

**California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18**



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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- View this SARC online at the school and/or LEA web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents and community members should contact the school principal or the GCC Central Office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Mission Statement

All EPIC students will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

Vision Statement

To prepare our students for the competitive global economy, EPIC will provide a safe learning environment that fosters students' risk-taking, inquiry and independent thinking skills.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact Empowering Possibilities International Charter at (916) 286-1960.

District & School Profile

Empowering Possibilities International Charter (EPIC) is a Gateway Community Charters charter school. Gateway Community Charters (GCC) was created in April 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving underserved and at-risk populations. Each of our schools has a unique mission and vision and has a proven track record of serving students within the charter school construct. Gateway Community Charters has a total of seven charter schools and is associated with Twin Rivers School District, San Juan Unified School District, and Yolo County Office of Education as the LEA/oversight agencies.

Gateway International School was opened in August 2015 with an enrollment of approximately 320 students in grades K-8. EPIC is an International Baccalaureate (IB) Candidate School. A foundational goal of the school is to create internationally-minded students who are bilingual and care about the global community. EPIC focuses on world language instruction. The adopted curriculum is integrated into the IB framework and includes transition to the Common Core State Standards and incorporation of 21st Century Skills. The school program is balanced and comprehensive in meeting all students' needs and provides a path for intervention.

Student Enrollment by Grade Level (School Year 2016-17)

	2016-2017
K	35
Grade 1	49
Grade 2	49
Grade 3	48
Grade 4	45
Grade 5	45
Grade 6	20
Grade 7	18
Grade 8	10
Total Enrollment	319

Student Enrollment by Student Group (School Year 2016-17)

Group	Percentage
Number of Students	319
Black or African American	0.3%
American Indian or Alaska Native	0.0%
Asian	0.6%
Filipino	0.0%
Hispanic or Latino	0.6%
Native Hawaiian or Pacific Islander	0.0%
White	98.4%
Two Or More Races	0.0%
Other	0.1%
Socioeconomically Disadvantaged	69.9%
English Learners	77.7%
Students with Disabilities	2.5%
Foster Youth	0.0%

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

	School			County
	15-16	16-17	17-18	2017-2018
Fully Credentialed	14	15	15	41
Without Full Credentials	0	0	0	2
Working Outside Subject (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

	15-16	16-17	17-18
Misassignments of Teachers of English Language Learners	0	0	0
Total Missassignment of Teachers	0	0	0
Vacant Teacher Positions	1	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year Year and Month in which data was collected: January 2018

EPIC Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-6 th	English/Language Arts	McGraw Hill – Wonders	2017
7 th -8 th	English/Language Arts	Pearson - Common Core Literature	2015
K-5 th	History/Social Science	History Alive - Teachers Curriculum Institute	2016
6 th -8 th	History/Social Science	History Alive - Teachers Curriculum Institute	2015
K-6 th	Mathematics	Envision Math - Common Core Edition	2015
7 th -8 th	Mathematics	Pearson Digits	2015
K-6 th	Science	Houghton-Mifflin California Science	2007
7 th -8 th	Science	Glencoe – iscience	2012
K-8	Science	FOSS Science – NGSS Transitional	2014

School Facilities (School Year 2017-2018)

EPIC consists of 19 classrooms, a multipurpose room, staff lounge, library, office, and a playground. EPIC administration/staff work in conjunction with the facility landlords and the GCC Facilities department to maintain a clean, functional, and safe facility for the school community.

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. CAA 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 pupils 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 programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English/Language Arts	--	23%	25%	--	21%	20%	--	48%	48%
Mathematics	--	24%	28%	--	21%	22%	--	36%	37%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Eleven (School Year 2016-2017)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	186	100%	24.73%
Male	104	104	100%	20.19%
Female	82	82	100%	30.49%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	181	181	100%	24.31%
Two or More Races	--	--	--	--

Socioeconomically Disadvantaged	134	134	100%	19.40%
English Learners	167	167	100%	23.35%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes 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 students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	185	99.46%	28.11%
Male	104	103	99.04%	29.13%
Female	82	82	100%	26.83%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	181	180	99.45%	27.78%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	134	133	99.25%	25.56%

English Learners	167	166	99.40%	27.11%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes 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.

CAASPP Test Results in Science for All Students

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, 10)	--	--	47%	--	--	24%	60%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight and ten.

Note: Scores are not shown 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: The 2016-2017 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	--
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses required for UC/CSU Admission	0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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 2016-2017)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	62%	47%	24%
7 th	79%	42%	32%

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.

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 2016-2017)

Empowering Possibilities International Charter (EPIC) greatly benefits from its supportive parents who participate in various school activities, field trips, and volunteer in the classroom. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and provide feedback regarding the school's Single School District and LCAP plans. For more information about parent involvement opportunities at the school, contact the school office at 916.286.1960.

State Priority: Pupil Engagement

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

- High School dropout rates; and
- High School graduation rates.

Note: EPIC is a K-8 school and none of the above indicators are applicable.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	--	0.6%	4.0%	9.8%	10.0%	10.6%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan

Gateway Community Charters, in conjunction with Empowering Possibilities International Charter, has adopted a Comprehensive School Safety Plan that is reviewed and revised in February and board-adopted by March 1 each year. The plan addresses required elements such as campus safety and security, emergency preparedness, disaster plans, school uniform policy, student discipline, anti-discrimination and harassment, anti-bullying, etc.

School safety is a primary concern at Empowering Possibilities International Charter. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state fire/earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire, earthquake and lockdown drills. The safety plan is updated each year and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Visitors to the school must first check in at the front office. All students must be signed out at the end of the day.

Discipline & Climate for Learning

Students at Empowering Possibilities International Charter are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. EPIC participates in the Flippen Group's Capturing Kids' Hearts program that teaches students how to self-regulate their behavior. The CKH program promotes positive student behavior and school culture.

In addition, all students receive character development education through the IB Learner Profile. The goal of EPIC's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of school rules and discipline policies through the Parent & Student handbook which is sent home at the beginning of the school year.

Student Recognition

EPIC provides a well-balanced student recognition program that focuses on student achievement as well as student improvement in wide variety of areas. Students are recognized for demonstration of IB Learner Profile characteristics through a Student of the Month program. Furthermore, students are recognized for attendance, academic attributes, Honor Roll and Principal's List. In addition, each teacher positively reinforces appropriate behavior in his/her own classroom through written and verbal affirmations and classroom-based positive incentive programs.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-2018)

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in PI	NA	0
Percent of Schools Identified for PI	NA	0.0%

Average Class Size and Class Size Distribution (Elementary)

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	15-16
K	-	18	18	-	2	2	-	1	0	-	0	0
1	-	18	25	-	3	0	-	0	2	-	0	0
2	-	24	24	-	0	0	-	1	2	-	0	0
3	-	23	25	-	0	0	-	2	2	-	0	0
4	-	23	23	-	0	0	-	2	2	-	0	0
5	-	24	23	-	0	0	-	1	2	-	0	0
6	-	22	20	-	0	1	-	7	0	-	0	0

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

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Classrooms Containing:								
	14-15	15-16	16-17	1-22 Students			23-32 Students			33+ Students		
				14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English	-	14	14	-	2	2	-	0	0	-	0	0
Mathematics	-	14	18	-	2	1	-	0	0	-	0	0
Science	-	16	14	-	3	2	-	0	0	-	0	0
Social Studies	-	14	15	-	2	3	-	0	0	-	0	0

* 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	.5	638
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	1	NA
Psychologist	1 (As Needed)	NA
Social Worker	0	NA
School Nurse	1 (As Needed)	NA
Resource Specialist Program Teacher	1	NA
Speech and Language Specialist	1 (As Needed)	NA
Athletic Director	1 (As Needed)	NA

Note: Cells with NA values do not require data.

Expenditures & Services Funded

In addition to general state LCFF funding, Gateway International School receives state and federal funding for the following categorical and other support programs:

- Title I - Various programs/additional support to assist students of low-socioeconomic status
- Public Charter School Grant Program
- State Lottery
- State Lottery, Instructional Materials
- State Special Education Funds

Professional Development - Most Recent Three Years

Staff members at EPIC participate in a comprehensive program of professional development. The primary focus of professional development at EPIC is the school-wide mastery of integral IB program elements such as the Learner Profile and Programme of Inquiry that are requirements for IB Authorization in PYP/MYP. With the changing

landscape of standards-based education and the onset of Common Core State Standards and Next Generation Science Standards, staff has participated in a multitude of trainings to prepare for the shifts. Furthermore, EPIC is a Project GLAD (Guided Language Acquisition Design) school and staff participates in trainings in order to best serve the large number of English Learners at the school. In addition, there has been a recent focus on educational technology/implementation this year with the acquisition of new Chromebook and Surface carts - implementation of educational technology and its related curriculum has been an ongoing topic at professional development sessions. Finally, EPIC is a Capturing Kids' Hearts (CKH) school - CKH is a comprehensive program designed to enhance school culture as well as build self-regulated behavior among students. The program requires frequent staff development and collaboration.

The school offers five staff development days annually and holds weekly collaboration meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Friday afternoon collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.