

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2018-19 School Year  
Published During 2019-20 School Year**



**Empowering Possibilities International Charter**  
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(916) 286-1960  
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Dr. Jerry Kosch

**Gateway Community Charters**

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**Superintendent/CEO**

Dr. Cindy Petersen

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 at <https://dq.cde.ca.gov/dataquest/> 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 nine charter schools that are associated with Twin Rivers School District, San Juan Unified School District, Elk Grove Unified School District, Sacramento City Unified School District, and Yolo County Office of Education as the LEA/oversight agencies.

EPIC was opened in August 2015 with an enrollment of approximately 320 students in grades K-8. EPIC is an International Baccalaureate (IB) Authorized School for grades K-5 and a Candidate School for grades 6-8. 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 21<sup>st</sup> 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 2018-19)

	2018-2019
K	46
Grade 1	44
Grade 2	46
Grade 3	47
Grade 4	46
Grade 5	42
Grade 6	44
Grade 7	43
Grade 8	24
Total Enrollment	382

## Student Enrollment by Student Group (School Year 2018-19)

Group	Percentage
Number of Students	382
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Asian	0.8%
Filipino	0.3%
Hispanic or Latino	1.0%
Native Hawaiian or Pacific Islander	0.0%
White	96.9%
Two Or More Races	0.3%
Other	0.0%
Socioeconomically Disadvantaged	74.9%
English Learners	72.8%
Students with Disabilities	2.6%
Foster Youth	0.5%
Homeless	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
	16-17	17-18	18-19	2018-2019
Fully Credentialed	15	15	17	NA
Without Full Credentials	0	0	0	NA
Working Outside Subject (with full credential)	0	0	0	NA

### Teacher Misassignments and Vacant Teacher Positions

	16-17	17-18	18-19
Misassignments of Teachers of English Language Learners	0	0	0
Total Misassignment of Teachers	0	0	0
Vacant Teacher Positions	0	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 2020

#### EPIC Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-5 <sup>th</sup>	English/Language Arts	McGraw Hill – Wonders	2017
6 <sup>th</sup> -8 <sup>th</sup>	English/Language Arts	McGraw Hill – Study Sync	2019
K-5 <sup>th</sup>	History/Social Science	History Alive - Teachers Curriculum Institute	2016
6 <sup>th</sup> -8 <sup>th</sup>	History/Social Science	History Alive - Teachers Curriculum Institute	2015
K-6 <sup>th</sup>	Mathematics	Envision Math - Common Core Edition	2015
7 <sup>th</sup> -8 <sup>th</sup>	Mathematics	Pearson Digits	2015
K-6 <sup>th</sup>	Science	Houghton-Mifflin California Science	2007
7 <sup>th</sup> -8 <sup>th</sup>	Science	Glencoe – Science	2012
K-8	Science	FOSS Science – NGSS Transitional	2014

### School Facilities (School Year 2018-2019)

EPIC consists of 19 classrooms, a science laboratory a multipurpose room, staff lounge, library, art room, 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
English/Language Arts	25%	42%	43%	20%	36%	38%	48%	50%	50%
Mathematics	28%	40%	37%	22%	34%	32%	37%	38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 2018-2019)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	238	233	97.90%	2.10%	43.55%
Male	124	121	97.58%	2.42%	39.67%
Female	114	112	98.25%	1.75%	47.32%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	232	227	97.84%	2.16%	43.61%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	185	181	97.84%	2.16%	40.88%
English Learners	214	209	97.66%	2.34%	40.67%
Students with Disabilities	16	15	93.75%	6.25%	26.67%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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 2018-19)**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	238	235	98.74%	1.26%	36.60%
Male	124	122	98.39%	1.61%	38.52%
Female	114	113	99.12%	0.88%	34.51%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	232	229	98.71%	1.29%	37.12%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	185	183	98.92%	1.08%	33.33%
English Learners	214	211	98.60%	1.40%	35.55%
Students with Disabilities	16	15	93.75%	6.25%	33.33%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	16-18	18-19
Science (Grades 5, 8, 11)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016-2017 and 2017-2018 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards (NGSS). The new California Science Test (CAST) was piloted in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-2019 school year. The CAA for Science was pilot-tested for two years (i.e. 2016-2017 and 2017-2018) and the CAA for Science will be field tested in 2018-2019.

Note: Science test results include the CAST and CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceed the standard on the CAST plus the total number of students who met the standard (i.e. achieved Level 3 Alternate) on the CAA for science divided by the total number of students who participated on both assessments.

### Career Technical Education Participation (School Year 2018-19)

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
2018-19 Students Enrolled in Courses required for UC/CSU Admission	28.87%
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

### 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 2018-2019)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 <sup>th</sup>	85%	72.5%	32.5%
7 <sup>th</sup>	90.2%	78%	39%

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

## 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 2018-2019)

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	4.0%	1.0%	4.2%	10.6%	8.9%	9.3%	3.7%	3.5%	3.5%
Expulsions	0.0%	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.

### Average Class Size and Class Size Distribution (Elementary)

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ 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
K	18	18	22	2	0	0	0	2	2	0	0	0
1	25	26	25	0	0	0	2	1	1	0	1	1
2	24	22	24	0	0	0	2	2	2	0	0	0
3	25	25	25	0	0	0	2	2	2	0	0	0
4	23	29	23	0	0	0	2	2	2	0	0	0
5	23	33	23	0	0	0	2	2	2	0	0	0
6	20	21	20	1	0	0	1	2	2	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:								
				1-22 Students			23-32 Students			33+ 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
English	14	24	24	2	0	0	0	1	2	0	0	0
Mathematics	18	24	22	1	0	4	0	2	2	0	0	0
Science	14	24	24	1	0	0	0	1	1	0	0	0
Social Studies	15	23	22	3	0	6	0	3	2	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.

### Ratio of Academic Counselors per pupil (School Year 2018-19)

	Number of Staff	Ratio
Academic Counselor	1	382

### Student Support Services Staff (School Year 2018-19)

	Number of Staff FTE Assigned to School
Counselor (Academic/Social/Behavioral)	1
Library Media Teacher (Librarian)	0
Library Media Paraprofessional	1
Psychologist	1 (As Needed)
Social Worker	0
School Nurse	1 (As Needed)
Resource Specialist Program Teacher	1
Speech and Language Specialist	1 (As Needed)
Athletic Director	1 (As Needed)

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
- Title II – Professional Development
- Title III – English Learners
- 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. EPIC has been focusing on training to promote student writing development and participates in coherence training with Innovate Ed. 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.