

EPIC de Cesar Chavez

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Scott Lay
Email Address	slay@nevco.org
Website	http://www.nevco.org

School Contact Information (School Year 2019—20)	
School Name	EPIC de Cesar Chavez
Street	122 East Tehachapi Blvd., Ste. C
City, State, Zip	Tehachapi, Ca, 93561-1411
Phone Number	661-823-8828
Principal	Delilah Martinez, Executive Director
Email Address	dmartinez@fieldinstitute.org
Website	www.farmworkerinstitute.org
County-District-School (CDS) Code	29102980130823

Last updated: 1/31/2020

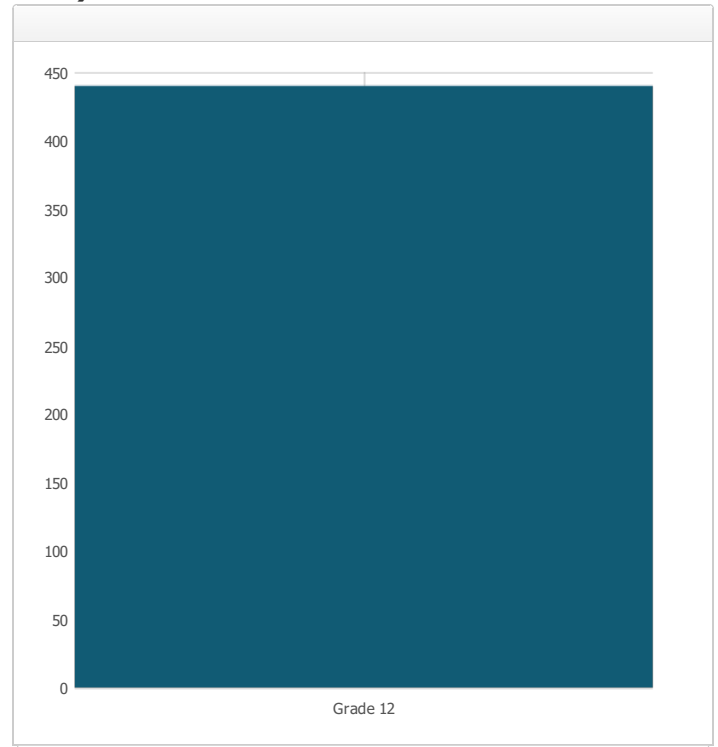
School Description and Mission Statement (School Year 2019—20)

EPIC de Cesar Chavez high school is an alternative charter high school authorized through the Nevada County Office of Education that currently serves on average between 400 and 600 students in 19 learning centers located in the rural and underserved communities in eight California counties. Enrollment varies seasonally in part due to the majority of students who are rural adults who work in agriculture. EPIC's academic program is focused on remediation, basic skill development, and credit recovery leading to a high school diploma for students over the age of 18. EPIC enrolls students who have not completed a high school diploma into grade 12. 100% of the students are 18 years of age or older. The majority of the student population is made up of students who identify as Hispanic – 91.2%, Black – 3.2%, White (non-Hispanic) – 2.7%, Asian (non-Hispanic) – 1.5%. Any other state identified subgroups [EC Section 2052(a)(2)(3)], including other ethnic groups and students with disabilities, are not numerically significant. As of May 2019, there were 71% females and 29% males enrolled for a total of 590 enrolled students. 87% of the enrolled students qualify as either English Learner and/or Low Income. EPIC is the high school program of the non-profit organization Farmworker Institute for Education and Leadership Development. FIELD's mission is "to empower the underserved to become self-sufficient". Students are taught in a traditional school setting with credentialed instructors who understand their cultural background and academic struggles. Curriculum delivery is intensive, aligned with California State Standards, the College and Career Readiness Standards, and assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized tests for adult learners. EPIC is accredited through the Western Association of Schools and Colleges (WASC).

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 12	440
Total Enrollment	440



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.10 %
American Indian or Alaska Native	0.50 %
Asian	1.60 %
Filipino	0.70 %
Hispanic or Latino	89.80 %
Native Hawaiian or Pacific Islander	%
White	3.00 %
Two or More Races	0.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.70 %
English Learners	73.60 %
Students with Disabilities	%
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

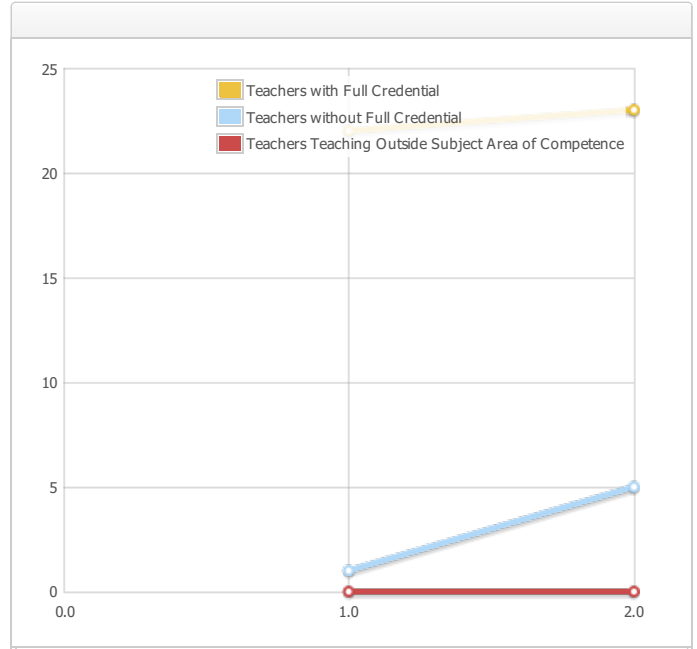
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

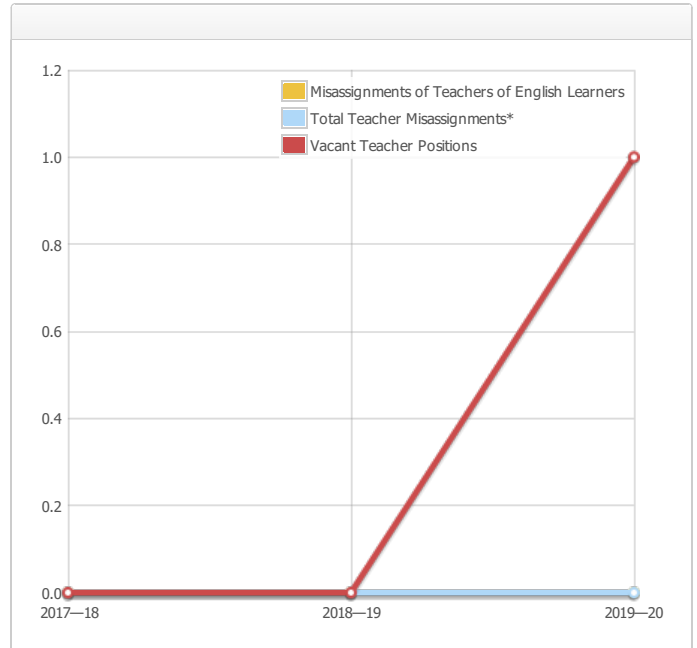
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		22	23	
Without Full Credential		1	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

EPIC de Cesar Chavez classrooms are located in sites that are accessible to students such as in community centers, housing projects, store fronts, church buildings, etc. Each of these sites are either leased or provided free of charge. As such, the owners ammeliorate most of the health and safety issues. FIELD/EPIC staff conduct walk-throughs to determine the condition of the buildings also. In addition, during the WASC accreditation visit, all sites underwent a virtual visit from WASC personnel to determine the conditions of the bulding in use as classrooms. Numerous sites underwent inspection by fire marshalls during the months of October to December, 2019. All recommendations were met.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	EPIC de Cesar Chavez classrooms are located in sites that are accessible to students such as in community centers, housing projects, store fronts, church buildings, etc. Each of these sites are either leased or provided free of charge. As such, the owners ammeliorate most of the health and safety issues. FIELD/EPIC staff conduct walk-throughs to determine the condition of the buildings also. In addition, during the WASC accreditation visit, all sites underwent a virtual visit from WASC personnel to determine the conditions of the bulding in use as classrooms.
Electrical: Electrical	Fair	One school classroom needs to have a light fixture replaced. It is in proces of repair at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Numerous sites underwent inspection by fire marshalls during the months of October to December, 2019. All recommendations were met.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/31/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

EPIC de Cesar Chavez students are not tested with the CAASPP test because they are over the age of 18. As a replacement for standardized testing to measure academic growth, EPIC uses the California Adult Student Assessment System (CASAS). Using the CASAS, students 18 and over are assessed for growth in Education Functioning Levels (ELF) in both Reading (English) and mathematics. Results are reported as total student growth averages.

This following information shows EPIC student growth in one or more EFL results for 2017-18 and 2018-19. All scores are higher than the State of California averages and goals. These results can also be found on the California Department of Education Website.

CASAS Federal Table 4B for EPIC 2017-2018: Beginning Literacy 106.7%; Beginning Basic 92.5%; Intermediate Low 101.4%; Intermediate High 62.9% : Adult Secondary Low 73.3%; Adult Secondary High N/A

CASAS Federal Table 4B for EPIC 2018-19: Beginning Literacy 101.6%; Beginning Basic 93.1%; Intermediate Low 87.8%; Intermediate High 70.8% : Adult Secondary Low 145.1%; Adult Secondary High N/A

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)					50%	50%
Mathematics (grades 3-8 and 11)					38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/31/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/31/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

During the 18-19 school year, EPIC de Cesar Chavez offered two CTE tracks in Agriculture and Business. Since this was the first year for implementation of these programs, there were no students who completed the program yet. The school provided Agriculture program sequence was Agriculture Farmer's Training I, and II. The Business sequence provided two introductory classes: Communication in the Workplace, and Intro to Microsoft Office. The primary representative of the school's CTE advisory committee is David Villarino, CEO. Industries represented included the Riverside Food Systems Alliance and the City of Riverside.

Last updated: 1/31/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00%

Last updated: 1/31/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	12.20%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

EPIC de Cesar Chavez provides the opportunity for students over the age of 18 to earn a high school diploma, thus parent involvement is not applicable. However, since students themselves are already adults, they are encouraged to participate in all school activities.

State Priority: Pupil Engagement

Last updated: 1/31/2020

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

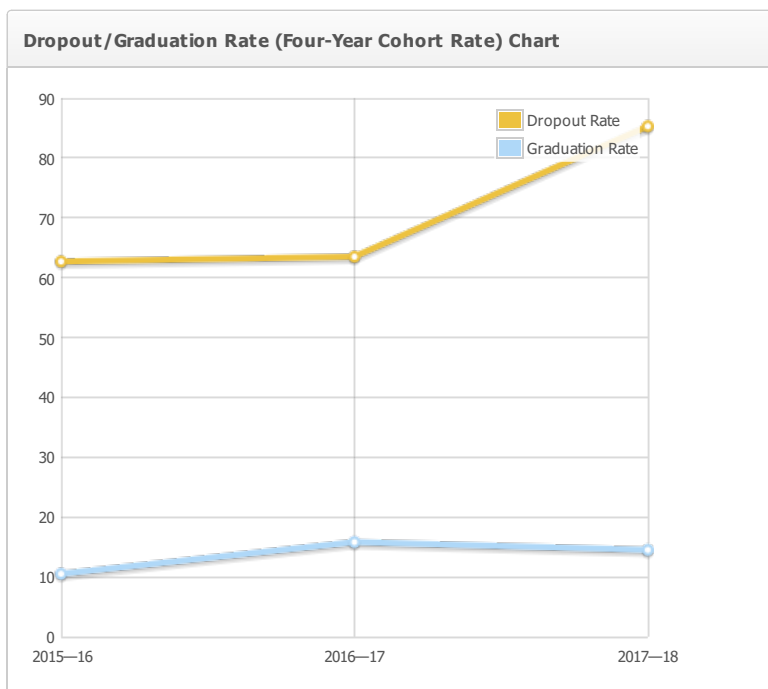
- High school dropout rates; and
- High school graduation rates

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

EPIC de Cesar Chavez has been designated as a DASS school (Dashboard Alternative School Status). As such, the graduation rate is required to be calculated on the basis of a one-year cohort, not a four-year cohort. Rates reported in the SARC reflect a four year cohort and are not an accurate representation of the DASS measures. One year cohorts could not be measured for previous years, but the 2018-19 one year cohort graduation rate was 50.4%.

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	62.70%	11.20%	9.70%
Graduation Rate	10.50%	85.10%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	63.50%	85.30%	49.60%	61.90%	9.10%	9.60%
Graduation Rate	15.80%	14.50%	25.00%	23.30%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.70%	0.70%	0.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

The school's comprehensive safety plan was reviewed by the EPIC teacher committee on February 6, 2019, and reviewed by the Board of Directors on May 16, 2019. It was Board approved on June 29, 2019. This includes the School Safety Emergency Plan, Disaster Plan, and Health and Safety Procedures. Student surveys were sent out, collected and compiled in April, 2019.

Last updated: 1/31/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	29	1	1
Mathematics	4.00	30		
Science	3.00	20		
Social Science	6.00	50		

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	36		1
Mathematics	7.00	29		1
Science	4.00	32		
Social Science	6.00	61		1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	32	0	3
Mathematics	6.00	42	1	1
Science	3.00	32	0	0
Social Science	8.00	42	1	3

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

Last updated: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	339

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11155.00	\$94.00	\$11061.00	\$53180.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

Due to the high number of students who are English Learners (74%) and low-socioeconomic (98%), EPIC offers English as a Second Language and remedial English classes to more 80% of its students. Staffing, materials, textbooks and provided for these students to ensure that they become workplace ready in the use of the English Language. A full-time PPS credentialed counselor is available 1:1 to the students with support from administration who holds a PPS credential also. The counselor provides services related to students' post high school college and career goals such a campus visits, and college and career job fairs.

EPIC received a CTE grant that is being used to implement CTE pathways in four sectors: Energy Environment and Utilities, Agriculture and Natural Resources, Business and Finance, and Education Child Development and Family Services. These programs have been under development during the 2018-19 school year. Enrollment has grown from 6 initial students to currently over 50 students.

Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

EPIC de Cesar Chavez is an alternative school focused on providing credit recovery courses for students who have not earned a high school diploma. Thus, Advanced Placement courses are not currently being offered. However, students interested in preparation for a university education are encouraged to take concurrent classes at local community colleges.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	9	10