

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Empowering Possibilities International Charter	57-10579-0132464	November 3, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EPIC has built all of the required SPSA categorical finds (Title I, II, III, IV, CSI) into the school's LCAP and reviews and modifies the LCAP on an annual basis. Goals relating to the SPSA categorical funds are aligned with the 4 EPIC LCAP goals. Progress toward the goals is reviewed monthly at EPIC school leadership teams and at all EPIC School Site Council/ELAC/DELAC meetings.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

EPIC implements annual surveys to staff and parents to determine strengths and weaknesses of our academic program, school culture and parent engagement programs. The school culture survey is implemented annually at all Gateway Community Charters schools and is an important tool for reflection as well as an important part of the administrator evaluation process. The survey is used as a tool to set benchmarks with staff as to how we can improve the EPIC school culture. Also, EPIC implements an annual Parent Survey created by School Site Council/ELAC/DELAC to obtain important feedback on school programs. The feedback from these surveys is used in the development of EPIC's LCAP. Overall, the results of the two surveys show that EPIC staff and parents are generally satisfied with the EPIC school culture, parent engagement programs, and academic program.

The EPIC staff also completed culture surveys through the SurveyMonkey website. That results show that:

- 76% of staff believe the school culture is one of trust and respect between staff members
- 78% of staff believe there is trust and respect between staff and parents
- 75% of staff believe the school values and utilizes parent involvement
- 81% of staff believe the school staff embraces change
- 81% of staff believe the school staff embraces collaboration
- 72% of staff believe the school staff embraces diversity
- 96% of parents believe that students have access to sufficient resources and materials for learning
- 89% of parents believe that the EPIC school facility is safe and in good repair
- 80% of parents believe that EPIC prepares students to be college and career ready
- 96% of parents are aware of the disciplinary rules and procedures pertaining to students at EPIC
- 97% of families feel welcome and greeted when they visit EPIC
- 95% of students indicated that they feel safe at EPIC
- 97% of families believe that they can easily communicate with staff via email, telephone, and/or conference

The overall results of the survey show that EPIC families and staff generally believe that the EPIC school culture and academic programs are strong. The surveys also show that some EPIC staff member believe that the school could be more culturally diverse and that parent involvement could improve, which can be linked to the goals contained within this plan.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers who have been employees of Gateway Community Charters for more than 5 years are evaluated every two years. All other teachers are evaluated every year. Teachers receive one to four scheduled observations and numerous unscheduled visits throughout the school year. Findings

will show teacher implementation of adopted curriculum, overall strong classroom management, use of assessment to drive instruction, and use of required teaching strategies and technology to provide a safe, nurturing environment for learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Regarding state-mandated assessments, EPIC has three years of CAASPP data in English/Language Arts and Mathematics and ELPAC state data upon which to base school wide goals. In addition to state mandated testing, EPIC also tests all students grades TK-8 three times a year using Renaissance STAR tests for English Language Arts and Mathematics. Teachers regularly analyze their student data from all of the assessments individually and in grade level professional learning communities. Teachers use the test data results to modify instruction, target instruction, create leveled groupings for ELA and Math in classrooms, as well as to work with students to set individual goals. Administration uses the testing results to guide the LCAP and school-wide program as well as to create school-wide intervention programs in ELA and math for students who are below grade level.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum embedded assessments are administered at regular intervals in all of our CORE subject areas - ELA and mathematics in particular and the data received by them is analyzed regularly in grade level Professional Learning Communities (PLCs). Administration and teachers review assessment results to determine trends or needs by teacher, student or grade level at least twice a month. The data gathered from curriculum-embedded assessments is also used during teacher collaboration time to identify students at risk and to plan instruction and/or reteaching. Teachers work as a grade level team to analyze student data, develop curriculum, and discuss best teaching practices and student needs. These results are more specific than the nationally-normed Renaissance testing and pinpoint specific skills needed by students, which then can be addressed during small group lessons.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Empowering Possibilities International Charter School staff are highly qualified per ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided SBE-adopted curriculum and have curriculum training in both English Language Arts and Math.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the EPIC Coherent Instructional Framework, which includes GCC initiatives and school and teacher needs. Student performance data, principal observations, and teacher input help determine need for professional development. All EPIC staff have been trained in the implementation of California Standards for ELA and Mathematics. The focus of recent professional learning include: Mathematics instruction best practices, NGSS training, Guided Language Acquisition and Design (GLAD) to assist with teaching our large number of English Learners, Social-Emotional Learning, technology training, Equity work with Hanover Group, and training in International Baccalaureate (IB) best practices, as EPIC is an Authorized IB school.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

EPIC's Principal, Vice-Principal, and Site Administrator observe and support teachers regarding curriculum and instructional techniques. For our IB work, EPIC has a PYP and MYP coordinator to assist teachers with the work. EPIC also has three Lead Teachers who serve as support for classroom and elective teachers. New teachers are provided SCOE Teacher Induction coaches and attend county sponsored professional development workshops. Teachers have staff support as well with a full time RSP teacher, and Title I/EL paraeducators who push into classrooms for instructional support. EPIC provides monthly opportunities through our PLC groups for teachers to collaborate and provide the "informal" support that most teachers find valuable.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our TK-8 teachers participate in Professional Learning Community (PLC) meetings three times a month for curriculum planning including reflection, curriculum alignment, integration of subjects, and student support and intervention. Much of our IB work has been accomplished through these PLCs. The principal, vice principal and site administrator rotate through the teacher meetings to offer support and guidance. The EPIC staff greatly values collaboration and the administrative team integrates collaborative structures into professional learning as much as possible.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks and supplementary materials that align with CA Standards, IB profiles and framework, grade level expectations, and pacing charts. Teachers prepare weekly lesson plans for all grade levels and subjects. Support structures are aligned with standards-based instruction and IB expectations. EPIC has a math and ELA intervention program for grades TK-8 called SuccessMaker. This program supports Common Core. EPIC utilizes Rosetta Stone as a support program for English language and foreign language instruction which aligns with IB expectations. EPIC also has 6 credentialed teachers who support our students twice a week after school for tutoring services in English language arts and mathematics.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework for recommended instructional minutes. Every teacher has a daily plan to ensure that students receive the appropriate amount of instructional time for each subject.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are expected to follow the pacing guides that have been co-created by teachers with EPIC administrative guidance. The master schedule allows enough flexibility for intervention at all grade levels. Each grade level receives daily intervention services. Also, there is a significant after-school intervention program in ELA and mathematics at EPIC.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All standards-based instructional materials are available to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum at EPIC is SBE-adopted and aligns to the CA Standards. Teachers utilize standards-based supplemental materials to enhance the SBE-adopted materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through SuccessMaker or small group instruction. During reading and math, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet at grade level to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan reteaching. When students are not making sufficient progress at grade level, teachers must refer them to the Student Study Team. This team meets to determine best practices for support individual students in collaboration with the family. This team also monitors student progress per the team suggestions.

EPIC utilizes a full-inclusion model for special education services and pulls out individual students for additional instruction as per their IEP.

Evidence-based educational practices to raise student achievement

EPIC utilizes research-based practices as follows: Explicit Direct Instruction, Specially Designed Academic Instruction in English, Capturing Kids' Hearts, Guided Language Acquisition and Design (GLAD), Rosetta Stone, Social Emotional Learning (CASEL Model), Math Matters, International Baccalaureate and differentiated instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family, and school resources available to assist underachieving students:

- District Nurse
- Resource Specialist Teacher
- Instructional Assistants
- Translators
- Parent volunteers
- Intervention program
- After school program
- Parent Liaison Services

Our school communicates with parents through:

- School web site
- Teacher web pages
- Twitter Account
- Grades online
- Report Card every trimester
- Progress reports at mid-trimester
- Back to School Night
- Coffee with the Administration
- Parent Teacher Conferences
- School Site Council
- English Learner Advisory Committee
- School Newsletter
- Teacher Newsletters
- Parent Liaison Communications

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council and English Learner Advisory Committee meets regularly and meets requirements for parity. At meetings, we review the current school program and school achievement data, set school wide goals, plan budget, and monitor and evaluate goals. Each year, the SSC/ELAC/DELAC is trained in their roles and responsibilities. In 2019, EPIC successfully underwent a Federal Program Monitoring (FPM) and no findings in EL or Title I programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All of the funds that are included in this SPSA are aligned under EPIC's four LCAP goals. Categorical services focus on the underperforming students at this school. Title I funds are used to employ paraprofessionals to assist low performing students and a parent liaison to engage the families of low performing students. Title II funds are used for International Baccalaureate training, which helps engage and challenge our underperforming students. Title III funds are used to fund paraprofessionals who support English Learners as well as for books to support immigrant students. Title IV funds are used to fund an additional paraprofessional for our after school program, which supports after school tutoring programs and engages students through recreational opportunities. CSI funds are used to provide training to teachers in Project Glad, Capturing Kids Hearts, Mathematics PD, school-wide improvement efforts, and International Baccalaureate - all important programs that engage underperforming students in different ways, whether academically, or to support the positive school culture that is vital for student learning and engagement.

Fiscal support (EPC)

Title I, Title II, Title III, Title IV, CSI

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was drafted by the administrative team, reviewed by the EPIC school leadership team, and adopted by the EPIC School Site Council/ELAC/DELAC on November 3, 2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There were no resource inequities identified as a result of the required needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.53%	0.79%	1.22%	2	3	5
Asian	1.33%	0.79%	0.24%	5	3	1
Filipino	0.27%	0.26%	0.24%	1	1	1
Hispanic/Latino	2.39%	1.05%	0.98%	9	4	4
Pacific Islander	%	%	0%			0
White	95.49%	96.86%	97.31%	360	370	398
Multiple/No Response	%	%	0%			0
Total Enrollment				377	382	409

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	47	46	50
Grade 1	48	44	45
Grade 2	44	46	50
Grade 3	50	47	51
Grade 4	46	46	46
Grade 5	47	42	50
Grade 6	48	44	40
Grade 7	23	43	34
Grade 8	24	24	43
Total Enrollment	377	382	409

Conclusions based on this data:

1. EPIC is seeing steady enrollment growth
2. Cultural diversity is slowly increasing at EPIC, but is not at the level we are striving for
3. The number of African American students at EPIC has increased

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	275	278	268	72.9%	72.8%	65.5%
Fluent English Proficient (FEP)	76	70	110	20.2%	18.3%	26.9%
Reclassified Fluent English Proficient (RFEP)	30	14	59	12.1%	5.1%	21.2%

Conclusions based on this data:

1. The number of English Learners is declining at EPIC, but they still make up the majority of EPIC students
2. The number of Fluent English Proficient (FEP) students is Increasing at EPIC
3. The number of Reclassified Fluent English Proficient (RFEP) students at EPIC is increasing dramatically

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	47	48	48	45	47	48	45	47	100	95.7	97.9
Grade 4	45	44	42	45	43	40	45	43	40	100	97.7	95.2
Grade 5	45	46	42	45	43	41	45	43	41	100	93.5	97.6
Grade 6	20	46	41	20	45	40	20	45	40	100	97.8	97.6
Grade 7	19	23	41	19	22	41	19	22	41	100	95.7	100
Grade 8	*	22	24	*	22	24	*	22	24		100	100
All	186	228	238	186	220	233	186	220	233	100	96.5	97.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2358.	2405.	2392.	4.17	17.78	12.77	12.50	24.44	21.28	25.00	24.44	27.66	58.33	33.33	38.30
Grade 4	2422.	2450.	2483.	4.44	16.28	30.00	20.00	20.93	32.50	28.89	30.23	17.50	46.67	32.56	20.00
Grade 5	2430.	2463.	2469.	0.00	9.30	7.32	17.78	16.28	31.71	37.78	39.53	26.83	44.44	34.88	34.15
Grade 6	2519.	2510.	2509.	20.00	2.22	7.50	15.00	48.89	37.50	35.00	24.44	27.50	30.00	24.44	27.50
Grade 7	2550.	2554.	2551.	10.53	13.64	9.76	47.37	31.82	36.59	26.32	40.91	34.15	15.79	13.64	19.51
Grade 8	*	2599.	2540.	*	18.18	12.50	*	45.45	25.00	*	31.82	37.50	*	4.55	25.00
All Grades	N/A	N/A	N/A	5.38	12.27	13.30	19.35	30.00	30.90	31.72	30.91	27.90	43.55	26.82	27.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	11.11	10.64	43.75	46.67	53.19	52.08	42.22	36.17
Grade 4	8.89	23.26	15.00	46.67	48.84	65.00	44.44	27.91	20.00
Grade 5	2.22	11.63	4.88	62.22	44.19	65.85	35.56	44.19	29.27
Grade 6	20.00	6.67	17.50	30.00	64.44	50.00	50.00	28.89	32.50
Grade 7	10.53	22.73	17.07	68.42	31.82	60.98	21.05	45.45	21.95
Grade 8	*	18.18	12.50	*	68.18	50.00	*	13.64	37.50
All Grades	6.99	14.55	12.88	51.08	50.91	57.94	41.94	34.55	29.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	13.33	12.77	47.92	48.89	48.94	45.83	37.78	38.30
Grade 4	6.67	13.95	22.50	51.11	53.49	70.00	42.22	32.56	7.50
Grade 5	2.22	13.95	14.63	48.89	41.86	46.34	48.89	44.19	39.02
Grade 6	30.00	17.78	15.00	25.00	51.11	62.50	45.00	31.11	22.50
Grade 7	21.05	18.18	21.95	63.16	72.73	58.54	15.79	9.09	19.51
Grade 8	*	45.45	12.50	*	50.00	54.17	*	4.55	33.33
All Grades	9.14	18.18	16.74	48.92	51.36	56.65	41.94	30.45	26.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	26.67	19.15	56.25	51.11	63.83	37.50	22.22	17.02
Grade 4	8.89	11.63	35.00	66.67	76.74	52.50	24.44	11.63	12.50
Grade 5	4.44	13.95	4.88	46.67	65.12	75.61	48.89	20.93	19.51
Grade 6	25.00	15.56	12.50	60.00	60.00	77.50	15.00	24.44	10.00
Grade 7	10.53	9.09	17.07	84.21	81.82	65.85	5.26	9.09	17.07
Grade 8	*	22.73	4.17	*	72.73	70.83	*	4.55	25.00
All Grades	8.60	16.82	16.31	61.29	65.91	67.38	30.11	17.27	16.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	8.89	4.26	35.42	60.00	61.70	58.33	31.11	34.04
Grade 4	6.67	25.58	27.50	57.78	46.51	55.00	35.56	27.91	17.50
Grade 5	4.44	9.30	4.88	46.67	53.49	58.54	48.89	37.21	36.59
Grade 6	30.00	28.89	15.00	55.00	46.67	57.50	15.00	24.44	27.50
Grade 7	10.53	27.27	19.51	78.95	63.64	63.41	10.53	9.09	17.07
Grade 8	*	50.00	16.67	*	45.45	54.17	*	4.55	29.17
All Grades	8.60	22.27	14.16	52.15	52.27	58.80	39.25	25.45	27.04

Conclusions based on this data:

1. The # of students Meeting/Exceeding the Standard in 2018-2019 in English/Language Arts increased about 1%, which is a gain, but is not a large enough gain for us to be satisfied with
2. In 2018-2019 5th and 8th grade ELA scores are significantly lower than the other grade levels, which is worth investigating
3. While there was a slight decrease for all students Above Standard in all domains, significant work must be done to bridge the gap on the Research/Inquiry Domain

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	47	48	48	46	47	48	46	47	100	97.9	97.9
Grade 4	45	44	42	45	44	41	45	44	41	100	100	97.6
Grade 5	45	46	42	44	45	41	44	45	41	97.8	97.8	97.6
Grade 6	20	46	41	20	46	41	20	46	41	100	100	100
Grade 7	19	23	41	19	22	41	19	22	41	100	95.7	100
Grade 8	*	22	24	*	22	24	*	22	24		100	100
All	186	228	238	185	225	235	185	225	235	99.5	98.7	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.	2427.	2424.	10.42	8.70	14.89	25.00	39.13	34.04	35.42	30.43	19.15	29.17	21.74	31.91
Grade 4	2455.	2471.	2497.	6.67	11.36	21.95	26.67	31.82	36.59	42.22	36.36	31.71	24.44	20.45	9.76
Grade 5	2467.	2457.	2470.	0.00	4.44	7.32	18.18	8.89	17.07	40.91	42.22	39.02	40.91	44.44	36.59
Grade 6	2547.	2537.	2503.	25.00	13.04	12.20	20.00	39.13	14.63	35.00	26.09	48.78	20.00	21.74	24.39
Grade 7	2500.	2553.	2541.	0.00	9.09	7.32	10.53	40.91	19.51	52.63	22.73	48.78	36.84	27.27	24.39
Grade 8	*	2581.	2521.	*	18.18	20.83	*	22.73	8.33	*	40.91	25.00	*	18.18	45.83
All Grades	N/A	N/A	N/A	7.03	10.22	13.62	21.08	30.22	22.98	39.46	33.33	35.74	32.43	26.22	27.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.08	30.43	25.53	35.42	39.13	38.30	37.50	30.43	36.17
Grade 4	17.78	25.00	41.46	42.22	38.64	46.34	40.00	36.36	12.20
Grade 5	11.36	4.44	9.76	29.55	37.78	31.71	59.09	57.78	58.54
Grade 6	40.00	32.61	14.63	30.00	39.13	39.02	30.00	28.26	46.34
Grade 7	0.00	31.82	12.20	52.63	40.91	51.22	47.37	27.27	36.59
Grade 8	*	31.82	25.00	*	50.00	25.00	*	18.18	50.00
All Grades	18.92	24.89	21.28	35.68	40.00	39.57	45.41	35.11	39.15

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	13.04	21.28	52.08	58.70	44.68	35.42	28.26	34.04
Grade 4	8.89	11.36	21.95	44.44	63.64	58.54	46.67	25.00	19.51
Grade 5	2.27	8.89	7.32	40.91	40.00	48.78	56.82	51.11	43.90
Grade 6	25.00	15.22	9.76	45.00	50.00	56.10	30.00	34.78	34.15
Grade 7	0.00	13.64	19.51	57.89	63.64	58.54	42.11	22.73	21.95
Grade 8	*	22.73	25.00	*	59.09	25.00	*	18.18	50.00
All Grades	8.65	13.33	17.02	47.57	54.67	50.21	43.78	32.00	32.77

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	23.91	19.15	68.75	47.83	44.68	25.00	28.26	36.17
Grade 4	20.00	15.91	31.71	51.11	59.09	58.54	28.89	25.00	9.76
Grade 5	0.00	8.89	4.88	56.82	55.56	53.66	43.18	35.56	41.46
Grade 6	25.00	19.57	24.39	55.00	52.17	34.15	20.00	28.26	41.46
Grade 7	10.53	27.27	7.32	57.89	50.00	73.17	31.58	22.73	19.51
Grade 8	*	13.64	12.50	*	68.18	37.50	*	18.18	50.00
All Grades	10.27	17.78	17.02	57.84	54.67	51.06	31.89	27.56	31.91

Conclusions based on this data:

1. For 18-19, the % of students Exceeding the Standard Increased, while the % of students Meeting the Standard decreased dramatically. Overall EPIC has less students Meeting/Exceeding the Standard in 18-19 and math has been determined as a focus area
2. For 18-19, EPIC students in grades 5 and 6 stood out as grades having lower % of students Meeting the Standard, which led to more data analysis regarding classroom instructional practices and individual student data analysis for placement into school intervention programs
3. For 18-19, Concepts and Procedures and Communicating Reasoning saw that biggest decline as strand areas, so EPIC will consider these when designing math curriculum and implementing instructional practices

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1383.5	1388.2	1377.2	1380.6	1397.9	1405.6	45	36
Grade 1	1453.8	1443.4	1454.3	1432.3	1452.6	1454.1	44	35
Grade 2	1510.2	1490.2	1501.9	1483.0	1518.1	1496.9	38	30
Grade 3	1488.2	1471.7	1476.1	1475.6	1500.0	1467.1	31	20
Grade 4	1529.9	1511.5	1526.4	1496.4	1532.7	1526.3	30	23
Grade 5	1556.7	1498.3	1583.0	1424.5	1529.9	1571.4	27	19
Grade 6	1572.4	1554.3	1590.5	1545.5	1553.7	1562.3	28	19
Grade 7	1605.8	1549.9	1613.3	1530.6	1598.0	1568.5	11	22
Grade 8	*	1591.7	*	1566.3	*	1616.4	*	12
All Grades							261	216

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.78	*	19.44	37.78	47.22	37.78	30.56	45	36
1	31.82	2.86	38.64	22.86	*	60.00	*	14.29	44	35
2	68.42	6.67	*	63.33	*	23.33	*	6.67	38	30
3	*	5.00	41.94	25.00	*	50.00	*	20.00	31	20
4	40.00	21.74	50.00	43.48	*	21.74	*	13.04	30	23
5	66.67	15.79	*	5.26	*	57.89	*	21.05	27	19
6	67.86	31.58	*	52.63	*	10.53	*	5.26	28	19
7	*	22.73	*	36.36		40.91		0.00	11	22
8	*	50.00		25.00		16.67	*	8.33	*	12
All Grades	42.15	13.89	28.74	32.87	13.79	38.89	15.33	14.35	261	216

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	13.89	28.89	41.67	46.67	44.44	45	36
1	36.36	0.00	27.27	25.71	*	57.14	*	17.14	44	35
2	73.68	33.33	*	36.67		20.00	*	10.00	38	30
3	*	35.00	*	20.00	*	20.00	*	25.00	31	20
4	66.67	39.13	*	39.13		8.70	*	13.04	30	23
5	88.89	10.53	*	0.00	*	5.26	*	84.21	27	19
6	78.57	52.63	*	21.05	*	21.05		5.26	28	19
7	*	27.27	*	40.91		31.82		0.00	11	22
8	*	58.33		8.33		33.33	*	0.00	*	12
All Grades	52.49	23.61	20.31	24.07	11.49	29.17	15.71	23.15	261	216

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	44.44	55.56	25.00	*	22.22	45	36
1	29.55	2.86	40.91	37.14	*	45.71	*	14.29	44	35
2	52.63	6.67	*	60.00	*	23.33	*	10.00	38	30
3	*	0.00	*	10.00	35.48	35.00	*	55.00	31	20
4	*	21.74	50.00	30.43	*	34.78	*	13.04	30	23
5	*	21.05	*	31.58	*	36.84	*	10.53	27	19
6	39.29	26.32	*	42.11	*	26.32	*	5.26	28	19
7	*	22.73	*	31.82	*	31.82		13.64	11	22
8	*	58.33		25.00	*	8.33		8.33	*	12
All Grades	31.42	14.81	29.50	37.04	25.67	31.02	13.41	17.13	261	216

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.89	16.67	40.00	66.67	31.11	16.67	45	36
1	65.91	20.00	25.00	71.43	*	8.57	44	35
2	84.21	33.33	*	60.00	*	6.67	38	30
3	*	25.00	61.29	50.00	*	25.00	31	20
4	60.00	43.48	*	43.48	*	13.04	30	23
5	70.37	36.84	*	57.89	*	5.26	27	19
6	57.14	26.32	42.86	68.42		5.26	28	19
7	*	31.82	*	63.64		4.55	11	22
8	*	41.67	*	50.00		8.33	*	12
All Grades	56.32	28.70	32.95	60.65	10.73	10.65	261	216

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	26.67	38.89	66.67	61.11	45	36
1	36.36	0.00	43.18	65.71	*	34.29	44	35
2	65.79	26.67	31.58	56.67	*	16.67	38	30
3	41.94	45.00	*	30.00	*	25.00	31	20
4	70.00	39.13	*	39.13	*	21.74	30	23
5	88.89	10.53	*	0.00	*	89.47	27	19
6	92.86	57.89	*	36.84	*	5.26	28	19
7	*	31.82	*	68.18		0.00	11	22
8	*	50.00		33.33	*	16.67	*	12
All Grades	55.17	24.07	24.14	43.98	20.69	31.94	261	216

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.78	55.56	80.56	35.56	16.67	45	36
1	47.73	11.43	29.55	65.71	*	22.86	44	35
2	60.53	10.00	31.58	80.00	*	10.00	38	30
3		0.00	70.97	45.00	*	55.00	31	20
4	*	26.09	60.00	47.83	*	26.09	30	23
5	40.74	36.84	40.74	63.16	*	0.00	27	19
6	*	26.32	*	52.63	*	21.05	28	19
7	*	27.27	*	54.55	*	18.18	11	22
8	*	66.67	*	16.67		16.67	*	12
All Grades	33.72	18.52	44.44	61.11	21.84	20.37	261	216

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.56	58.33	37.78	19.44	*	22.22	45	36
1	*	5.71	68.18	80.00	*	14.29	44	35
2	47.37	16.67	50.00	80.00	*	3.33	38	30
3	*	5.00	58.06	55.00	*	40.00	31	20
4	50.00	13.04	40.00	78.26	*	8.70	30	23
5	*	26.32	62.96	57.89	*	15.79	27	19
6	39.29	42.11	53.57	52.63	*	5.26	28	19
7	*	4.55	*	95.45		0.00	11	22
8	*	8.33	*	83.33	*	8.33	*	12
All Grades	37.93	21.76	52.49	64.81	9.58	13.43	261	216

Conclusions based on this data:

1. For the most part students in levels 2/3 and in the somewhat/moderately performance levels made growth from 17-18 to 18-19.
2. The number of ELL students at EPIC decreases as the grade level increases with the exception of a jump at grade 7.
3. The total number of students taking the ELPAC assessment has decreased.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
382	74.9	72.8	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	278	72.8
Foster Youth	2	0.5
Socioeconomically Disadvantaged	286	74.9
Students with Disabilities	10	2.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.8
Asian	3	0.8
Filipino	1	0.3
Hispanic	4	1.0
Two or More Races	1	0.3
White	370	96.9

Conclusions based on this data:

1. In 2018-2019, The overwhelming majority (over 70%) of EPIC students are Socioeconomically Disadvantaged English Learners.
2. In 2018-2019, EPIC had a relatively small percentage (2.6%) of special education students.
3. In 2018-2019, 97% of EPIC students were white and EPIC has been working hard to reach out to families to increase the campus cultural diversity.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. English Language Arts and Mathematics are Orange and have been addressed in our CSI plan with targeted goals and strategies to improve these indicators.
2. Chronic Absenteeism is a problem at EPIC, and it addressed in our CSI plan with targeted goals and strategies to improve this indicator.
3. While EPIC's suspension rate has historically been low, there was an uptick in suspensions in 18-19 that led to the Red indicator. While Red for 18-19, the suspension rate was close to the state average. For 19-20, EPIC's suspension rate normalized so we anticipate this indicator returning to normal.

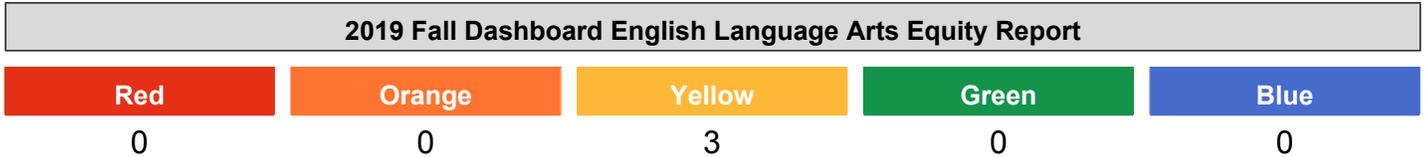
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 16.1 points below standard Maintained ++0.7 points 229	<p>English Learners</p>  Yellow 21.6 points below standard Increased ++5.2 points 206	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 18.7 points below standard Increased ++4.9 points 179	<p>Students with Disabilities</p>  No Performance Color 58.2 points below standard 16

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 16 points below standard Increased ++3.8 points 223

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.7 points below standard	23.6 points above standard	11.6 points below standard
Declined -9.2 points	Maintained ++0.3 points	13
108	98	

Conclusions based on this data:

- For 18-19, English Learners are making strong gains on CAASPP as seen by the Yellow Indicator. School-wide EPIC was Orange for 18-19.
- For 18-19, EPIC students did improve on CAASPP as a whole, but did not improve enough, hence the Orange Indicator. Goals and Strategies to improve ELA have been written into our CSI Plan.
- For 18-19, EPIC Reclassified English Learners improved slightly, but are doing very well overall at 23.6 points above the standard.

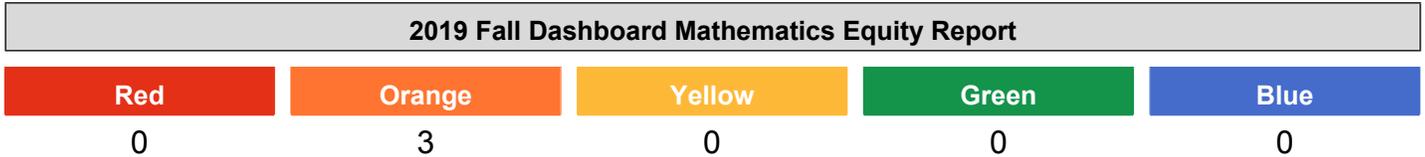
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 27.1 points below standard Declined -6.6 points 229	<p>English Learners</p>  Orange 30.8 points below standard Maintained -2 points 206	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Orange 29.9 points below standard Declined -3.7 points 179	<p>Students with Disabilities</p>  No Performance Color 52.3 points below standard 16

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 Orange 25.6 points below standard Maintained -2.5 points 223

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.1 points below standard	4.8 points above standard	30.2 points below standard
Declined Significantly -18.3 points	Increased ++3.6 points	13
108	98	

Conclusions based on this data:

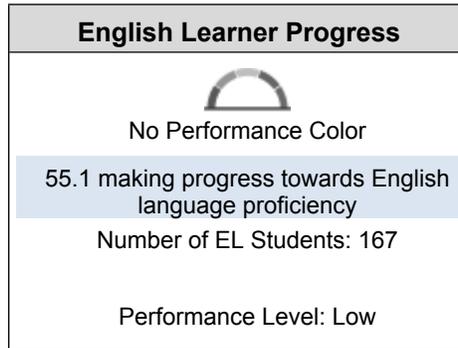
1. On the 2018-2019 CA School Dashboard, all subgroups declined in math on the CA School Dashboard. Mathematics will continue to be a focus area at EPIC.
2. Reclassified English Learners are the only group that is above the standard in math, and they also saw a performance increase in 2018-2019.
3. Current English Learners declined significantly, and a special focus must be placed on mathematics achievement for this group of students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.3	18.5	9.5	45.5

Conclusions based on this data:

1. EPIC ELL students are making steady progress towards English language proficiency, EPIC is in the "High" performance level.
2. Nearly half of EPIC ELL students progressed at least one ELPI level and 28% of EPIC ELL students maintained their ELPI level.
3. EPIC had 26.3 students decrease one ELPI level.

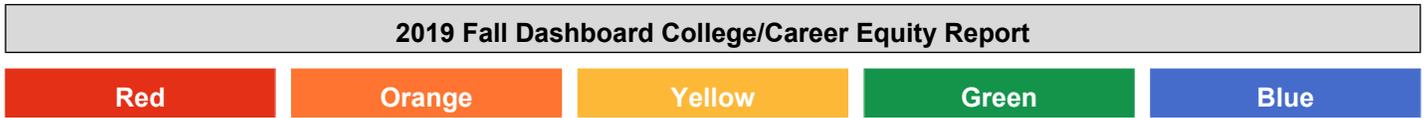
School and Student Performance Data

Academic Performance College/Career

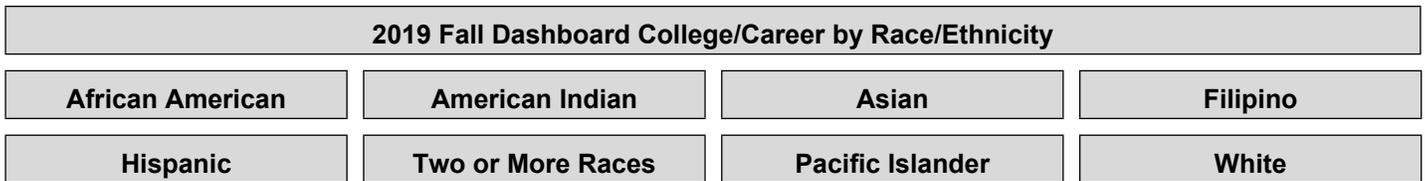
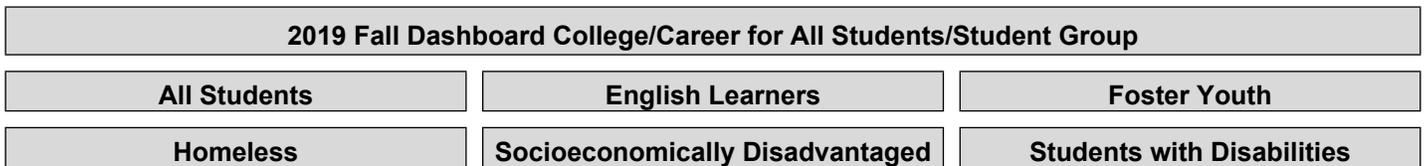
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

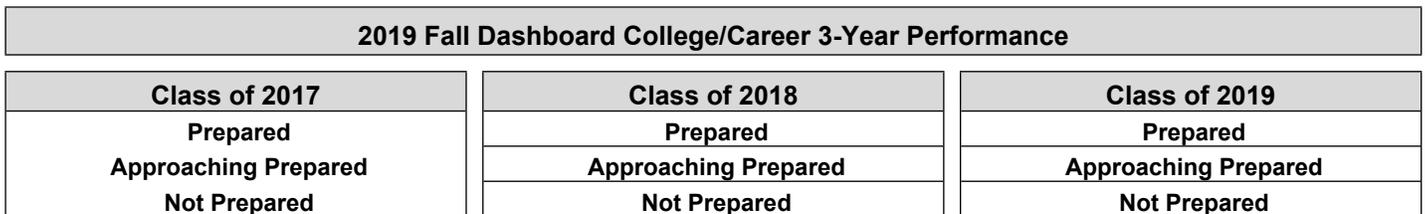
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

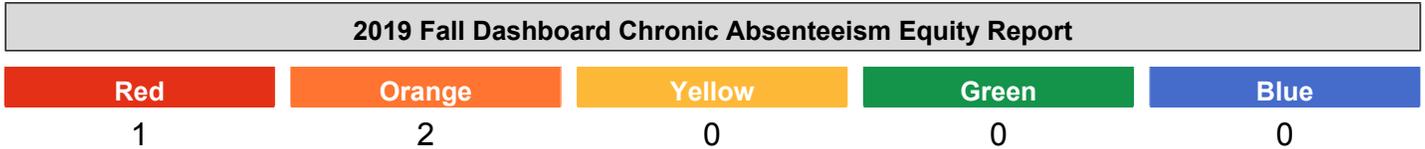
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>18.4</p> <p>Increased +2.4</p> <p>396</p>	<p>English Learners</p>  <p>Orange</p> <p>17.7</p> <p>Increased +2.2</p> <p>294</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>19.3</p> <p>Increased Significantly +3.2</p> <p>305</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>26.7</p> <p>Increased +12.4</p> <p>30</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 18.2 Increased +1.7 385

Conclusions based on this data:

1. Chronic Absenteeism is a challenge for EPIC overall - this area needs immediate proactive attention and parent education
2. EPIC students with disabilities have the highest percentage of chronic absenteeism
3. Students in the sub-group of socioeconomically disadvantaged have the second highest rate of chronic absenteeism

School and Student Performance Data

Academic Engagement Graduation Rate

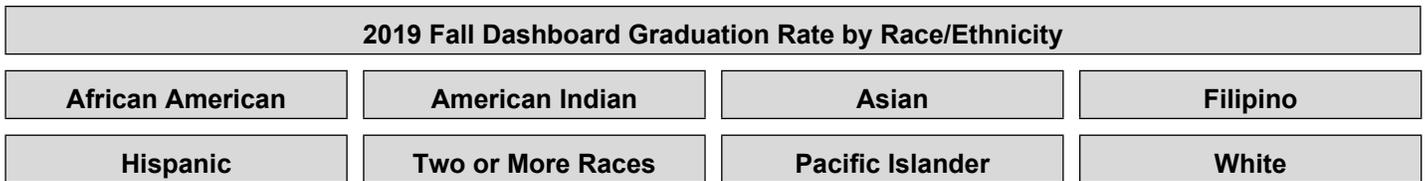
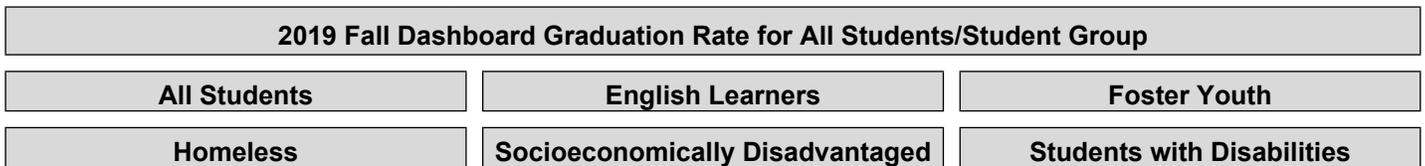
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

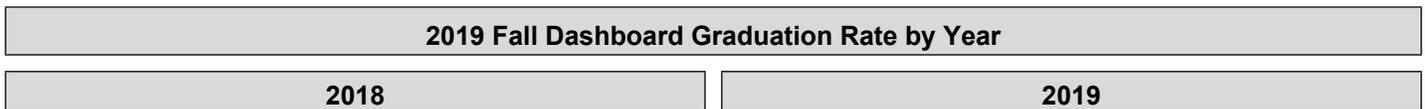
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

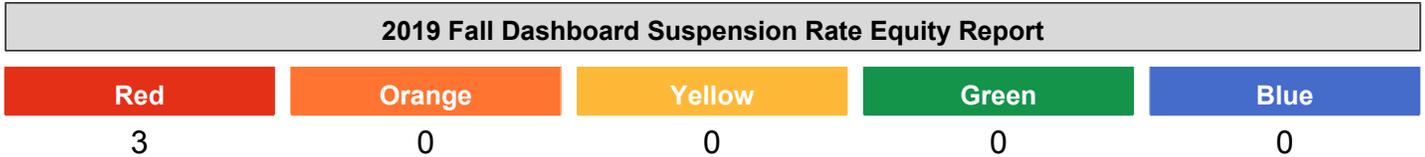
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>4.2</p> <p>Increased Significantly +3.2</p> <p>401</p>	<p>English Learners</p>  <p>Red</p> <p>3.7</p> <p>Increased Significantly +3.3</p> <p>299</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>3.9</p> <p>Increased Significantly +2.9</p> <p>307</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>16.7</p> <p>Increased +16.7</p> <p>30</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data 4			 Red 4.4 Increased Significantly +3.3 388

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	4.2

Conclusions based on this data:

1. In 2018-2019, EPIC had a large spike in suspensions but the number is still around the state average.
2. The rise in suspensions occurred in the Students with Disabilities subgroup, which is a problem that will be addressed.
3. In 2019-2020, where there was no dashboard, the suspension rate would have normalized to be around 1%, which is typical at EPIC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learner Achievement

LEA/LCAP Goal

EPIC will increase the percentage of students who will move up a level on the English Language Proficiency Exam (ELPAC) each year, which will demonstrate the success of EPIC English Learner programs.

Goal 1

EPIC will increase the percentage of students who will move up a level on the English Language Proficiency Exam (ELPAC) each year, which will demonstrate the success of EPIC English Learner programs.

Identified Need

EL students make up approximately 70% of the EPIC student population and it is imperative for them to develop their English skill to promote college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of EPIC ELL students making one level of progress toward English language proficiency will increase by 3% annually.	55.1% of EL Students made one level of progress based on the 18-19 ELPAC.	58.1% of EL Students will make one level of progress based on the next ELPAC.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide bilingual para educators for students to have success in the classroom and access to grade level content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

40,454.76	Title III 2000-2999: Classified Personnel Salaries
12,147.56	Title III 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners/Immigrant

Strategy/Activity

Purchase Books to Support Immigrant Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,254.71	Title III Immigrant Education Program 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners/Immigrant/All Students

Strategy/Activity

Teachers and Paraeducators will participate in Project GLAD training (Guided Language Acquisition and Design) Training, which is SDAIE-based and an integral part of EPIC's Integrated ELD program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Engagement/Social Emotional Learning/School Culture-Environment

LEA/LCAP Goal

Students will have basic social-emotional needs met, including parent engagement, a safe facility, and a healthy environment.

Goal 2

Students will have basic social-emotional needs met, including parent engagement, a safe facility, and a healthy environment.

Identified Need

Parent Engagement of our most Vulnerable Populations to Reduce Chronic Absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EPIC will reduce chronic absenteeism by 3% on the next CA School Dashboard.	On the 2018-2019 CA School Dashboard, EPIC was at 18.4% Chronically Absent.	On the next CA School Dashboard, EPIC will reduce the percentage of chronically absent students to 15.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

EPIC will employ 35 hour a week Parent Liaison to provide support for students as well as to engage parents in meaningful educational activities and dialogue about the importance of school attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

42,151.38	Title I 2000-2999: Classified Personnel Salaries
21,031.26	Title I 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

EPIC will provide all staff professional development around safety, social-emotional well-being for students and bully prevention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,750	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
4,370	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
18,811	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

EPIC will provide Flippen Group Capturing Kids Hearts training and consulting services to EPIC staff to enhance the EPIC school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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7,000

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts and Mathematics Achievement

LEA/LCAP Goal

Students will participate in a broad multi-subject integrated ELA and Math program that will focus on CA Standards, expository writing, project rich and high quality instruction. All students will improve on the ELA and Math assessments.

Goal 3

Students will participate in a broad multi-subject integrated ELA and Math program that will focus on CA Standards, expository writing, project rich and high quality instruction. All students will improve on the ELA and Math assessments.

Identified Need

To promote English Language Arts and Math achievement for all EPIC students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease average distance from standard in ELA by 10 points based on the CA School Dashboard.	2018-2019 distance from standard in ELA was 16.1 points below standard on CA School Dashboard.	Distance from standard in ELA will be 6.1 points below standard on next CA School Dashboard.
Decrease average distance from standard in Math by 8 points based on the CA School Dashboard.	2018 2019 distance from standard in Math was 27.1 points below standard on CA School Dashboard.	Distance from standard in Math will be 19.1 points below standard on next CA School Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Teachers in ELA and Mathematics

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,225.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries
417.98	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide full time paraeducator to assist with ELA/Mathematics intervention push-in and pullout; provide after school tutoring in ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,490.56	Title I 2000-2999: Classified Personnel Salaries
16,996.46	Title I 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development to teachers regarding curriculum, frameworks, CA standards (CCSS, NGSS, ELD), and technology utilization to improve student achievement in ELA and mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
1878.56	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire outside consultants (such as Math Matters, Lead/Teach/Learn 360, etc.) to work with EPIC staff on comprehensive school improvement efforts in ELA and Mathematics

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64,003.72	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Provide Broad Course of Study/Promote College Career Readiness

LEA/LCAP Goal

Students will participate in a broad course of study that puts them on track to college and career.

Goal 4

Students will participate in a broad course of study that puts them on track to college and career.

Identified Need

College/Career Readiness for All Students - Development of International Baccalaureate Program - After School Programs for Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EPIC will be fully International Baccalaureate Authorized by the end of the 2020-2021 School Year.	EPIC is authorized in the Primary Years Program (PYP) but not the Middle Years Program (MYP) in 2020-2021.	EPIC will gain MYP Authorization in Spring 2021 to complete EPIC's full IB Authorization.
EPIC will expand the after school programs as funds allow to support student learning and recreational opportunities.	Current offerings include tutoring, Spanish, music, Girl Scouts (Before COVID 19 pandemic)	EPIC will expand and add programs such as gymnastics and others as funds and COVID 19 restrictions permit.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IB Coordinator Professional Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,495.70	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide an after-school paraprofessional to conduct after-school gymnastics and to support our free after school program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,452.65	Title IV Part A: Student Support and Academic Enrichment 2000-2999: Classified Personnel Salaries
2,496.54	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide International Baccalaureate Training to EPIC staff members to promote student achievement and college/career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,750	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
1,800	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
1,423.96	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
21,471	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
10,053.16	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$177,173.00
Total Federal Funds Provided to the School from the LEA for CSI	\$156,120.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$343,925.96

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$149,311.40
Title I	\$108,669.66
Title II Part A: Improving Teacher Quality	\$15,138.68
Title III	\$52,602.32
Title III Immigrant Education Program	\$7,254.71
Title IV Part A: Student Support and Academic Enrichment	\$10,949.19

Subtotal of additional federal funds included for this school: \$343,925.96

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$343,925.96

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	112,758.88	4,089.22
Title II Part A: Improving Teacher Quality	15,715.00	576.32
Title III	54,825.75	2,223.43
Title III Immigrant Education Program	7,254.71	0.00
Title IV Part A: Student Support and Academic Enrichment	14,793.99	3,844.80
Comprehensive Support and Improvement (CSI)	156,120.00	6,808.60

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	149,311.40
Title I	108,669.66
Title II Part A: Improving Teacher Quality	15,138.68
Title III	52,602.32
Title III Immigrant Education Program	7,254.71
Title IV Part A: Student Support and Academic Enrichment	10,949.19

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,725.00
2000-2999: Classified Personnel Salaries	125,719.35
3000-3999: Employee Benefits	75,203.32
4000-4999: Books And Supplies	7,254.71
5000-5999: Services And Other Operating Expenditures	21,471.00
5800: Professional/Consulting Services And Operating Expenditures	94,552.58

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	17,500.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	6,170.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	22,113.52
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	21,471.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	82,056.88
2000-2999: Classified Personnel Salaries	Title I	70,641.94
3000-3999: Employee Benefits	Title I	38,027.72
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,225.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	417.98
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	12,495.70
2000-2999: Classified Personnel Salaries	Title III	40,454.76
3000-3999: Employee Benefits	Title III	12,147.56
4000-4999: Books And Supplies	Title III Immigrant Education Program	7,254.71
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	8,452.65
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	2,496.54

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,857.03
Goal 2	96,113.64
Goal 3	124,012.28
Goal 4	62,943.01

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Jerry Kosch	Principal
Mrs.Nina Semeryuk	Other School Staff
Mrs. Erica Bedir	Classroom Teacher
Mrs. Liza Russman	Classroom Teacher
Ms. Michelle Schroeder	Classroom Teacher
Mrs. Oksana Veklinets	Parent or Community Member
Mrs. Zina Zimin	Parent or Community Member
Mrs. Natalya Ivanov	Parent or Community Member
Mrs. Kristina Stypin	Parent or Community Member
Mrs. Masha Vorobyova	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



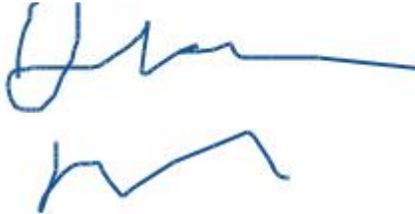
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/03/20.

Attested:



Principal, Dr. Jerry Kosch on 11.3.20

SSC Chairperson, Masha Vorobyova on 11.3.20