the event that a President has not been appointed and hired by the Board of Directors, the Chair, subject to the control of the Board of Directors, shall have general supervision, direction and control of the day-to-day business and affairs of the corporation, including the direct supervision of the corporation’s employees and agents.

Section 5.6. VICE-CHAIR. In the absence or disability of the Chair, the Vice-Chair shall perform all of the duties of the Chair and in so acting shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and duties as may be prescribed from time to time by the Board of Directors.
Section 5.7. PARLIAMENTARIAN. The Parliamentarian shall be responsible for advising the Board of Directors on parliamentary procedure during Board of Directors and Executive Committee meetings. The Parliamentarian shall also be responsible for providing legal advice at all Board of Director meetings if the general counsel is not available to proffer a legal opinion and if such a legal opinion is required at the meeting; however, the general counsel shall be the ultimate legal authority on an issue for F.I.E.L.D. should there be inconsistent legal opinions rendered by the Parliamentarian and the general counsel.

Section 5.8. REMOVAL AND RESIGNATION. Any officer may be removed, either with or without cause, by the Board of Directors at any regular or special meeting thereof, or, except in the case of an officer appointed by the Board of Directors, by any officer upon whom such power of removal may be conferred by the Board of Directors (subject, in each case, to the rights, if any, of an officer under any contract of employment). Any member of the Executive Committee who shall have missed three (4) consecutive regularly scheduled monthly meetings of the Executive Committee shall resign by Board of Directors approval from the Executive Committee and/or from the Board of Directors. Three (3) consecutive absences from any other monthly meeting of a standing committee also constitutes resignation by non-attendance from the Executive Committee.

Section 5.9. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the By-Laws for regular appointments to such office.

ARTICLE VI
Committees

Section 6.1. APPOINTMENT OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of Board of Directors then in office, may appoint an Executive Committee and such other committees as the Board of Directors from time to time deems necessary or appropriate to conduct the business and further the objectives of this corporation. The Executive Committee and any other committee having authority of the Board of Directors shall consist of two (2) or more Directors.

Section 6.2. POWERS AND AUTHORITY OF COMMITTEES. The Board of Directors may delegate to the Executive Committee or any other committee having the authority of the Board of Directors, any of the powers and authority of the Board of Directors in the management of the business and affairs of the corporation, except the following:

(a) The approval of any action for which the California Nonprofit Mutual Benefit Corporation Code also requires the approval of members or approval of a majority of all members of a corporation.
(b) The filling of vacancies on the Board of Directors or in any committee appointed by the Board of Directors.
(c) The fixing of compensation of the Board of Directors for serving on the Board of Directors or on any committee.
(d) The amendment or repeal of By-Laws or the adoption of new By-Laws.
Section II  Behavior/Discipline Policy

Rules of Conduct

Students are expected to comply with all reasonable requests by all staff members. A request will be held reasonable unless it is immoral, illegal, or personally degrading.

Possession of Drugs and/or Alcohol - The possession of drugs, drug paraphernalia, and alcohol is not permitted in the school building, on school grounds, or at school-sponsored activities. Students in violation of this rule, and under 21 years of age, will be reported to legal authorities and face the possibility of arrest. Students 21 years of age and older will be reported to legal authorities and face the possibility of arrest for possession of drugs and/or drug paraphernalia. In addition, the following disciplinary actions will be taken for all students in possession of or under the influence of drugs, drug paraphernalia, and alcohol:

First Violation - Student will be asked to leave the school grounds.

Second Violation - Student will be dropped from the program.

Use or Under the Influence of Drugs or Alcohol - The use of drugs or alcohol, or being under the influence of drugs, alcohol, or inhalants of any kind, in the school building, on school grounds, or at school-sponsored activities will not be permitted. Students in violation of this rule, and under 21 years of age, will be reported to legal authorities and face the possibility of arrest. Students 21 years of age and older will be reported to legal authorities and face the possibility of arrest if found to be using or under the influence of drugs.

First Violation - Student will be asked to leave the school grounds.

Second Violation - Student will be dropped from the program.

Selling, Dealing, or Providing Drugs and/or Alcohol - Providing, selling, or in any way, dealing in drug and/or alcohol products will not be permitted in the school building, on school grounds, or at school-sponsored activities. Students in violation of this rule will be reported to legal authorities and face the possibility of arrest. In addition, the following disciplinary actions will be taken for violations of this rule:

First Violation - Student will be asked to leave the school grounds.

Second Violation - Student will be dropped from the program.
**Smoking and Tobacco Products** - Smoking or the use of other tobacco or cannabis products is not permitted in the school building or on the school grounds. Possessing, using, distributing, purchasing, or selling tobacco, nicotine-containing, or cannabis products of any kind or in any form is prohibited.

First Violation - Student will be asked to leave the school grounds.

Second Violation - Student will be dropped from the program.

**Fighting** - is considered unacceptable behavior at anytime.

First Violation - Student will be asked to leave the school grounds.

Second Violation - Student will be dropped from the program.

**Bullying**

“Bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

1. Places the targeted student in reasonable fear or harm to the targeted student's person or property;
2. Has a substantially detrimental effect on the targeted student's physical or mental health;
3. Has the effect of substantially interfering with the targeted student's academic performance; or
4. Has the effect of substantially interfering with the targeted student’s ability to participate in or benefit from the services, activities, and privileges provided by the school.

The discipline rules may be applied regardless of the physical location in which the bullying behavior occurred, whenever:

1. The individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and
2. Disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

Students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee. School personnel will investigate all reports of bullying. Reports of bullying can be made to the school’s teacher, a coordinator, or regional manager.
Counseling, corrective discipline, and/or referral to law enforcement will be used in response to the behavior of the perpetrator(s). This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.

Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

All schools in the corporation are encouraged to engage students and staff in meaningful discussions about the negative aspects of bullying.

The Executive Director shall distribute this policy to all students and corporation employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in-service programs.

- **Speeding or Reckless Driving** - Speeding or reckless driving on school grounds is prohibited.

- **Parking** - Parking of cars, bicycles, and other vehicles shall be only in designated areas. Cars improperly parked may be towed away.

- **Vulgar or Profane Language** - Students are not permitted to use abusive, vulgar, profane, or obscene language - including racial, ethnic, or sexual slurs - on school property or while attending any school activity.

- **Cheating** - Cheating and plagiarism are prohibited (i.e. including but not limited to sharing of passwords, test protocols, etc.).

- **Littering** - Cleanliness is everyone’s concern. Each student should assume his or her share of responsibility in keeping the school clean and refrain from actions that detract from the cleanliness of the building and grounds.

- **Vandalism** - Acts of vandalism and defacing or destruction of public property, such as writing on or in lockers, on walls, or in restrooms, will be dealt with accordingly.

- **Stealing** - Stealing is prohibited and will be dealt with accordingly.

- **False Reporting** - Students falsely reporting a “911” emergency, reporting a bomb threat, or pulling a fire alarm will face suspension and/or expulsion and will also be reported to local law enforcement authorities.

- **Inappropriate public display of affection is prohibited.**

**Consequences for Failure to Follow Rules of Conduct**

The behavior descriptions, sanctions, and their resulting consequences represent the EPIC de Cesar Chavez School’s attempt to provide an adequate notice and ensure fairness in the application of student rules. In some instances, sanctions imposed may exceed the minimums outlined in the student handbook. Prior behavior, extenuating circumstances, and the student’s disability may be taken into consideration.
The Executive Director, administrative personnel, or any teachers of the corporation shall be authorized to take any action in connection with student behavior, in addition to the actions specifically stated in the Student Handbook, that are reasonably desirable or necessary to help any student to further school purposes or to prevent an interference therewith. These actions may include, but are not limited to the following:

1. Counseling with a student or group of students
2. Assigning students additional work
3. Rearranging class schedules

Recognizing that the behavior of some students may be so disruptive that it interferes with school purposes or educational functions of the school corporation, school officials may find it necessary to remove a student from the school. In this event, the Board of School Trustees authorizes administrators and staff members to take the following actions:

1. REMOVAL FROM CLASS OR ACTIVITY - TEACHER: A teacher will have the right to remove a student from his/her class or activity for a period of up to one (1) school day.

2. SCHOOL SUSPENSION - REGIONAL MANAGER: A school principal (or designee) may deny a student the right to attend school or take part in any school function for a period of up to ten (10) school days. The suspension will be an out-of-school suspension.

3. EXPULSION: In accordance with the due process procedures defined in this policy, a student may be expelled from school for a period no longer than the remainder of the current semester plus the following semester, with the exception of a violation of rule 7 and 17 listed under the Grounds for Suspension and Expulsion in this policy.

Students may be referred to appropriate agencies as necessary.

CRIMINAL ACTS ON SCHOOL PROPERTY

Any violation of California Code is a criminal act and will be reported to law enforcement officials and students may be placed under arrest.

SUSPENSION PROCEDURES

When a principal (or designee) determines that a student should be suspended, the following procedures will be followed:

A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to a written or oral statement of the charges. If the student denies the charges, a summary of the evidence against the student will be presented; and, the student will be provided an opportunity to explain his or her conduct.
The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.

Out-of-school suspensions remain in effect until the morning of the day students are to return to school. While out-of-school suspensions are in effect, students are not to be on school property or at school events for any reason without the permission of the principal.

**EXPULSION PROCEDURES**

When a principal (or designee) recommends to the superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

The superintendent (or designee) may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting:

1. Legal counsel,
2. A member of the administrative staff who did not expel the student during the current school year and was not involved in the events giving rise to the expulsion.

An expulsion will not take place until the student is given notice of his/her right to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student to request and appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the school board.

The notice of the right to an expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the procedure for requesting the meeting.

At the expulsion meeting, the principal (or designee) will present evidence to support the charges against the student. The student will have the opportunity to answer the charges against the student, and to present evidence to support the student's position.

If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student.

**EXPULSION APPEAL PROCESS**

The student has the right to appeal the decision of the person conducting the expulsion meeting to the school board within ten (10) days of the receipt of notice of the action taken. The student appeal to the school board must be in writing. If an appeal is properly made, the board must consider the appeal unless the board votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both the school administration and the student and/or the student’s parent/guardian. The board will then take any action deemed appropriate.
Attachment 11. Student Conduct Contracts

EPIC de Cesar Chavez High School

STUDENT ACADEMIC CONTRACT

Commitment of EPIC STAFF

The faculty and staff will demonstrate core values of integrity, innovation, excellence, opportunity, and Si Se Puede.

- Staff will act in a professional way and treat you with respect as a student.
- Provide high-quality outreach and recruitment to rural and underserved communities
- Assess students to determine strengths and areas for growth
- Develop and monitor your Individualized Learning Plan.
- Deliver explicit, high-quality instruction to reach the individual learner’s needs while meeting the state standards and graduation requirements for a high school diploma.
- Provide Student Services support for academic advising and career pathway exploration

Commitment of EPIC Student

As an EPIC student, I will demonstrate core values of integrity, innovation, excellence, opportunity, and Si Se Puede. I will respect others at all times and will work with EPIC staff to:

- Assess my strengths and areas for growth
- Develop my Individualized Learning Plan
- Commit to attending class regularly and completing my work to achieve my goals
- Explore career pathways and college readiness strategies in an effort to continue my education upon completion of my EPIC program

Please initial all sections below:

_______ I will complete all EPIC graduation credit requirements in order to obtain a high school diploma.

_______ UC and CSU Eligibility: I recognize that many of the EPIC classes provided do not meet the A-G initial entrance requirements for the University of California or the California State University. I understand that if that is my goal, I will work with a counselor to adjust my learning plan.

_______ Military Eligibility: Some military recruiters might require me to have more academic experience than EPIC might provide me. It is my responsibility to check with the military about all enlistment requirements.

By signing below, I acknowledge that I understand the above commitments.

Student Signature: ____________________________ Date: __________

Teacher/Counselor Signature: ____________________________ Date: __________
STUDENT CODE OF CONDUCT CONTRACT
FIELD/EPIC CORE VALUES

• Opportunity: To enable workers to realize their dreams.
• Excellence: A commitment and dedication to be the best.
• Innovation: To promote the active pursuit of new ideas.
• Integrity: Doing the right thing even when nobody is looking.
• Si Se Puede: The embodiment of a personal and organization spirit that promotes confidence, courage, and risk taking.

Please initial all sections below

________ I understand I am required to attend 5 days a week for 6 hours per day. I will be on time and prepared to learn with all required classroom supplies.

________ I understand that if I am working, I will be enrolled in the Career Exploration class, and the Vocational Education program or Work Experience which allows me to work at least four hours per day and attend school 2 hours per day (or 10 hours per week).

________ I understand that EPIC staff and students respect the rights of each to privacy, including school records. The school will share student information with non-school personnel only after receiving permission from the student to do so.

________ Guns, knives, weapons, and toys resembling weapons of any kind are strictly prohibited.

________ I will demonstrate respectful behavior at all times. This includes wearing appropriate clothing and attire.

________ I will come to school and school functions sober and not under the influence of drugs or alcohol. Drugs and alcohol are prohibited and will be grounds for suspension and/or expulsion.

________ I understand that EPIC is a smoke-free zone and I will not smoke on the premises. If I smoke, I must be 100 ft. away from the school grounds.

________ I understand that children are not allowed in class.

________ I will silence my cell phone before entering the classroom and agree to only talk or text during my free time or break and not during class.

________ I will help to keep the EPIC facility clean by picking up trash and recycling when necessary.

________ I understand that the computers are for educational purposes only. I may only use the computer when I am working on a class assignment. I understand that I can only use the student login when using the computers. Food and drink are not allowed in the computer lab.

________ I understand that EPIC does not tolerate aggressive behavior or sexual harassment.

By signing this agreement, I agree to all terms listed above. I understand that by not following the rules, I will be at risk of suspension or separation from the EPIC program.

Print Name ___________________________ Signature ___________________________ Date ___________________________

Teacher/Official Signature ___________________________ Title ___________________________ Date ___________________________

EPIC STUDENT INDIVIDUALIZED LEARNING PLAN
Rev 6-12-18
Attachment 12. Employee Handbook: Sick Leave/Vacation

EPIC certificated staff members are employed for the term of one school year at a time. They do not accrue vacation leave as outlined in this document for other FIELD employees, but do receive Sick Leave, Paid Holidays, and Bereavement Leave.

BENEFITS

INTRODUCTION

FIELD has established a variety of employees benefit programs designed to assist you and your eligible dependents in meeting the financial burdens that can result from illness and disability, as well as to help you plan for retirement and spend quality time with your family. This Handbook contains a very general description of the benefits to which you may be entitled. Please understand that this general explanation is not intended to, and does not, provide you with all the details of these benefits. Therefore, this handbook does not change or otherwise interpret the terms of the official plan documents. Your rights may be determined only by referring to the full text of the official plan documents, which are available for your examination in the Human Resources Department or, when applicable, the Robert F. Kennedy Farm Workers Medical Plan/Juan De La Cruz Farm Workers Pension Plan office.
VACATION

FIELD provides paid vacation to all regular full-time employees, which is accrued from your first
day of employment; however, individuals are not eligible to take any paid time until meeting the initial
ninety (90) day introductory period. As a full-time employee, you accrue vacation benefits as outlined
below.

• Employees with up to one (1) year of service accrue five (5) days of paid vacation days
  annually at the rate of 1/26th per pay period or 1.54 hours per pay period from the date
  of hire.
  o Five days = 40 hours/26 weeks = 1.54 hours per pay period
• Employees with two (2) through seven (7) years of service earn ten (10) days of paid
  vacation annually at the rate of 1/26th per pay period or 3.08 hours per pay period,
  starting at the beginning of the second year of service
  o Ten days = 80 hours/26 weeks = 3.08 hours per pay period
• Employees with eight (8) plus years of service earn fifteen (15) days annually at the
  rate of 1/26th per pay period or 4.62 hours per pay period, starting at the beginning of
  the eighth year of service
  o Fifteen days = 120 hours/26 weeks = 4.62 hours per pay period

Our intent is for you to take vacation at regular intervals to rest, be with family, or pursue other
interests. You may save your vacation time to a maximum of your annual eligible vacation accrual
plus (5) days, at which time you will stop accruing additional vacation hours.

Supervisors reserve the right to schedule vacations in accordance with existing work requirements in
your department, but he/she will make every effort to honor your request for specific dates.
Other factors may be considered in scheduling your vacation, including length of service and accrued,
unused vacation. Vacation pay is paid at your regular hourly rate on the regular payroll date.
PAID HOLIDAYS

All full-time employees (including those in initial employment period) are eligible for ten (10) paid holidays per year as follows:

- New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day,
- The Day After Thanksgiving, Christmas Eve, Christmas Day, New Year’s Eve, Personal Day

Any recognized holiday falling on a Sunday will be observed on the following Monday and any recognized holiday falling on a Saturday will be observed on the preceding Friday. Please note that you must work the regularly scheduled day before and the regularly scheduled day immediately following the holiday in order to be eligible to receive pay for a specific holiday.

Additionally, all employees will observe the 31st of March, or another day as designated by FIELD, as a paid day of service in honor of Cesar E. Chavez, the founder of FIELD. Service activities will be coordinated by management and communicated to employees prior to the Cesar E Chavez holiday.

BEREAVEMENT LEAVE

In the unfortunate event of a death in the immediate family, a leave of absence of up to three (3) days with pay will be granted. These three days are to be taken consecutively within a reasonable time of the day of the death or day of the funeral, and may not be split or postponed. Additional unpaid leave may be granted beyond the three days or the employee may use accrued vacation with the approval of the employee’s supervisor.

California Education Code §44985 list members of immediate family as: Spouse, Mother, Father, Grandmother, Grandfather, Grandchild, Son, Daughter, Brother, Sister, Mother-in-law, Father-in-law, Son-in-law, Daughter-in-law or any of the above relatives shall also be considered immediate family.
LEAVES OF ABSENCE

SICK LEAVE

FIELD full-time employees shall be entitled to 5 days sick leave for each year of employment on the basis of 1.538 hours per pay period. Unused sick leave is accrued from year to year. Employees who work less than full-time will accrue based on hours worked and position worked. Illness leave benefits are provided to ease the financial burden on employees who are required to be absent from duty due to legitimate illness, injury, or personal necessity.

It is FIELD's responsibility to ensure that employees clearly understand the expectation for performing their job duties and how their attendance impacts their performance and that they are given a fair opportunity to succeed. Specifically:

- Employees are expected to work the number of hours they are assigned.
- Employees are expected to comply with legal, FIELD rules regarding reporting of absence and providing appropriate documentation.

Supervisors are expected to provide feedback, monitor attendance, and maintain attendance records. Ask your supervisor to explain the procedure you must follow and the forms you must complete when you are on illness leave.

MEDICAL LEAVE

FIELD provides medical leaves of absence without pay to eligible employees who are temporarily disabled and unable to work due to a serious health condition. For purposes of this policy, a serious health condition is an illness, injury, and impairment or physical or mental condition which involves inpatient care in a hospital, hospice, or residential medical care organization or continuing treatment by a health care provider and which does (or could if untreated) result in a period of incapacity of three (3) or more consecutive calendar days. Conditions for which cosmetic treatments are administered, routine dental, orthodontia or periodontal problems and illness such as colds, flu, upset stomach, headache, etc., are not ordinarily considered serious health conditions for the purpose of this policy. A Leave Request form is available from the Human Resource Department.

THE CALIFORNIA FAMILY RIGHTS ACT/FAMILY MEDICAL LEAVE ACT

The California Family Rights Act (CFRA)/Family Medical Leave Act (FMLA), which will apply to all employees of FIELD, provides for up to twelve (12) weeks of unpaid leave for the purpose of bonding with a newborn or newly adopted child or to take care of a seriously ill family member. Eligibility requirements mirror the Medical Leave. During this leave, an eligible employee is entitled to continued group health plan coverage as if the employee had continued to work. However, if Medical Leave has been taken to its maximum duration within the proceeding twelve (12) month period prior to taking CFRA/FMLA leave the employee will be responsible for paying the full cost of benefits if continued coverage under COBRA regulations is desired under the RFK Medical Plan.

MATERNITY LEAVE

Maternity leave is available to female employees. The employee shall be entitled to use accumulated sick leave and vacation during maternity leave. If additional time off is desired, it shall be without pay, in accordance with Family Medical leave Act (FMLA). As soon as you learn you are pregnant, notify the Personnel Department.

PERSONAL LEAVE

Should a situation arise that temporarily prevents you from working, you may be eligible for a personal Leave of Absence on a case-by-case basis without pay of up to thirty (30) days. You must, however, be employed for at least one (1) year prior to the requested leave.
Any request for a personal leave of absence without pay must be submitted in writing as far in advance as possible for review by the employee’s supervisor. The decision to approve or disapprove is based on the circumstances, the length of time requested, the employee’s job performance, attendance and punctuality record, the reasons for the leave, the effect the employee’s absence will have on the work in the department and the expectation that the employee will return to work when the leave expires.

Personal Leaves of absence will be considered only after all vacation time has been exhausted and benefits will not be continued by the employer during this leave but may be continued at the expense of the employee until returning to regular, full-time employment.

JURY DUTY LEAVE
FIELD recognizes that non-exempt employees may become obligated to serve on a jury. FIELD allows unpaid leave for this purpose as required by federal and state law. When applying for this leave, you must provide a request for the time off or excuse in writing, along with a copy of the jury summons to your supervisor.

Deductions from an exempt employee’s salary may not be made for absences caused jury duty if the employee has performed any work during the workweek. Such deductions are allowed if an employee performs no work at all in the workweek.

18

WITNESS DUTY LEAVE
A non-exempt employee who is required by law to appear in court as a witness may take unpaid time off for such purpose provided the employee gives FIELD reasonable advance notice. Employees who appear as witness on behalf of FIELD will receive their regular pay during such time.

Deductions from an exempt employee’s salary may not be made for absences caused by attendance as a witness if the employee has performed any work during the workweek. Such deductions are allowed if an employee performs no work at all in the workweek.

WORKERS’ COMPENSATION
In accordance with applicable state law, FIELD provides comprehensive Workers’ Compensation Insurance. This program covers any injury or illness sustained in the course of employment that requires medical, surgical or hospital treatment. Subject to applicable legal requirements, Workers’ Compensation insurance provides benefits after a short waiting period or, if you are hospitalized, immediately upon hospitalization. You should contact your supervisor, the nearest supervisor, and/or the 911 operator, as appropriate, in the event of an accident or emergency. It is important that any injuries be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.
This charter school uses the following basis of accounting:

- **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

### A. REVENUES AND OTHER FINANCING SOURCES

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LCFF/Revenue Limit Sources</td>
<td>8010-8099</td>
<td>3,653,400</td>
<td>3,593,808</td>
<td>3,468,460</td>
</tr>
<tr>
<td>2. Federal Revenues</td>
<td>8100-8299</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Other State Revenues</td>
<td>8300-8599</td>
<td>238,934</td>
<td>164,331</td>
<td>176,094</td>
</tr>
<tr>
<td>4. Other Local Revenues</td>
<td>8600-8799</td>
<td>1,505,375</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Other Revenues</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Total, Revenues</td>
<td>-</td>
<td>5,397,709</td>
<td>3,758,139</td>
<td>3,646,554</td>
</tr>
</tbody>
</table>

### B. EXPENDITURES AND OTHER FINANCING USES

1. Certificated Salaries
   - a. Certificated Teachers' Salaries
   - b. Certificated Pupil Support Salaries
   - c. Certificated Supervisors' and Administrators' Salaries
   - d. Other Certificated Salaries
   - e. Total, Certificated Salaries
     | Totals for 2018/19 | Totals for 2019/20 | Totals for 2020/21 |
     |-------------------|--------------------|--------------------|
     | 1,385,785         | 976,884            | 976,884            |
     | 74,100            | 95,370             | 95,370             |
     | 95,234            | 92,739             | 92,739             |
     | 1,555,119         | 1,164,993          | 1,164,993          |

2. Non-certificated Salaries
   - a. Non-certificated Instructional Aides' Salaries
   - b. Non-certificated Support Salaries
   - c. Non-certificated Supervisors' and Administrators' Salaries
   - d. Clerical and Office Salaries
   - e. Other Non-certificated Salaries
   - f. Total, Non-certificated Salaries
     | Totals for 2018/19 | Totals for 2019/20 | Totals for 2020/21 |
     |-------------------|--------------------|--------------------|
     | 2100              | -                  | -                  |
     | 2200              | 289,250            | 156,236            |
     | 350,066           | 408,704            | 408,704            |
     | 615,859           | 459,813            | 459,813            |
     | 1,255,115         | 1,024,752          | 1,024,752          |
This charter school uses the following basis of accounting:

- **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

- **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. STRS</td>
<td>3101-3102</td>
<td>253,173</td>
<td>211,213</td>
<td>222,514</td>
</tr>
<tr>
<td>b. PERS</td>
<td>3201-3202</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. FICA</td>
<td>3312</td>
<td>77,817</td>
<td>63,535</td>
<td>63,535</td>
</tr>
<tr>
<td>d. FICAMED</td>
<td>3301-3302</td>
<td>40,748</td>
<td>31,751</td>
<td>31,751</td>
</tr>
<tr>
<td>e. Health Benefits</td>
<td>3401-3402</td>
<td>434,079</td>
<td>414,411</td>
<td>414,411</td>
</tr>
<tr>
<td>f. Pension Benefits</td>
<td>3412</td>
<td>31,600</td>
<td>20,328</td>
<td>20,328</td>
</tr>
<tr>
<td>g. Unemployment Insurance</td>
<td>3501-3502</td>
<td>43,416</td>
<td>20,395</td>
<td>20,395</td>
</tr>
<tr>
<td>h. Workers' Compensation Insurance</td>
<td>3601-3602</td>
<td>63,732</td>
<td>52,906</td>
<td>52,906</td>
</tr>
<tr>
<td>i. Other Employee Benefits</td>
<td>3901-3902</td>
<td>69,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Total, Employee Benefits</td>
<td></td>
<td>1,013,766</td>
<td>814,539</td>
<td>825,840</td>
</tr>
</tbody>
</table>
Charter School Name: EPIC de Cesar Chavez
CDS #: 29 10298 0130823
Charter Approving Entity: Nevada County Office of Education
County: Nevada
Charter #: 1680
Fiscal Year: 2018/2019

This charter school uses the following basis of accounting:
- **X** Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- [ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Books and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Approved Textbooks and Core Curricula Materials</td>
<td>4100</td>
<td>236,941</td>
<td>7,500</td>
<td>5,000</td>
</tr>
<tr>
<td>b. Books and Other Reference Materials</td>
<td>4200</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c. Materials and Supplies</td>
<td>4300</td>
<td>94,535</td>
<td>44,701</td>
<td>44,701</td>
</tr>
<tr>
<td>d. Noncapitalized Equipment</td>
<td>4400</td>
<td>56,774</td>
<td>22,771</td>
<td>22,771</td>
</tr>
<tr>
<td>e. Total, Books and Supplies</td>
<td></td>
<td>390,250</td>
<td>74,972</td>
<td>72,472</td>
</tr>
<tr>
<td>5. Services and Other Operating Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Subagreements for Services</td>
<td>5100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b. Travel and Conferences</td>
<td>5200</td>
<td>180,205</td>
<td>118,160</td>
<td>118,160</td>
</tr>
<tr>
<td>c. Dues and Memberships</td>
<td>5300</td>
<td>3,300</td>
<td>3,399</td>
<td>2,317</td>
</tr>
<tr>
<td>d. Insurance</td>
<td>5400</td>
<td>31,821</td>
<td>30,900</td>
<td>30,900</td>
</tr>
<tr>
<td>e. Operations and Housekeeping Services</td>
<td>5500</td>
<td>22,265</td>
<td>42,447</td>
<td>42,447</td>
</tr>
<tr>
<td>f. Rentals, Leases, Repairs, and Noncap. Improvements</td>
<td>5600</td>
<td>278,228</td>
<td>178,478</td>
<td>178,478</td>
</tr>
<tr>
<td>g. Professional/Consulting Services and Operating Expend.</td>
<td>5800</td>
<td>138,176</td>
<td>138,569</td>
<td>138,569</td>
</tr>
<tr>
<td>h. Communications</td>
<td>5900</td>
<td>44,433</td>
<td>44,496</td>
<td>44,496</td>
</tr>
<tr>
<td>i. Total, Services and Other Operating Expenditures</td>
<td></td>
<td>748,428</td>
<td>556,449</td>
<td>555,367</td>
</tr>
<tr>
<td>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Building &amp; Improvements of Building</td>
<td>6200</td>
<td>150,000</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>b. Equipment Replacement</td>
<td>6500</td>
<td>-</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>c. Depreciation Expense (for accrual basis only)</td>
<td>6900</td>
<td>-</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>d. Total, Capital Outlay</td>
<td></td>
<td>150,000.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>7. Other Outgo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Indirect Cost</td>
<td>7000</td>
<td>129,500</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
This charter school uses the following basis of accounting:

- **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

- **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Principal (for modified accrual basis only)</td>
<td>7439</td>
<td>-</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>c. Total, Other Outgo</td>
<td></td>
<td>129,500.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

8. TOTAL EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,242,178</td>
<td>3,635,706</td>
<td>3,643,424</td>
</tr>
</tbody>
</table>

C. NET INCREASE (DECREASE) IN FUND BALANCE

<table>
<thead>
<tr>
<th>Description</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>155,531</td>
<td>122,433</td>
<td>3,130</td>
</tr>
</tbody>
</table>

D. FUND BALANCE

1. Beginning Fund Balance
   a. As of July 1
      | 9791         | 875,369.00        | 1,031,040.10      | 1,153,473.23     |
   b. Adjustments to Beginning Balance
      | 9793, 9795   | 0.00              | 0.00              | 0.00             |
   c. Adjusted Beginning Balance
      |             | 875,369.00        | 1,031,040.10      | 1,153,473.23     |

2. Ending Fund Balance, June 30 (C + D.1.c.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Totals for 2018/19</th>
<th>Totals for 2019/20</th>
<th>Totals for 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,031,040.10</td>
<td>1,153,473.23</td>
<td>1,156,603.21</td>
</tr>
</tbody>
</table>

EPIC De Cesar Chavez
2018-2019 1st Interim Assumptions

<table>
<thead>
<tr>
<th>Budget State Revenues</th>
<th>Estimated</th>
<th>Actual</th>
<th>Assumption/Info</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018-19</td>
<td></td>
<td>Assumption/Info</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>Enrollment</td>
<td>450</td>
<td></td>
<td>427</td>
<td>427</td>
<td></td>
</tr>
<tr>
<td>School UDC</td>
<td>86.46%</td>
<td>389</td>
<td>86.46%</td>
<td>369</td>
<td>369</td>
</tr>
<tr>
<td>District (Coachella Unified)</td>
<td>94.14%</td>
<td></td>
<td>94.14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated P-1 ADA 2018-2019</td>
<td>300.00</td>
<td></td>
<td>282.00</td>
<td>300.00</td>
<td></td>
</tr>
<tr>
<td>General Purpose $/ADA</td>
<td>LCFF Calculator</td>
<td>$11,978.00</td>
<td>LCFF Calculator</td>
<td>$12,544.00</td>
<td>$11,172.00</td>
</tr>
<tr>
<td>EPA $/ADA</td>
<td>LCFF Calculator</td>
<td>$200.00</td>
<td>LCFF Calculator</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Total LCFF Funding</td>
<td>$12,178.00</td>
<td>$12,744.00</td>
<td>$11,372.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other State Revenues</td>
<td>Assumption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lottery ADA (w/1.0446)</td>
<td>Annual 2017-18</td>
<td>234.03</td>
<td>234.00</td>
<td>294.00</td>
<td></td>
</tr>
<tr>
<td>Lottery</td>
<td>$194</td>
<td>$45,402</td>
<td>$45,396</td>
<td>$57,036</td>
<td></td>
</tr>
<tr>
<td>Mandated One Time funding</td>
<td>PY/P-2 ADAD $344</td>
<td>$79,808</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandated Block Grant</td>
<td>$45</td>
<td>$10,637</td>
<td>$13,569</td>
<td>$12,755</td>
<td></td>
</tr>
<tr>
<td>SB 740 Facilities</td>
<td>75% of Rent or $750/ADA 16 Learning Centers</td>
<td>$103,087</td>
<td>$106,180</td>
<td>$108,303</td>
<td></td>
</tr>
<tr>
<td>WIOA Title II Adult Ed &amp; Family Act Grant &amp; Career Technical Education Incentive Grant</td>
<td>$1,505,375</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1,744,309</td>
<td>$165,145</td>
<td>$178,094</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### EPIC De Cesar Chavez Charter Renewal Petition

#### 2018-2019 1st Interim Assumptions

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Staffing</th>
<th>Estimated</th>
<th>Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td></td>
<td>Assumption/Info</td>
<td>Assumption/Info</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Certificated Staff</td>
<td>19 Teachers/1.5 Voc Ed</td>
<td>20.50</td>
<td>18.50</td>
<td>18.50</td>
</tr>
<tr>
<td>1200</td>
<td>Certificated Pupil Support</td>
<td>1.50</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1300</td>
<td>Certificated Admin</td>
<td>1.50</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Certificated</td>
<td>23.50</td>
<td>22.50</td>
<td>22.50</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200</td>
<td>Non-Certificated Support</td>
<td>7.00</td>
<td>7.68</td>
<td>7.68</td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Non Certificated Supervisors/Admin</td>
<td>4.00</td>
<td>3.32</td>
<td>3.32</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Non-Certificated Clerical and Office</td>
<td>11.00</td>
<td>12.25</td>
<td>12.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Classified</td>
<td>22.00</td>
<td>23.25</td>
<td>23.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total FTE</td>
<td>45.50</td>
<td>45.75</td>
<td>45.75</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Staffing</th>
<th>Estimated</th>
<th>Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assumption/Info</td>
<td>Assumption/Info</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td></td>
<td>2018-19*</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Certificated Staff</td>
<td>COLA 2.57%</td>
<td>$67,599</td>
<td>$52,805</td>
<td>$52,805</td>
</tr>
<tr>
<td>1300</td>
<td>Certificated Admin</td>
<td>COLA 2.57%</td>
<td>$63,489</td>
<td>$30,913</td>
<td>$30,913</td>
</tr>
<tr>
<td>Classified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200</td>
<td>Non-Certificated Support</td>
<td>$41,321</td>
<td>$20,343</td>
<td>$20,343</td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Non Certificated Supervisors/Admin</td>
<td>$87,502</td>
<td>$123,104</td>
<td>$123,104</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Non-Certificated Clerical and Office</td>
<td>$55,987</td>
<td>$37,536</td>
<td>$37,536</td>
<td></td>
</tr>
</tbody>
</table>

* 18-19 equal actual annual salaries/averages for each classification
### EPIC De Cesar Chavez 2018-2019 1st Interim Assumptions

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Calculation</th>
<th>Estimated</th>
<th>Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
<tr>
<td><strong>Certificated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Certificated Staff Due to increase in enrollment and ADA additional teachers where hired. This also includeds 3FTE covered by the CTE grant.</td>
<td>$1,385,785</td>
<td>$976,884</td>
<td></td>
<td>$976,884</td>
</tr>
<tr>
<td>1200</td>
<td>Certificated Pupil Support</td>
<td>$74,100</td>
<td>$95,370</td>
<td>$95,370</td>
<td></td>
</tr>
<tr>
<td>1300</td>
<td>Certificated Admin</td>
<td>$95,234</td>
<td>$92,739</td>
<td>$92,739</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Certificated</strong></td>
<td>$1,555,119</td>
<td>$1,164,993</td>
<td>$1,164,993</td>
<td></td>
</tr>
<tr>
<td><strong>Classified</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200</td>
<td>Non-Certificated Support Due to increase in enrollment and ADA additional support staff has been hired.</td>
<td>$289,250</td>
<td>$156,236</td>
<td>$156,236</td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Non-Certified Supervisors/Admin</td>
<td>$350,006</td>
<td>$408,704</td>
<td>$408,704</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Non-Certificated Clerical and Office</td>
<td>$615,859</td>
<td>$459,813</td>
<td>$459,813</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Classified</strong></td>
<td>$1,255,115</td>
<td>$1,024,752</td>
<td>$1,024,752</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Salaries</strong></td>
<td>$2,810,234</td>
<td>$2,189,745</td>
<td>$2,189,745</td>
<td></td>
</tr>
</tbody>
</table>

2019 – 2024 EPIC de Cesar Chavez Charter Renewal Petition
## EPIC De Cesar Chavez

2018-2019 1st Interim Assumptions

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Benefits</th>
<th>Estimated</th>
<th>Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3101-3102</td>
<td>STRS</td>
<td>16.28%</td>
<td>18.13%</td>
<td>19.10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculated on Certificated Salaries $253,173</td>
<td>$211,213</td>
<td>$222,514</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3312</td>
<td>FICA</td>
<td>6.20%</td>
<td>6.20%</td>
<td>6.20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculated on Classified Salaries $77,817</td>
<td>$63,535</td>
<td>$63,535</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3301-3302</td>
<td>Medicare</td>
<td>1.45%</td>
<td>1.45%</td>
<td>1.45%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculated on total Salaries $40,748</td>
<td>$31,751</td>
<td>$31,751</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3401-3402</td>
<td>Health and Welfare Costs</td>
<td>16.57%</td>
<td>19.85%</td>
<td>19.85%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of all salaries $465,679</td>
<td>$434,739</td>
<td>$434,739</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3501-3502</td>
<td>Unemployment/ETT</td>
<td>6.00%</td>
<td>6.00%</td>
<td>6.00%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on %/$7000/Per Employee $43,416</td>
<td>$20,395</td>
<td>$20,395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3601-3602</td>
<td>Workers Compensation</td>
<td>2.27%</td>
<td>2.42%</td>
<td>2.42%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average rate Per Classification $63,732</td>
<td>$52,906</td>
<td>$52,906</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3901-3902</td>
<td>Other Benefits</td>
<td>69,200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Benefit accrual of vacation and sick leave. Amount is budgeted under salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Benefits</td>
<td>1,013,765</td>
<td>$814,539</td>
<td>$825,840</td>
<td></td>
</tr>
</tbody>
</table>

2019 – 2024 EPIC de Cesar Chavez Charter Renewal Petition 89
### Chart School Name: EPIC de Cesar Chavez

#### CDS #:
29 10298 0130823

#### Charter Approving Entity:
Nevada County Office of Education

#### Charter #:
1680

#### Fiscal Year:
2018/2019

## A. Revenues and Other Financing Sources

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>7/1 Adopted Budget (X)</th>
<th>Actuals thru 01/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LCFF/Revenue Limit Sources</td>
<td>8010-8099</td>
<td>3,409,944</td>
<td>1,892,929</td>
<td>3,911,670</td>
<td>501,726</td>
<td>14.71%</td>
</tr>
<tr>
<td>2. Federal Revenues</td>
<td>8100-8299</td>
<td>238,028</td>
<td>46,774</td>
<td>233,030</td>
<td>(5,098)</td>
<td>-2.22%</td>
</tr>
<tr>
<td>3. Other State Revenues</td>
<td>8300-8599</td>
<td>229,982</td>
<td>64,201</td>
<td>240,052</td>
<td>10,070</td>
<td>4.38%</td>
</tr>
<tr>
<td>4. Other Local Revenues</td>
<td>8500-8799</td>
<td>92,592</td>
<td>29,227</td>
<td>66,900</td>
<td>(25,692)</td>
<td>-27.75%</td>
</tr>
<tr>
<td>5. Other Revenues</td>
<td></td>
<td>90,038</td>
<td>64,151</td>
<td>103,918</td>
<td>13,880</td>
<td>15.42%</td>
</tr>
<tr>
<td>6. Total, Revenues</td>
<td></td>
<td>5,059,979</td>
<td>2,127,401</td>
<td>5,609,013</td>
<td>549,034</td>
<td>10.85%</td>
</tr>
</tbody>
</table>

## B. Expenditures and Other Financing Uses

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>7/1 Adopted Budget (X)</th>
<th>Actuals thru 01/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Certificated Salaries</td>
<td></td>
<td>1,230,038</td>
<td>583,235</td>
<td>1,303,704</td>
<td>73,666</td>
<td>5.99%</td>
</tr>
<tr>
<td>a. Certificated Teachers' Salaries</td>
<td>1100</td>
<td>1,230,038</td>
<td>583,235</td>
<td>1,303,704</td>
<td>73,666</td>
<td>5.99%</td>
</tr>
<tr>
<td>b. Certificated Pupil Support Salaries</td>
<td>1200</td>
<td>92,592</td>
<td>29,227</td>
<td>66,900</td>
<td>(25,692)</td>
<td>-27.75%</td>
</tr>
<tr>
<td>c. Certificated Supervisors' and Administrators' Salaries</td>
<td>1300</td>
<td>90,038</td>
<td>64,151</td>
<td>103,918</td>
<td>13,880</td>
<td>15.42%</td>
</tr>
<tr>
<td>d. Other Certificated Salaries</td>
<td>1900</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Total, Certificated Salaries</td>
<td></td>
<td>1,412,668</td>
<td>666,613</td>
<td>1,474,522</td>
<td>61,854</td>
<td>4.38%</td>
</tr>
<tr>
<td>2. Non-certificated Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Non-certificated Instructional Aides' Salaries</td>
<td>2100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Non-certificated Support Salaries</td>
<td>2200</td>
<td>267,178</td>
<td>81,367</td>
<td>171,032</td>
<td>(65,665)</td>
<td>-35.76%</td>
</tr>
<tr>
<td>c. Non-certificated Supervisors' and Administrators' Salaries</td>
<td>2300</td>
<td>369,276</td>
<td>211,058</td>
<td>377,548</td>
<td>(21,353)</td>
<td>-5.44%</td>
</tr>
<tr>
<td>d. Clerical and Office Salaries</td>
<td>2400</td>
<td>563,619</td>
<td>243,646</td>
<td>651,127</td>
<td>87,508</td>
<td>13.57%</td>
</tr>
<tr>
<td>e. Other Non-certificated Salaries</td>
<td>2900</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Total, Non-certificated Salaries</td>
<td></td>
<td>1,250,075</td>
<td>516,101</td>
<td>1,200,310</td>
<td>(49,765)</td>
<td>-3.98%</td>
</tr>
</tbody>
</table>

## Employee Benefits

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>7/1 Adopted Budget (X)</th>
<th>Actuals thru 01/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. STRS</td>
<td>3101-3102</td>
<td>229,982</td>
<td>84,201</td>
<td>240,052</td>
<td>10,070</td>
<td>4.38%</td>
</tr>
<tr>
<td>b. PERS</td>
<td>3201-3202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. FICA</td>
<td>3312</td>
<td>77,205</td>
<td>30,753</td>
<td>74,474</td>
<td>(3,275)</td>
<td>-4.35%</td>
</tr>
<tr>
<td>d. FICAMED</td>
<td>3301-3302</td>
<td>38,810</td>
<td>17,424</td>
<td>38,950</td>
<td>137</td>
<td>0.35%</td>
</tr>
<tr>
<td>e. Health Benefits</td>
<td>3401-3402</td>
<td>478,205</td>
<td>169,975</td>
<td>423,334</td>
<td>(54,671)</td>
<td>-11.47%</td>
</tr>
<tr>
<td>f. Pension Benefits</td>
<td>3412</td>
<td>35,096</td>
<td>2,291</td>
<td>37,357</td>
<td>(12,391)</td>
<td>-34.38%</td>
</tr>
<tr>
<td>g. Unemployment Insurance</td>
<td>3501-3502</td>
<td>37,184</td>
<td>20,086</td>
<td>47,264</td>
<td>11,110</td>
<td>29.33%</td>
</tr>
<tr>
<td>h. Workers' Compensation Insurance</td>
<td>3601-3602</td>
<td>62,891</td>
<td>20,868</td>
<td>83,687</td>
<td>(10,796)</td>
<td>-12.76%</td>
</tr>
</tbody>
</table>

## 2nd Interim vs. Adopted Increase, (Decrease)

<table>
<thead>
<tr>
<th>Description</th>
<th>Increase, (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LCFF/Revenue Limit Sources</td>
<td>501,726</td>
</tr>
<tr>
<td>2. Federal Revenues</td>
<td>-27.75%</td>
</tr>
<tr>
<td>3. Other State Revenues</td>
<td>15.42%</td>
</tr>
<tr>
<td>4. Other Local Revenues</td>
<td>15.42%</td>
</tr>
<tr>
<td>5. Other Revenues</td>
<td>10.85%</td>
</tr>
<tr>
<td>6. Total, Revenues</td>
<td>4.38%</td>
</tr>
<tr>
<td>2. Non-certificated Salaries</td>
<td>-35.76%</td>
</tr>
<tr>
<td>3. Employee Benefits</td>
<td>-3.98%</td>
</tr>
</tbody>
</table>

---

**Attachment 15. 2nd Interim Report 2018-19**
Charter School Name: EPIC de Cesar Chavez
CDS #: 29 10298 0130823
Charter Approving Entity: Nevada County Office of Education
County: Nevada
Charter #: 1680
Fiscal Year: 2018/2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>7/1 Adopted Budget (X)</th>
<th>Actuals thr 01/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>h. Other Employee Benefits</td>
<td>3901-3902</td>
<td>-</td>
<td>50,676</td>
<td>88,191</td>
<td>38,515</td>
<td>76.59%</td>
</tr>
<tr>
<td>i. Total, Employee Benefits</td>
<td>960,273</td>
<td>394,852</td>
<td>1,000,323</td>
<td>40,051</td>
<td>4.17%</td>
<td></td>
</tr>
</tbody>
</table>
## 2nd Interim vs. Adopted Increase, (Decrease)

<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>7/1 Adopted Budget (X)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Books and Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Approved Textbooks and Core Curricula Materials</td>
<td>9100</td>
<td>236,252</td>
<td>238,936</td>
<td>2,684</td>
<td>1.14%</td>
</tr>
<tr>
<td>b. Books and Other Reference Materials</td>
<td>9200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Materials and Supplies</td>
<td>9300</td>
<td>91,281</td>
<td>93,380</td>
<td>2,099</td>
<td>0.75%</td>
</tr>
<tr>
<td>d. Noncapitalized Equipment</td>
<td>9400</td>
<td>61,657</td>
<td>66,988</td>
<td>5,331</td>
<td>8.65%</td>
</tr>
<tr>
<td>e. Total, Books and Supplies</td>
<td>391,190</td>
<td>50,729</td>
<td>399,904</td>
<td>8,714</td>
<td>2.23%</td>
</tr>
<tr>
<td><strong>5. Services and Other Operating Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Subagreements for Services</td>
<td>9500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Travel and Conferences</td>
<td>9600</td>
<td>117,882</td>
<td>156,276</td>
<td>38,394</td>
<td>32.57%</td>
</tr>
<tr>
<td>c. Dues and Memberships</td>
<td>9700</td>
<td>3,400</td>
<td>3,400</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>d. Insurance</td>
<td>9800</td>
<td>31,402</td>
<td>32,579</td>
<td>1,177</td>
<td>3.75%</td>
</tr>
<tr>
<td>e. Operations and Housekeeping Services</td>
<td>9900</td>
<td>61,014</td>
<td>75,637</td>
<td>14,623</td>
<td>20.03%</td>
</tr>
<tr>
<td>f. Rentals, Leases, Repairs, and Noncap. Improvements</td>
<td>0000</td>
<td>252,610</td>
<td>297,749</td>
<td>45,139</td>
<td>17.87%</td>
</tr>
<tr>
<td>g. Professional/Consulting Services and Operating Expend.</td>
<td>0100</td>
<td>146,143</td>
<td>154,381</td>
<td>8,238</td>
<td>11.20%</td>
</tr>
<tr>
<td>h. Communications</td>
<td>0200</td>
<td>44,708</td>
<td>46,018</td>
<td>1,310</td>
<td>2.93%</td>
</tr>
<tr>
<td>i. Total, Services and Other Operating Expenditures</td>
<td>0300</td>
<td>652,058</td>
<td>766,360</td>
<td>114,301</td>
<td>17.53%</td>
</tr>
<tr>
<td><strong>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Equipment</td>
<td>6400</td>
<td>150,000.00</td>
<td>150,000.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>b. Equipment Replacement</td>
<td>6500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Depreciation Expense (for accrual basis only)</td>
<td>6900</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Total, Capital Outlay</td>
<td>150,000.00</td>
<td>-</td>
<td>150,000.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td><strong>7. Other Outgo</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Indirect Cost</td>
<td>7000</td>
<td>129,500.00</td>
<td>123,033</td>
<td>(6,467)</td>
<td>-4.99%</td>
</tr>
<tr>
<td>b. Principal (for modified accrual basis only)</td>
<td>7439</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>c. Total, Other Outgo</td>
<td>129,500.00</td>
<td>-</td>
<td>123,033</td>
<td>(6,467)</td>
<td>-4.99%</td>
</tr>
<tr>
<td><strong>8. TOTAL EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,845,785</td>
<td>5,114,452</td>
<td>268,668</td>
<td>3.41%</td>
</tr>
</tbody>
</table>

### C. NET INCREASE (DECREASE) IN FUND BALANCE

| 114,214 | 138,234 | 494,561 | 380,346 | 333.01% |

### D. FUND BALANCE

#### 1. Beginning Fund Balance

<p>| As of July 1 | 751,975 | 950,939.00 | 875,508.00 | 123,533 | 16.63% |
| Determined Balance | 123,533 | 123,533 | 123,533 | 123,533 | 100.00% |
| Adjusted Beginning Balance | 875,508 | 950,939.00 | 875,508.00 | 0.00% |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Object Code</th>
<th>7/1 Adopted Budget (X)</th>
<th>Actuals thr 01/31 (Y)</th>
<th>2nd Interim Budget (Z)</th>
<th>$ Difference (Z) vs. (X)</th>
<th>% Change (Z) vs. (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ending Fund Balance, June 30 (C + D.1.c.)</td>
<td></td>
<td>989,722</td>
<td>1,089,173</td>
<td>1,370,069</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td></td>
<td>20.01%</td>
<td>54.76%</td>
<td>26.79%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Attachment 16. 2nd Interim Report Assumptions 2018-19**

EPIC De Cesar Chavez  
2018-2019 2nd Interim

<table>
<thead>
<tr>
<th>Budget State Revenues</th>
<th>Assumption/Info</th>
<th>Estimated Actual</th>
<th>Assumption/Info</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td>2018-19</td>
<td></td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>440</td>
<td></td>
<td>427</td>
<td>427</td>
</tr>
<tr>
<td>School UDC</td>
<td>87.82%</td>
<td>423</td>
<td></td>
<td>369</td>
<td>369</td>
</tr>
<tr>
<td>District (Coachella Unified)</td>
<td>93.35%</td>
<td></td>
<td></td>
<td>93.35%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated P-2 ADA 2018-2019</th>
<th>315.00</th>
<th>282.00</th>
<th>300.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Purpose $/ADA</td>
<td>LCFF Calculator</td>
<td>$ 12,218.00</td>
<td>LCFF Calculator</td>
</tr>
<tr>
<td>EPA $/ADA</td>
<td>LCFF Calculator</td>
<td>$ 200.00</td>
<td>LCFF Calculator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total LCF Funding</th>
<th>$12,418.00</th>
<th>$12,744.00</th>
<th>$11,372.00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other State Revenues</th>
<th>Assumption</th>
<th>Estimated Actual</th>
<th>Assumption/Info</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lottery ADA (w/1.04446)</td>
<td>Annual 2017-18</td>
<td>234.00</td>
<td>234.00</td>
<td>294.00</td>
<td></td>
</tr>
<tr>
<td>Lottery</td>
<td>$204</td>
<td>$47,736</td>
<td>$47,736</td>
<td>$59,976</td>
<td></td>
</tr>
<tr>
<td>Mandated Block Grant</td>
<td>$45/PY ADA</td>
<td>$10,637</td>
<td>$10,637</td>
<td>$10,637</td>
<td></td>
</tr>
<tr>
<td>Mandated One Time funds</td>
<td>$184/PY ADA (235.18)</td>
<td>$43,283</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SB 740 Facilities</th>
<th>75% of Rent or $750/ADA 16 Learning Centers</th>
<th>$131,975</th>
<th>$106,180</th>
<th>$108,303</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIOA Title II Adult Ed &amp; Family Act Grant &amp; Career Technical Education Incentive Grant</td>
<td></td>
<td>$1,463,712</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<p>| Total             | $1,697,342 | $164,553 | $178,916 |</p>
<table>
<thead>
<tr>
<th>Object Code</th>
<th>Staffing</th>
<th>Estimated</th>
<th>Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td>FTE</td>
<td>Assumption/Info</td>
<td>MYP</td>
<td>MYP</td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Certificated Staff</td>
<td>20 Teachers/1.5 Voc Ed</td>
<td>21.50</td>
<td>18.50</td>
<td>18.50</td>
</tr>
<tr>
<td>1200</td>
<td>Certificated Pupil Support</td>
<td>1.5</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1300</td>
<td>Certificated Admin</td>
<td>1.5</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Certificated</td>
<td>24.50</td>
<td>22.50</td>
<td>22.50</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200</td>
<td>Non-Certificated Support</td>
<td>7.00</td>
<td>7.68</td>
<td>7.68</td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Non Certified Supervisors/Admin</td>
<td>4.00</td>
<td>3.32</td>
<td>3.32</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Non-Certificated Clerical and Office</td>
<td>11.00</td>
<td>12.25</td>
<td>12.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Classified</td>
<td>22.00</td>
<td>23.25</td>
<td>23.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total FTE</td>
<td>46.50</td>
<td>45.75</td>
<td>45.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>COLA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Certificated Staff</td>
<td>$60,637</td>
<td>$52,805</td>
<td>$52,805</td>
<td></td>
</tr>
<tr>
<td>1300</td>
<td>Certificated Admin</td>
<td>$69,279</td>
<td>$30,913</td>
<td>$30,913</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200</td>
<td>Non-Certificated Support</td>
<td>$24,519</td>
<td>$20,343</td>
<td>$20,343</td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Non Certified Supervisors/Admin</td>
<td>$94,387</td>
<td>$123,104</td>
<td>$123,104</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Non-Certificated Clerical and Office</td>
<td>$59,193</td>
<td>$37,536</td>
<td>$37,536</td>
<td></td>
</tr>
</tbody>
</table>
* 18-19 equal actual annual salaries/averages for each classification

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Calculation</th>
<th>Estimated Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100</td>
<td>Certificated Staff</td>
<td>Due to increase in enrollment and ADA additional teachers where hired. This also includeds 3FTE covered by the CTE grant.</td>
<td>$1,303,704</td>
<td>$976,884</td>
</tr>
<tr>
<td>1200</td>
<td>Certificated Pupil Support</td>
<td>$66,900</td>
<td>$95,370</td>
<td>$95,370</td>
</tr>
<tr>
<td>1300</td>
<td>Certificated Admin</td>
<td>$103,918</td>
<td>$92,739</td>
<td>$92,739</td>
</tr>
<tr>
<td></td>
<td>Total Certificated</td>
<td>$1,474,522</td>
<td>$1,164,993</td>
<td>$1,164,993</td>
</tr>
<tr>
<td></td>
<td>Total Classified</td>
<td>Amount reflect WIOA Title II compensation for classified staff only.</td>
<td>$1,200,310</td>
<td>$1,024,752</td>
</tr>
<tr>
<td></td>
<td>Total Salaries</td>
<td>$2,674,832</td>
<td>$2,189,745</td>
<td>$2,189,745</td>
</tr>
</tbody>
</table>

**Certificated Staff**

Due to increase in enrollment and ADA additional teachers where hired. This also includeds 3FTE covered by the CTE grant.

**Non-Certificated Support**

Due to increase in enrollment and ADA additional support staff has been hired.

**Non-Certificated Supervisors/Admin**

$377,548

**Non-Certificated Clerical and Office**

$651,127

**Total Classified**

Amount reflect WIOA Title II compensation for classified staff only.

$1,200,310

$1,024,752

$1,024,752

$2,674,832

$2,189,745

$2,189,745
## Estimated Benefits

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Benefits</th>
<th>Estimated</th>
<th>Actual</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent 16.28%</td>
<td>18.13%</td>
<td>19.10%</td>
<td></td>
</tr>
<tr>
<td>3101-3102</td>
<td>STRS</td>
<td>Calculated on Certificated Salaries</td>
<td>$240,052</td>
<td>$211,213</td>
<td>$222,514</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent 6.20%</td>
<td>6.20%</td>
<td>6.20%</td>
<td></td>
</tr>
<tr>
<td>3312</td>
<td>FICA</td>
<td>Calculated on Classified Salaries</td>
<td>$74,419</td>
<td>$63,535</td>
<td>$63,535</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent 1.45%</td>
<td>1.45%</td>
<td>1.45%</td>
<td></td>
</tr>
<tr>
<td>3301-3302</td>
<td>Medicare</td>
<td>Calculated on total Salaries</td>
<td>$38,785</td>
<td>$31,751</td>
<td>$31,751</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent 17.01%</td>
<td>19.85%</td>
<td>19.85%</td>
<td></td>
</tr>
<tr>
<td>3401-3402</td>
<td>Health and Welfare Costs</td>
<td>Percentage of all salaries</td>
<td>$454,895</td>
<td>$434,739</td>
<td>$434,739</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent 6.00%</td>
<td>6.00%</td>
<td>6.00%</td>
<td></td>
</tr>
<tr>
<td>3501-3502</td>
<td>Unemployment/ETT</td>
<td>Based on %/$7000/Per Employee</td>
<td>$48,294</td>
<td>$20,395</td>
<td>$20,395</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent 2.08%</td>
<td>2.42%</td>
<td>2.42%</td>
<td></td>
</tr>
<tr>
<td>3601-3602</td>
<td>Workers Compensation</td>
<td>Average rate Per Classification</td>
<td>$55,687</td>
<td>$52,906</td>
<td>$52,906</td>
</tr>
<tr>
<td>3901-3902</td>
<td>Other Benefits</td>
<td>Benefit accrual of vacation and sick leave. Amount is budgeted under salaries</td>
<td>88,191.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Benefits</td>
<td>1,000,323.00</td>
<td>$814,539</td>
<td>$825,840</td>
<td></td>
</tr>
</tbody>
</table>
## 2019-20 Budget
### 2019-20 Cashflow Projection

### Attachment 17. Budget Cashflow Projections 2019-20

**DESCRIPTION**

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
<th>ACCRUAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. BEGINNING CASH</td>
<td>394,200</td>
<td>423,744</td>
<td>438,792</td>
<td>352,787</td>
<td>378,674</td>
<td>344,350</td>
<td>379,778</td>
<td>395,488</td>
<td>401,788</td>
<td>489,932</td>
<td>495,004</td>
<td>460,683</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. RECEIPTS**

**General Purpose (CFO)**

- Property Taxes
- State Aid & EPA
- One Time Mandate Funding

**Deferred Revenue**

- Federal Revenue
- Other Revenue (Facilities Grant)
- Other State Revenue (SEPA)
- Mandate Block Grant & One Time Funds
- State Lottery
- Other Revenue (WIDA Title II Grant)
- Other State Revenue (Career Technical Education)

**TOTAL RECEIPTS**

- 315,948
- 202,641
- 202,904
- 344,912
- 316,384
- 344,401
- 329,204
- 316,384
- 377,491
- 316,384
- 318,357
- 370,342
- 4,100,076
- 4,100,076

**C. DISBURSEMENTS**

- **FIELD/Cash Receipts**
  - Mandate Block Grant & One Time Funds
  - Other State Revenue (Facilities Grant)
  - General Purpose (LCFF)

- **MAY**

- **GENERAL DISBURSEMENTS**
  - Certificated Teachers Salaries
  - Certificated Support Salaries
  - Non-Certificated Support Salaries
  - Non-Certificated Supervisor & Admin Salaries
  - Clerical and Office Salaries
  - Benefits - STIPS
  - Benefits - FICA
  - Benefits - FICALED
  - Health Benefits
  - Benefits - Pension
  - Benefits - Unemployment Insurance
  - Benefits - Workers Comp
  - Approved Textbooks and Core Curricula Materials
  - Material/Supplies
  - Noncapitalized Equipment
  - Travel/Conference
  - Dues and Membership
  - Insurance
  - Operation and Housekeeping Services
  - Rentals, Leases, Repairs & Noncap Improvement
  - Professional/Consulting Services and Operating
  - Communications
  - Building & Improvement of Building
  - Indirect Cost
  - FIELD/Cash Disbursement

- **TOTAL DISBURSEMENTS**

- 186,204
- 187,593
- 288,910
- 319,024
- 352,652
- 308,872
- 313,295
- 312,069
- 309,345
- 313,295
- 352,689
- 308,987
- 101,211
- 3,654,284
- 3,654,284

**D. PRIOR YEAR TRANSACTIONS**

- **Accounts Receivable**
- Accounts Receivable (Due From)

- **Other**

- **Accounts Payable**

- **Accounts Payable (Due To)**

- **Deferred Revenue**

- **TOTAL PRIOR YEAR TRANSACTIONS**

- 0

- **NET INCREASE (DECREASE) (B-C-D)**

- 129,744
- 31,049
- 86,005
- 25,888
- 34,325
- 35,426
- 35,707
- 6,218
- 88,146
- 5,072
- 34,122
- 5,372
- 269,731
- 445,721

- **ENDING CASH (A + E)**

- 421,744
- 438,792
- 352,787
- 378,674
- 344,350
- 379,778
- 395,488
- 401,788
- 489,932
- 495,004
- 460,683

---

2019 – 2024 EPIC de Cesar Chavez Charter Renewal Petition

98
Executive Summary of Data for the 2016-2017 School Year

1. GRADUATION RATES

- EPIC graduated a total of 214 students during the 2016-17 school year.
- This represents 60.6% of the student enrollment as of the last day of the second semester.
- Compared to the 2015-16 school year in which there were 120 graduates, there was an increase of 78% in the number of students who met all graduation requirements.

2. AVERAGE DAILY ATTENDANCE

- EPIC is experiencing an increase in ADA from the 202 total average in the 2016-17 school year to an average of 260 in the first three months of the 2017-18 school year.
- This represents a 29% increase in ADA in the first three months of attendance.
- EPIC student enrollment at the end of the 2016-17 school year was 353 students. It is currently at 414 students, an increase of 17%.
- This represents an increase in consistent student attendance due to a concerted effort by teachers and staff to improve attendance rates.

3. ACADEMIC ACHIEVEMENT – Completion of one or more Educational Functioning Levels

- The 2016-17 NRS Federal Tables 4 and 4B are attached.
- The total percentage of students who completed one or more Educational Functioning Levels is as follows:
  - Federal Table 4 = 67.96%
  - 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 identifies two areas for improvement: ABE (Adult Basic Education) Beginning Literacy and ABE Intermediate Low.

This need is currently being addressed by undergoing a review of the beginning literacy curriculum and subsequent adoption.

In addition, 10 days of professional development that targets ESL/ELD instructional strategies for these levels is currently being provided to the EPIC teachers.

An analysis of the data from the Federal Table 4B indicates that EPIC students score higher than the California State Goal and Averages in all levels.

4. GRADE POINT AVERAGE REPORT

- The EPIC students' Grade Point Average Report for the first quarter is attached. The semester will end on 1/19/18 and more GPA data will be available then.
- 100% of EPIC students are required to pass any class taken with a 70% or 2.00 GPA or higher.
- Students with a 0.00 listed in any column are students who were not enrolled in EPIC for that quarter.

5. REMEDIAL CLASSES

- 67% of students are enrolled in a remedial English class as of 12/1/17. This has increased to 69% as of 1/2/18.
- 32% of students are enrolled in a remedial math class as of 12/1/17. This has slightly decreased to 31.3% as of 1/2/18.
- Remediation is provided to all students who:
  1) are identified as an English Learner,
  2) score low on the CASAS pre-test assessment in math and reading,
  3) and require lower level courses to meet graduation requirements.

6. TEACHER CREDENTIALING

All EPIC teachers are properly credentialed. EPIC has partnered with LaVerne University and is currently in negotiations with California State University Bakersfield to train and provide credentialed teachers and interns for EPIC's educational program.

7. ACCREDITATION

EPIC is currently in the process of review for accreditation by the Western Association of Schools and Colleges (WASC). The visiting WASC team has been assigned and the site visit(s) will take place on March 21, 2018.

UPDATE: Accreditation application granted May 2, 2018.
Farmworker Institute of Education and Leadership Development
EPIC de Cesar Chavez High School Executive Summary
Delilah Martinez, Executive Director

Presented to the Nevada County Office of Education
Oversight Committee
December 18, 2018

I. Enrollment Data for August 22 – December 7, 2018
   a. Total enrollment by month 4 is 368 students
   b. Total attendance percentage as compared to enrollments is 69.5%.
      The attendance percentage goal was set at 70% during the
      operational planning.

II. Attendance Data for August 22 – December 7, 2018
   a. Four month total ADA is 306.8. This is a 15% increase in ADA.
   b. Month 4 may have a slight revision due to new enrollments not yet
      entered to the current date.

III. New Sites and EPIC Teachers
   a. Sites added before 10-01-18: Tulare, Antelope Valley (Palmdale),
      Riverside, and Atwater/Merced.
   b. A new EPIC class was added to the Greenfield site making it a total
      of three classes in Greenfield and surrounding area.
   c. A WASC Substantive Report was filed, and the Virtual Visits at each
      of the new sites was conducted in November. The site visit report is
      expected to be received in mid-December
   d. Total EPIC sites with one class: 13
   e. Total EPIC sites with two or more classes: 4

IV. ESL to EPIC Transitions and Dual Enrollment
   a. Currently most of the transitions have occurred in the Coastal region
      with large numbers of ESL students enrolling into EPIC classes thus
      requiring the addition of another EPIC classroom.
   b. More adjustments will be made at the start of the second semester
      and new ESL sessions.

V. Professional Development and Instructional Partnerships
   a. CALPRO (the California Adult Literacy Professional Development
      Project) has partnered with FIELD to provide professional
      development to our ESL and EPIC teachers.
   b. Sue Pon, retired teacher and Director of the Oakland Adult and Career
      Education Center presented two sessions on the topic of teaching in a
      multi-level ESL classroom.
   c. Jayme Adelson-Goldstein, consultant, university professor and author
      of the Step Forward ESL textbooks series, and of the Oxford Picture
Dictionary, provided the first of two class sessions on the topic of Questioning Strategies (College ad Career Readiness Standards and CCSS). The second session will be continued at the next PD session in February.

d. Cambridge University Press has agreed to send a trainer to work with FIELD's teachers and instructors upon purchase of the Venture ESL textbook series. EPIC is currently processing the replacement textbook orders.

e. The Ventures and Prism series will provide remedial language development for English Learners, and low achieving English speakers.

VI. Curriculum and Textbooks

a. The English Curriculum is being updated with the Ventures ESL series, and Prism ELD series published by Cambridge University Press, and aligned to the CCSS.

b. Teacher committees made the recommendation to adopt these series.

c. Training will be provided to EPIC teachers by Cambridge University Press staff.

d. The updating of the math and science curriculum underwent the first review by teacher committees in October, 2018. The second review will be made in February, 2019. New course outlines are designed to implement the CCSS, CCRS, and the NGSS.

VII. Career Technical Education Pathways: Agriculture, Environmental Conservation, Education, Business/Entrepreneurship

a. Course outlines and textbooks either ordered and/or under development.

b. SIS is being set up to record College and Career readiness designations for the Dashboard.

c. CTE courses tagged for Concentrators and Completers

d. Advisory committee(s) and industry partner meetings are underway to define capstone classes and completer certificates.

e. Students will start classes Spring semester, 2018-19.

VIII. Student Achievement and Graduation Status

a. Approximately 130 students will be ready to complete the graduation requirements at the end of the first semester.

b. Some of those students have already completed the required credits and have already withdrawn from school.

c. Diplomas will be printed for those graduates after January 18, 2019, and the graduation ceremony will be held the week after June 14, 2019

d. First semester GPA results report satisfactory to excellent achievement. (See attached.)
IX. National Reporting System: CASAS (Standardized Test) RESULTS

a. The Federal Table 4 and 4B and Persister Reports as reported on the CDE website are attached.

b. Comparisons to the State of California Goals and Averages indicate the following:
   i. The 2017-18 Federal Tables 4 and 4B for EPIC de Cesar Chavez students surpassed both the state goal and the state average at all levels.
   ii. EPIC students surpassed the NRS Table 4 state average by 24.7%
   iii. EPIC students surpassed the NRS Table 4B state average by 26%
   iv. The Persister report for EPIC students surpassed the state average at all levels except Beginning literacy which was at -2%. However, the total Persister average was +12.6%.
   v. The Persister Report uses data from Federal Table 4 and 4B to show students who remained in the program long enough to take a pre- and a post test.