

**EPIC de Cesar Chavez**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 122 East Tehachapi Blvd., Ste. C  
Tehachapi, CA , 93561-1411

**Principal:** David Villarino

**Phone:** (661) 822-4381

**Grade Span:**

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 and access to prior year reports, 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/fg/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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

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# About This School

## David Villarino

📍 Principal, EPIC de Cesar Chavez

## About Our School

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## Contact

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EPIC de Cesar Chavez  
122 East Tehachapi Blvd., Ste. C  
Tehachapi, CA 93561-1411

Phone: [\(661\) 822-4381](tel:(661)822-4381)  
Email: [davidv@fieldinstitute.org](mailto:davidv@fieldinstitute.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(661) 822-4381
<b>Superintendent</b>	Lay, Scott
<b>Email Address</b>	<a href="mailto:slay@nevco.org">slay@nevco.org</a>
<b>Website</b>	No Data

### School Contact Information (School Year 2022–23)

<b>School Name</b>	EPIC de Cesar Chavez
<b>Street</b>	122 East Tehachapi Blvd., Ste. C
<b>City, State, Zip</b>	Tehachapi, CA , 93561-1411
<b>Phone Number</b>	(661) 822-4381
<b>Principal</b>	David Villarino
<b>Email Address</b>	<a href="mailto:davidv@fieldinstitute.org">davidv@fieldinstitute.org</a>
<b>Website</b>	No Data
<b>County-District-School (CDS) Code</b>	29102980130823

*Last updated: 1/27/23*

## School Description and Mission Statement (School Year 2022–23)

### About Our School

Greetings from EPIC de Cesar Chavez, an adult serving charter school. Cesar Chavez founded FIELD in 1978 as the educational branch of the farmworker movement. By 2002, the mission had evolved to provide English as a Second Language (ESL) classes to the rural workers that were served by the farmworker union and to promote economic and social prosperity to low wage, low skilled workers and their families. In 2014, it was clear that the students served by FIELD were in need of completing a high school diploma in order to obtain financial security for their families. Those farmworker adults also indicated a desire to improve their academic skills and English proficiency in order to be able to help their own children who were now students in the California public school system.

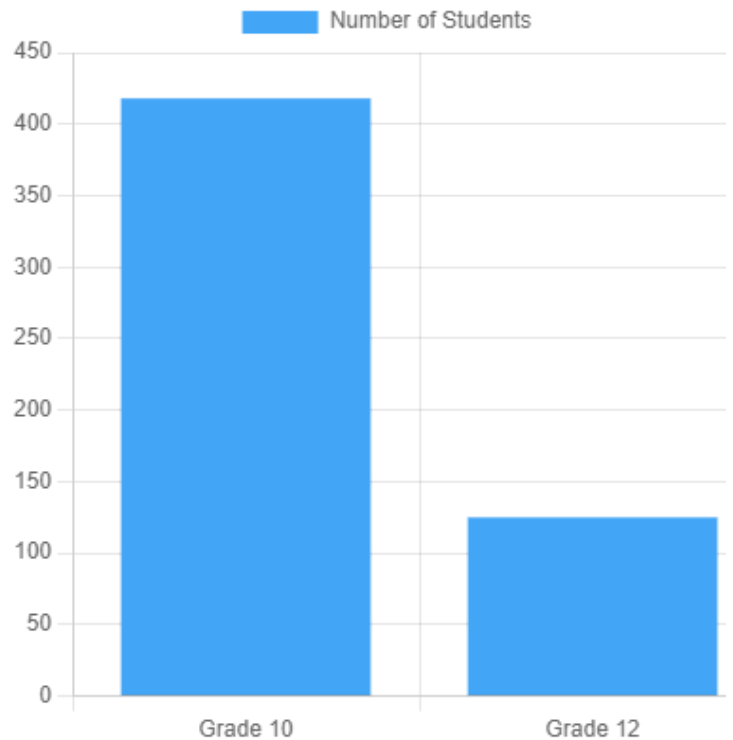
EPIC de Cesar Chavez high school is an alternative charter high school authorized through the Nevada County Office of Education that currently serves on average between 500 and 700 students in 20 self-contained classes in learning centers located in the rural and underserved communities in California. 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. 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 – 92.9%, Black – 2.3%, White (non-Hispanic) – 2.6%, Asian (non-Hispanic) – 1.6%. Any other state identified subgroups [EC Section 2052(a)(2)(3)], including other ethnic groups and students with disabilities, are not numerically significant.

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, Career Technical Education 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). As EPIC returned to in-person instruction Spring of 2021, students have been challenged with child care issues, quarantining, impacted work schedules, and personal health issues. During the 2022-2023 school year, EPIC continues to support students with interventions to address continuity of learning needs including providing child care, offering HyFlex classes, and providing social/emotional support.

*Last updated: 1/27/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 10	418
Grade 12	125
Total Enrollment	543



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/27/23*

### Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	74.80%
Male	25.00%
Non-Binary	0.20%
American Indian or Alaska Native	0.00%
Asian	1.10%
Black or African American	2.80%
Filipino	0.40%
Hispanic or Latino	93.00%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.30%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	97.40%
Students with Disabilities	0.60%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Two or More Races	0.00%
White	2.20%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.10	30.94	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	5.53	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.30	62.48	48.70	28.47	12115.80	4.41
Unknown	0.20	0.96	5.70	3.34	18854.30	6.86
Total Teaching Positions	22.90	100.00	171.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/30/23*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/30/23*

### **Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	0.00	
Misassignments	1.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.20	

*Last updated: 1/11/23*

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	14.30	
Total Out-of-Field Teachers	14.30	

*Last updated: 1/11/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ventures for Beginning English Literacy, 3rd Edition , Cambridge University Press 2018  Ventures- Basic ISBN 9781108449199 Ventures- Level 1 ISBN 9781108449205 Ventures- Level 2 ISBN 9781108449212 Ventures- Level 3 ISBN 9781108449229  myON Reading from Renaissance Learning  Prism Series 1-4 Cambridge University Press, 2017		0%
Mathematics	Houghton Mifflin Harcourt 2020  Digital and Hard Copy  Into Math Grade 6  Into Math Grade 7 Algebra I Journal/Practice Notebook Into Math Accelerated 7 Into Math Accelerated 7  Digital and Hard copy Accel. 7 Differentiated Instruction Workbooks  Into Algebra 1 Student Edition  Intro Math Grade 8  CyberHigh  Algebra A and B, Basic Math, Geometry, Integrated Math		0%
Science	California HMH Houghton Mifflin Harcourt Science Dimensions 9-12  Digital and Hardcopy  1824139 9780358678915 California The Living Earth 1824138 9780358678908 California Chemistry in the Earth System		0%

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
History-Social Science	HMH Houghton Mifflin Harcourt Digital and Hard Copy 1790694 9780358410935 American History 1789444 9780358399230 High School Global Geography 1789441 9780358399209 High School Economics 1789447 9780358399261 High School Government		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/30/23*

## School Facility Conditions and Planned Improvements

EPIC de Cesar Chavez takes great effort to ensure that all learning sites are clean, safe, and functional. To assist in this effort, EPIC uses a facility survey instrument provided by the authorizer. The results of this survey are available at each learning facility. Results of the survey provide direction for the improvement, maintenance and repair of the facility. Sites are cleaned daily by the EPIC staff or the maintenance staff at the location and any repairs are contracted out to local repair people if needed. EPIC works closely with partner agencies that house the learning centers in their venues. Partners are responsible for major repairs and for keeping facilities in good working order. Regional Managers work directly with building owners to handle all major building repairs. ?

*Last updated: 1/30/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating

Good

*Last updated: 1/31/23*

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A		N/A		N/A	47%
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/31/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

EPIC de Cesar Chavez students are not tested with the CAASPP test because they are adult students. 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 Educational Functioning Levels (ELF) in both Reading (English) and mathematics. Results are reported as total student growth averages for the year.

This following information shows EPIC student growth in one or more EFL results for 2019-20 and 2020-21. All EPIC student outcomes 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 2019-20: Beginning Literacy 75%; Beginning Basic 68.47%; Intermediate Low 62.09%; Intermediate High 79.65% : Adult Secondary Low 68.97%; Adult Secondary High N/A**

**CASAS Federal Table 4B for EPIC 2020-21: Beginning Literacy 82.14%; Beginning Basic 75.52%; Intermediate Low 71.23%; Intermediate High 83.70% : Adult Secondary Low 79.17%; Adult Secondary High N/A**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	0	0	0	0	0

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: 1/31/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

EPIC de Cesar Chavez students are not tested with the CAASPP test because they are adult students. 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 Educational Functioning Levels (ELF) in both Reading (English) and mathematics. Results are reported as total student growth averages for the year.

These results can also be found on the California Department of Education Website.

**CASAS Federal Table 4A for EPIC 2019-20: Beginning Mathematics 72.73%; Beginning Basic 79.66%; Intermediate Low 67.14%; Intermediate High 43.90% : Adult Secondary Low 0%; Adult Secondary High N/A**

**CASAS Federal Table 4A for EPIC 2020-21: Beginning Mathematics 82.50%; Beginning Basic 71.56%; Intermediate Low 70.77%; Intermediate High 60.42% : Adult Secondary Low 75.00%; Adult Secondary High N/A**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	00	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	00
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	00	0	0	0	00
Students Receiving Migrant Education Services	0	00	0	0	0



<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	0	0	00	000	0

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: 1/31/23*

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

2021-2022 was the first year EPIC de Cesar Chavez participated in the high school science test.

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	NT	1.80	--	0	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.  
 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: 1/31/23*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2021–22)**

2021-2022 was the first year EPIC de Cesar Chavez participated in the high school science test.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	144	111	77.08	22.92	1.80
Female	114	94	82.46	17.54	1.06
Male	30	17	56.67	43.33	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	134	104	77.61	22.39	1.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	107	76.43	23.57	1.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

*Last updated: 1/31/23*

## Career Technical Education (CTE) Programs (School Year 2021–22)

The EPIC CTE program is open to all EPIC students. Pathway classes include: Early Childhood Education, Agriculture Science, Environmental Resources (Recycling), Energy and Power Technology (Solar), Public Safety (Fire Fighting), Business Management, Natural Resources (Conservation). The Early Childhood Education laboratory classrooms are in the implementation process.

EPIC students are expected to enroll in a CTE pathway to explore the Core Value of Innovation that is defined as the active pursuit of new ideas. Humility to listen to others, empathize with others, and consider new methods and new ideas that are promoted through the pathway programs. Life-long learning is practiced through the enrollment in CTE classes as students challenge themselves to learn new skills and enhance the skills they possess.

Over 30 students were recognized last year during graduation ceremony for their participation in a CTE Completer course. Students who are engaged in pathway Programs practice many collaborative skills that increase their chances of becoming employed. The Work Based Learning program that was recently implemented as part of the CTE program classes has given students the opportunity to network and make contacts in the business community of their choice.

CTE teachers and academic teachers have begun to integrate curriculum starting with sharing vocabulary and helping students define vocabulary in the academic classroom then students utilize the vocabulary in the CTE classroom. The CTE Director makes presentations to the EPIC and ESL classes to provide information about the pathways. Counselors follow up with students and support students to make decisions about what pathway to pursue. CTE teachers and the CTE Director work together to form industry-related advisory committees and hold periodic meeting with industry professionals. The advisory groups provide industry standard information and guide delivery of needed industry information to the students and teachers.

*Last updated: 1/31/23*

## Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/23*

## Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	27.97%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/31/23*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

EPIC students are enrolled in either 10th or 12th grade and therefore do not participate in the California Physical Fitness Test.

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

*Last updated: 1/31/23*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

?The adult student population served by EPIC is composed primarily of adults who live in underserved communities, including recent immigrants. All are either immigrants and/or English language learners who are in need of a high school diploma, and high school dropouts who attended school in the United States but never completed the requirements to earn a high school diploma. The majority of the students also live in the rural and/or agricultural areas in which EPIC learning centers have been established. Due to 100% of students being 18 years old or older, parent involvement is not a component of the program. ?

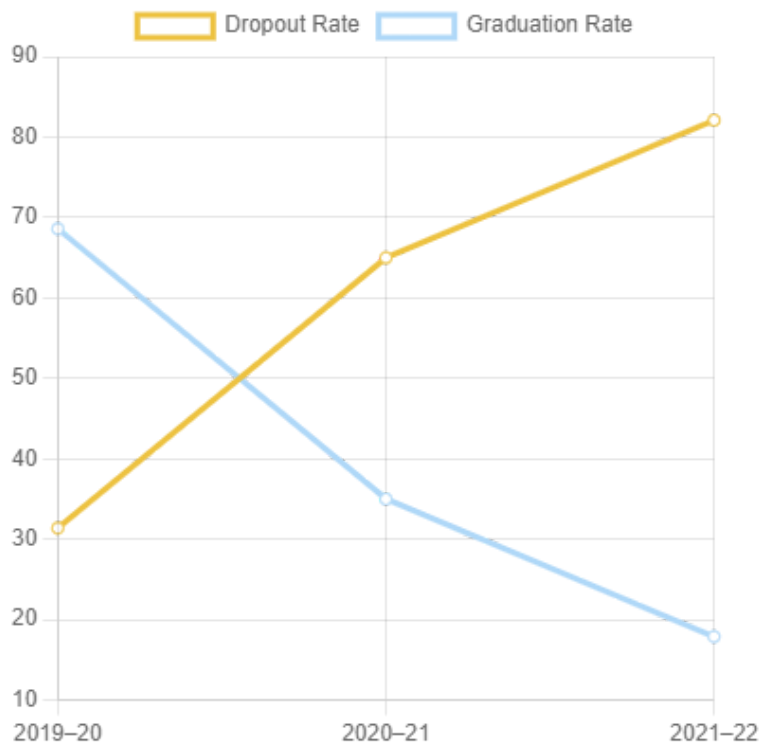
## State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	31.4%	65.0%	82.1%	32.8%	31.2%	67.1%	8.9%	9.4%	7.8%
Graduation Rate	68.6%	35.0%	17.9%	42.7%	45.7%	25.5%	84.2%	83.6%	87.0%



Last updated: 1/30/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	689	123	17.9
Female	510	108	21.2
Male	179	15	8.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	655	117	17.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	15	4	26.7
English Learners	613	99	16.2
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	676	123	18.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 1/31/23*



**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

EPIC de Cesar Chavez experiences higher levels of chronic absenteeism than other schools due to the population served. EPIC focus on recent immigrants, high school drop outs, and minorities from underserved communities. Consequently, these vulnerable populations experience higher obstacles that impede good attendance. EPIC works diligently in providing support and resources to help mitigate these obstacles.

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1228	798	676	84.7
Female	874	589	500	84.9
Male	353	208	175	84.1
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	7	100.0
Black or African American	37	25	24	96.0
Filipino	3	3	2	66.7
Hispanic or Latino	1154	744	627	84.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	23	16	14	87.5
English Learners	52	31	29	93.5
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	1218	792	670	84.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	5	5	5	100.0

*Last updated: 1/30/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.58%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

EPIC serves students who are 18 and over. Student's who attend EPIC choose to be there and this correlates with minimal to no behavior issues that result in suspensions or expulsions.

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.02%	0.81%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/30/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

EPIC serves students who are 18 and over. Student's who attend EPIC choose to be there and this correlates with minimal to no behavior issues that result in suspensions or expulsions.

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/30/23*

**School Safety Plan (School Year 2022–23)**

The EPIC de Cesar Chavez Board, students, and staff are committed to ensuring that our classrooms are safe, secure, and peaceful. Our classrooms reflect our Core Principles of Excellence, Innovation, Integrity, Opportunity, and Si Se Puede attitudes. We acknowledge that creating safe and secure learning environments requires a team effort that involves our entire community including staff, students, first responders and community partners. We strive to be prepared to respond to emergencies including natural and man-made hazards, and to prevent violence and behavior issues that undermine safety and security. Our efforts include strategies aimed at providing education in the areas of prevention, mitigation, and

intervention of potential incidents that could adversely affect our school and classrooms including aspects of social, emotional, and physical safety for our community.

Safety guidelines have been implemented to reduce COVID-19 transmission in the school setting, while meeting the educational needs of all students. Along with guidance from Local Health Departments, CA Safe Schools for All site <https://schools.covid19.ca.gov/>, and directions from Nevada County Superintendent of Schools, guidelines are in place within all of our classrooms for prevention and mitigation of COVID-19.

The Safety Planning Committee reviewed the School Safety Plan on 11-29-2021 and the EPIC Board of Trustees approved the plan on 12-11-2021. Classroom instruction regarding the various parts of the safety plan are shared with students during semester drills and review of the student code of conduct occurs with the counseling staff during Orientation and throughout the academic planning process. Each student is required to verify that they have reviewed and understand the procedures prior to enrollment by signing the Student Code of Conduct Contract, and the Student Academic Contract provided in the Enrollment Packet.

*Last updated: 1/30/23*

## 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 (Elementary) School Year 2019–20

EPIC de Cesar Chavez serves high school students (10th & 12th graders) who are 18 years of age and over.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	49	5	3
Mathematics	8.00	50	1	1
Science	5.00	40	1	
Social Science	10.00	69	6	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 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	105	6	
Mathematics	8.00	55	3	
Science	3.00	40		
Social Science	6.00	96	2	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	3.00	148		
Mathematics	5.00	72		
Science	2.00	41		
Social Science	4.00	114		

\* 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: 1/31/23*

### Ratio of Pupils to Academic Counselor (School Year 2021–22)

The counselor to student ratio in 2021-2022 was approximately 180 students to one counselor. In addition we had one full time academic advisor on staff who is enrolled in the counseling/pps program and will be done spring of 2023.

Title	Ratio
Pupils to Academic Counselor*	93.62

\* 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: 1/31/23*

### Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/31/23*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10585.00	\$1181.02	\$9403.00	\$62062.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--



<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/30/23*

## Types of Services Funded (Fiscal Year 2021–22)

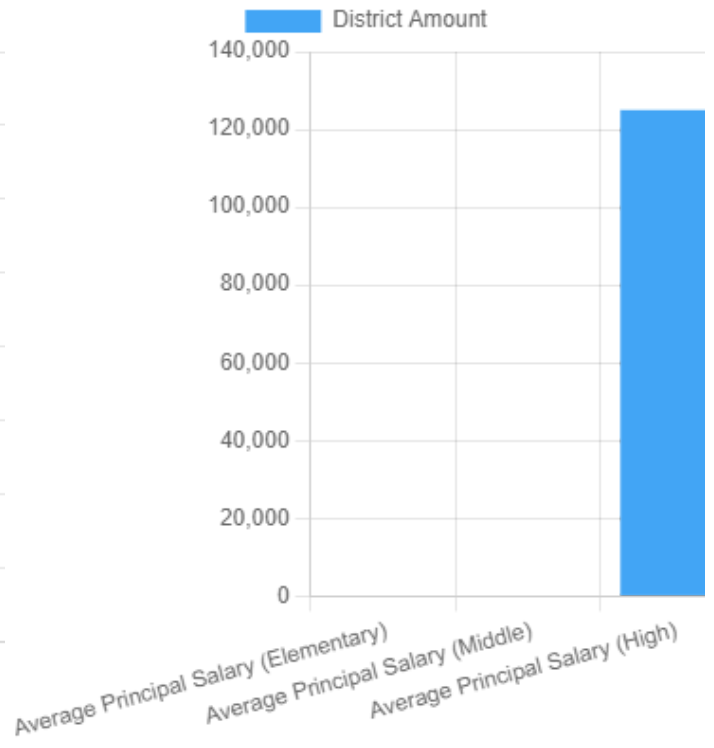
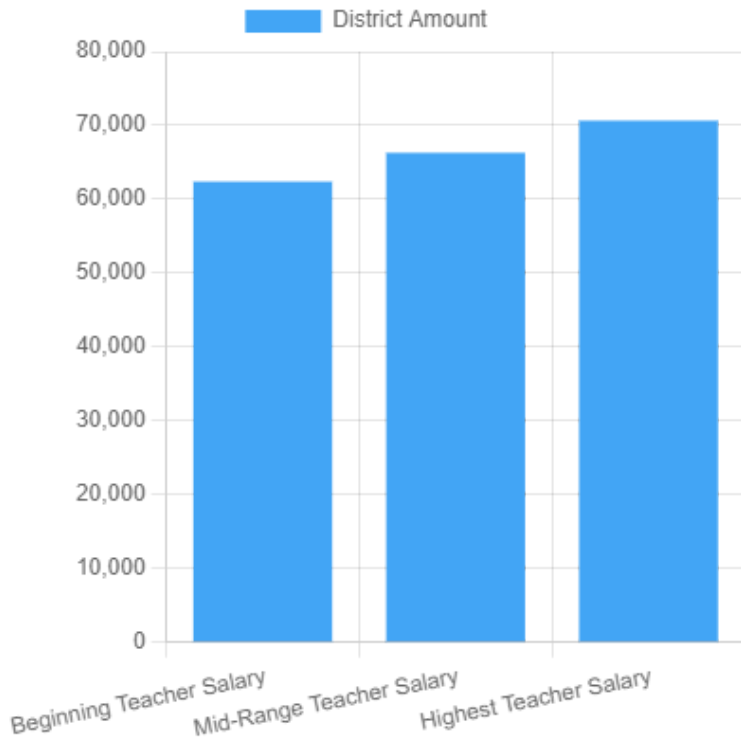
The school's mission is to serve the underserved and this is accomplished by facilitating programs that focus on remediation, basic skill development, career pathways, and credit recovery leading to a high school diploma. In addition to the high school diploma program, FIELD/EPIC provides classes for English as a Second Language as a pathway to English language competence for the workplace, a Career Technical Program with seven career pathways- (Recycling, Solar, Agriculture, Firefighting, Natural Resources, Business, Early Childhood Education), and opportunities with the Cesar Chavez Environmental Corps (CCEC), a State of California certified youth conservation corps. EPIC students become aware of the program through referrals from local school districts, community meetings, social media announcements, presentations in community churches and other gatherings, and printed material distribution. Since the inception of EPIC charter high school in 2014, EPIC has graduated over 1,200 adult students with a high school diploma.

*Last updated: 1/30/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62400.00	--
Mid-Range Teacher Salary	\$66301.00	--
Highest Teacher Salary	\$70655.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$125000.00	--
Superintendent Salary	\$139000.00	--
Percent of Budget for Teacher Salaries	28.00%	--
Percent of Budget for Administrative Salaries	16.20%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/23

## Advanced Placement (AP) Courses (School Year 2021–22)

### Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

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

*Last updated: 1/30/23*

### Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	9	17	9

*Last updated: 1/30/23*