School	Epic Middle School	Contact *	Hae-Sin Thomas
School Address	1112 29th Ave, 94601	Contact Email	hthomas@efcps.net
Principal	Mike McCaffrey	Principal Email	MMcCaffrey@efcps.net
School Phone	(510) 536-9601	Recommended Grant Amount**	$68,852
Actual 2017-18 Enrollment (6-8) (20 day count)	330	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	312

Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue,and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Board Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)

	2017-18 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	Resource a .6 FTE school culture/new teacher coach to support new and second year teachers around learning and implementing school culture rituals and routines	$70,660
2		
3		
4		
5		
	Budget Total (must add up to Current Grant Amount)	**$70,660**

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

	2018-19 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	Resource a .6 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences	$68,852
2		

3			
4			
5			
	Budget Total (must add up to Anticipated Grant Amount)		$68,852

School Demographics

Male	Female	% LCFF	% SPED	% SPED Mild-Moderate	% English Learners	% Oakland Residents
185	145	95.6%	11%	N/A	28%	96%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14%	1%	3%	79%	1%		1%	

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	**Role**
Michael McCaffrey	Principal
Andrew Gonzalez	Dean of Students
Jamie Marantz	Director of Middle Schools - EFC
Crystal Maglio	New Teacher Coach
Kamar O'Guinn	Assistant Principal of School Culture

School Vision (insert here):

At Epic Charter School, we will ensure our 8th graders leave prepared for success in the 21st century, able to leverage technology to both gain and apply knowledge to engineer innovative solutions to real world challenges. As tomorrow's creative leaders equipped with a powerful STEM/Design education, our students will develop the necessary technologies to transform their world. Epic's overarching goal is to develop innovators and engineers who have the

skills and confidence to design and implement creative solutions to real world challenges.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	N/A	N/A	Access and Equitable Opportunity	Quality	Quality
Instructional Program	N/A	N/A	Instructional Program	Quality	Quality
Staffing	N/A	N/A	Staffing	Basic	Basic
Facilities	N/A	N/A	Facilities	Quality	Quality
Equipment and Materials	N/A	N/A	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	N/A	Teacher Professional Learning	Basic	Basic

World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)	Epic has no music program. While we are interested in pursuing resources for a music program, minimally in the after school program, we will continue to prioritize school culture and improving the rigor of the students' learning experiences. This year, we continue to provide Design/Art in Makerspaces to 6th and 7th graders. However, we decided to prioritize academic interventions this year over world language and Design for 8th graders in the master schedule. Therefore, 8th graders received both math and reading interventions this year (double block reading and math), while 6th and 7th graders received Design and reading interventions. World languages was not prioritized for students who required academic interventions in reading.
Content and Course Offerings	Developing	Emerging	
Communication	Emerging	Emerging	
Real world learning and Global competence	Emerging	Emerging	

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	430	340	Suspension	7.8%	7.5%

ES Outreach Strategy Actions	Presentations at elem schools; school tours, Makerspace activities	Presentations at elem schools; school tours, Makerspace activities	Chronic Absence	14.8%	19.9%
Programs to support ES students transition to MS	School tours and visits; intake processes for students with IEPs, transitional families and as needed. Also, we host the upper elementary Fruitvale summer program at Epic	School tours and visits; intake processes for students with IEPs, transitional families and as needed.	CHKS data (district only)		

==REQUIRED: Please provide all meeting *agendas, minutes, flyers, and sign-in sheets* of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.==

Community Engagement Meeting(s)	
Community Group	**Date**
Epic Family Leadership Council	2.9.18

Staff Engagement Meeting(s)	
Staff Group	**Date**
Epic Staff Meeting	2.12.18
Epic ILT Meeting	2.26.18

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure
- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.

4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
Epic does not currently have a music program, though they aspire to provide music to students in the future, either through the after school program or through the formal day program. However, while Epic has made tremendous progress with respect to its school culture this schools year, the progress remains fragile, and while student discipline metrics have improved, we continue to see students struggling socially and emotionally as evidenced by referrals for counseling and student truancy. And while we have seen tremendous improvement in student culture, student agency continues to lag. Moving forward, after the school culture investments facilitate a more rigorous academic student culture, it is the intention of the Epic team to add music to Epic's programmatic offerings. Measure G1 resources were not used in 2017-18 for music programming, and we are not seeking G1 resources for 2018-19.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric
Instead of visual arts, Epic has a design class which students take over two years daily. These classes take place in Maker spaces, and students have the opportunity to learn CAD programming to create computerized models of prototypes they have created. They then are given the opportunity to use low and high tech tools to prototype and iterate on designs they have created themselves. Students learn woodworking, metalworking, electronics, textiles, 3D printing, laser cutting, and CNC cutting. We believe we have a relatively robust design program, well-equipped and staffed with teachers who have extensive experience teaching design and engineering. We therefore are not seeking resources for the visual arts. Measure G1 resources were not used in 2017-18 for arts programming, and we are not seeking resources for 2018-19 for

arts programming.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
0	None	N/A

3. World Language Program

Programmatic Narrative Based on Rubric

At Epic, we used to have every student participate in Duolingo where they have opportunities to learn multiple languages. Students did this as part of their Sandbox activities. The program was overseen by Heads of Houses who are not trained to teach or support language instruction. Students did not have the opportunity to interact and apply the newly learned language in authentic settings. This was a significant shortcoming of the Epic world languages program. Also, in that our Heads of Houses, while strong, were not trained world languages teachers, the program was limited with respect to adult intervention when students were struggling. This year, we made a decision midyear to implement Reading Plus and Lexia in Sandbox for all students who were one or more years below grade level in reading. All students at or near grade level were allowed to continue with Duolingo. However, because the majority of students are reading below grade level, most students were assigned reading intervention. This has resulted in dramatic increases in student reading levels; however, it also resulted in a reduction of world languages learning opportunities. We are likely to continue to prioritize reading intervention over world languages until the vast majority of Epic students are able to read near or at grade level.   Measure G1 resources were not used in 2017-18 for world languages programming.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
0	None	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Epic was dramatically under-enrolled at the beginning of the school year (actual versus budgeted). To facilitate greater demand for Epic from Fruitvale elementary schools, we decided to focus on strengthening the Epic school culture and improving Epic's academic outcomes. We are in the middle of the student enrollment period, and our goal is not to dramatically increase enrollment but to maintain approximately 330-400 students at Epic for the 18-19 school year. To facilitate greater demand, we have dramatically strengthened the student culture and accelerated academic outcomes across the board. We are engaging our family leaders at Epic to reach out to families at their former elementary schools, partnering with EFC staff in conducting outreach events at elementary schools. They have also hosted field trips to rising 5th graders at Epic showcasing the Makerspaces, the Sandboxes, and the personalization program. We are not requesting any resources from Measure G1 for enrollment retention as ultimately, we believe that students will select Epic when we strengthen the educational program. Measure G1 resources were not used in 2017-18 for student retention, and we are not seeking Measure G1 resources for 2018-19.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
0	None	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

This past year, Epic leveraged Measure G1 resources to fund a school culture/new teacher coach to support first and second year teachers around the implementation of Epic's school culture plan. Last summer, we funded someone to "script" a school culture plan for Epic - one that clearly outlines what we expect of children and adults from the moment they arrive on campus to the moment they leave, in every space and in every situation. We had visited several "strong" middle school programs that had rigorous and focused academic cultures, and in those schools, the leaders and staff were very intentional about culture and calibrated about what it should look like and how they facilitate their vision. To support new teachers in implementing this plan, we invested in a 1.0 FTE new teacher/school culture coach (.6FTE funded through Measure G1), someone who provided intensive coaching and professional development for her caseload of new teachers, coached and supported the site leadership in the implementation of the school culture plan and created accountability systems for staff implementation.

The specific responsibilities for this person were as follows:

- Lead the Strong Start Initiative at Epic - ongoing data collection, management of coach resources, assignment of resources, lead coach-admin meetings to determine resources for targeted teachers, coach new teachers in the implementation of No Nonsense Nurterer strategies, train coaches in NNN strategies
- Work in collaboration with the AP of Culture to develop a playbook that identifies schoolwide school

culture rituals routines
- Train teachers in the playbook rituals and routines
- Work with site administration to develop walkthrough tools, data protocols and dashboards specific to classroom culture look-fors
- Observe assigned teachers as lessons are implemented, and provide teacher with strategic post-observation feedback to improve instructional and classroom culture practices.
- Demonstrate lessons in the classroom, and engage in "elbow-teaching".
- Provide teachers with research-based pedagogical resources to promote inquiry, improve instructional and classroom culture practices, and develop strong home-school communication practices.
- Support teachers in effective data analysis and lesson design.
- Support teachers in implementing strategies and modifications in their lessons that provide access to grade level content for all students - specifically English Learners and Special Populations.
- Support Induction Program participants in completing the required tasks and paperwork in an integrated and meaningful manner.

As a result of this position, we saw a dramatic improvement in student culture and academic growth. Epic is on-track to meet its Board-approved target for a reduction in suspension rate, is on track to meet its target for difference-from-met (DFM) on SBAC interim Math performance, and is in on track to meet its target for DFM on SBAC interim ELA performance. As such, we are again requesting funding for .6 FTE of a 1.0 FTE new teacher/school culture coach to ensure newer and struggling teachers have the support they need to provide safe, inclusive and rigorous learning environments to students. We will secure additional resources to fund the .4 FTE. If there are additional Measure G1 dollars, we will resource more of this 1.0 FTE position.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
$68,852	Resource a .6 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences	1. There will be a 25% reduction in student referrals in 2018-19 vs 2017-18. 2. Classrooms of new/struggling teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric 3. There will be consistency across classrooms with respect to school culture rituals and routines across classrooms and other spaces and throughout the day - as measured by classroom observation protocols 4. Epic students will rate the school's culture at 3.75 on the School Climate Assessment Survey (SCAI) survey
Up to $114,737	Resource up to 1.0 FTE school culture/new teacher coach should there be an increase in Measure G1 resources	Same as above.

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Epic

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2.9.18: Site Planning for 2018-19

+

Purpose of Site Planning

- To ALIGN school priorities (what levers will drive student outcomes) with the -
    - Master schedule
    - Staffing plan
    - Interventions/MTSS (Multi-Tiered Support System) plan
    - Culture plan - these drive the budget.
- Produce an LCAP (the local control accountability plan) that aligns the priorities to the budget and serves as an accountability plan to the state for dollars received

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+The Epic Program Design

- STEM and Design programs that ensure students are applying their knowledge to solve real-world problems
- Building college-readiness and 21st century skills
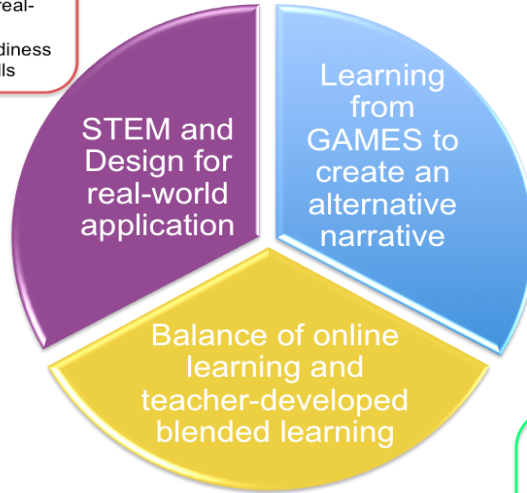
- All learning organized around 6-12 week units of study that culminate in a multiday QUEST (a collaborative live action role play where children apply their learning to solve real-world problems)
- School culture designed around a heroic narrative where students are organized in houses, earn points and badges as they demonstrate EPIC's character standards

STEM and Design for real-world application

Learning from GAMES to create an alternative narrative

Balance of online learning and teacher-developed blended learning

- Individualized, self-paced instruction with real-time data on academic learning and engagement
- Students learn to self-manage work and time as part of their individualized learning
- Teacher time focused on creating and facilitating challenging performance tasks

THE PROGRAM AT EPIC

Education for Change Public Schools

Charter Renewal Timeline

Spring-Fall 2018:
- Review original charter petition and original direction
- Clarify Epic vision
- Evaluate where Epic is in its implementation
- Evaluate where Epic wants to be in 5 years
- Identify the pillars of the Epic program based on data, values, and goals

Fall-Winter 2018:
- Develop Epic charter development team
- Engage stakeholders in Epic pillars and charter
- Develop Epic charter and appendices

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+ Site Planning Products

- Engagement Plan - articulates how the school leaders will engage families, students and staff in site planning
- Master Schedule - articulates the schedule for the school
- Staffing Plan - articulates the staffing levels at the school aligned to the Master Schedule
- Priority Plans - articulates the priorities that will drive student outcomes
- Curriculum Plan - articulates the curricula used across the content areas
- Culture & Climate Plan - articulates the structures and programs used to support a positive culture and climate
- MTSS/Interventions Plan (Multi Tiered System of Supports) - articulates the Tier 2 and 3 behavioral, academic, and socio-emotional interventions used
- LCAP-specific deliverables
- Measure G1 plan
- Aligned Budget

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Site Planning Timeline/Process

February: Develop engagement plan
Home Office and Site Leader engage FLC and Staff in launching Site Planning, identifying priorities,
potential G1 investments
        Site-based team drafts master schedule, and site leader with HO guidance develops aligned staffing
        plan
Site leader gets feedback on master schedule from ILT and staff

March: Site leader submits draft Engagement Plan, Staffing Plan, Master Schedules, Measure G1 plan

        Home Office approves Staffing Plan and Master Schedule
        Site presents to Measure G1 Commission who reviews the G1 plan
Home Office clarifies its investments/wins for 18-19
Site teams start drafting priority plans, curriculum plans, PD plans, MTSS plans, culture and climate
        Plans with HO support

April: Submit draft Priority Plan and other site plan deliverables
Home Office approves Priority Plan and gives feedback on other plans

May: Site teams complete all Site Plan Deliverables & Principal aligns budget
        Home Office does final review
        Site team aligns LCAP and submits for final approval

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2017-18 KPI Progress
as of 2018-02-05

Metric	EFC	Achieve	ASCEND	Cox	Epic	Lazear	LWL
Math: Average Distance from Met	⬆ (light green)	⬆ (dark green)	⬇ (red)	⬇ (red)	⬆ (dark green)	⬆ (dark green)	⬇ (red)
ELA: Average Distance from Met	⬆ (light green)	⬆ (light green)	⬆ (light green)	⬆ (dark green)	⬆ (light green)	● (gray)	⬆ (light green)
On Track to EL Proficiency	● (gray)	● (gray)	● (gray)	● (gray)	● (gray)	● (gray)	● (gray)
On Track to 3rd-Grade Reading Proficiency - T1	⬆ (light green)	⬆ (light green)	⬆ (light green)	⬆ (light green)	● (gray)	⬆ (dark green)	⬆ (light green)
Chronic Absence Rate	⬇ (dark green)	⬇ (light green)	⬆ (red)	⬇ (dark green)	⬆ (red)	⬇ (dark green)	⬆ (red)
Chronic Absence Rate - AA	⬆ (red)	⬇ (dark green)	● (gray)	⬆ (red)	⬆ (red)	⬇ (dark green)	⬆ (red)
Suspension Rate	⬇ (dark green)	⬆ (dark green)	⬆ (light green)	⬇ (dark green)	⬆ (light green)	⬇ (dark green)	⬇ (dark green)

What drives Epic's budget?

Revenues:

- The great majority of school revenues are driven by ADA (average daily attendance) - number of students enrolled multiplied by average attendance
- $325,000 of Epic's current year revenues are provided by two grants (Rogers Family Foundation at $150,000 and Chan Zuckerberg at $175,000). The Rogers Foundation will fund for one more year, but Chan Zuckerberg funds do not continue after this year.
  - This means Epic revenues will decrease by $175,000 in school year 2018-19.
- Overall, state projections look promising with the Governor committing to increasing state revenues and providing some additional one-time revenues but STRS and PERS contributions and benefits costs rise
- Measure G1 resources some of the new teacher coaching at Epic - this resource must be approved by the Measure G1 Commission
- Measure G1 also resources an end-of-year staff stipend, to be determined at the close of the year

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MEASURE G1 FUNDS

The Goals of the Measure
- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	N/A	N/A	*Access and Equitable Opportunity*	Quality	Quality
Instructional Program	N/A	N/A	*Instructional Program*	Quality	Quality
Staffing	N/A	N/A	*Staffing*	Basic	Basic
Facilities	N/A	N/A	*Facilities*	Quality	Quality
Equipment and Materials	N/A	N/A	*Equipment and Materials*	Quality	Quality
Teacher Professional Learning	N/A	N/A	*Teacher Professional Learning*	Basic	Basic

World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)	Epic has no music program. While we are interested in pursuing resources for a music program, minimally in the after school program, we will continue to prioritize school culture and improving the rigor of the students' learning experiences. This year, we continue to provide Design/Art in Makerspaces to 6th and 7th graders. However, we decided to prioritize academic interventions this year over world language and Design for 8th graders in the master schedule. Therefore, 8th graders received both math and reading interventions this year (double block reading and math), while 6th and 7th graders received Design and reading interventions. World languages was not prioritized for students who required academic interventions in reading.
Content and Course Offerings	Developing	Emerging	
Communication	Emerging	Emerging	
Real world learning and Global competence	Emerging	Emerging	

MEASURE G1 FUNDS

What is currently funded

.6 FTE school culture/new teacher coach

"to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences"

What does Epic invest in?

- Extra administrators
- Extra teacher coaching
- New teacher coaching (partially funded through G1)
- Extra operations staff
- Guides
- Counselors
- Small class sizes (16-17 students vs 20-22 students)
- Math interventions-Navigate
- Reading interventions-Flex
- Electives (PE and Design)

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Discussion & Notes

Get in groups of 4

Team 1	Russ	Andrea	Andrew	
Team 2	Lisa	Sensei	Kamar	
Team 3	Rico	Shay	Cristina	Alyssa
Team 4	Dalia	Areli	Sonia	Jamie
Team 5	Kate	Stephanie	Danielle	Mike
Team 6	Karina Cam.	Jason	Jaime	Karen
Team 7	Alexis	Francis	Fidel	Crystal
Team 8	Robyn	Nicole	Javier	Miranda
Team 9	Julie-Anne	Makay	Jonathan	

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+ Discussion & Notes

Prompts:

- What's most critical to maintain at Epic to accelerate student academic outcomes? Try to narrow your scope of focus to 1-2 levers that drive student outcomes. If there are culture practices/levers that facilitate academic culture, name those here as well.
- How do you know? What evidence do you have that that is critical for accelerating student academic outcomes?
- What specifically should we spend G1 dollars on?
- Was there any consistency across your group?

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+ Whole group share out
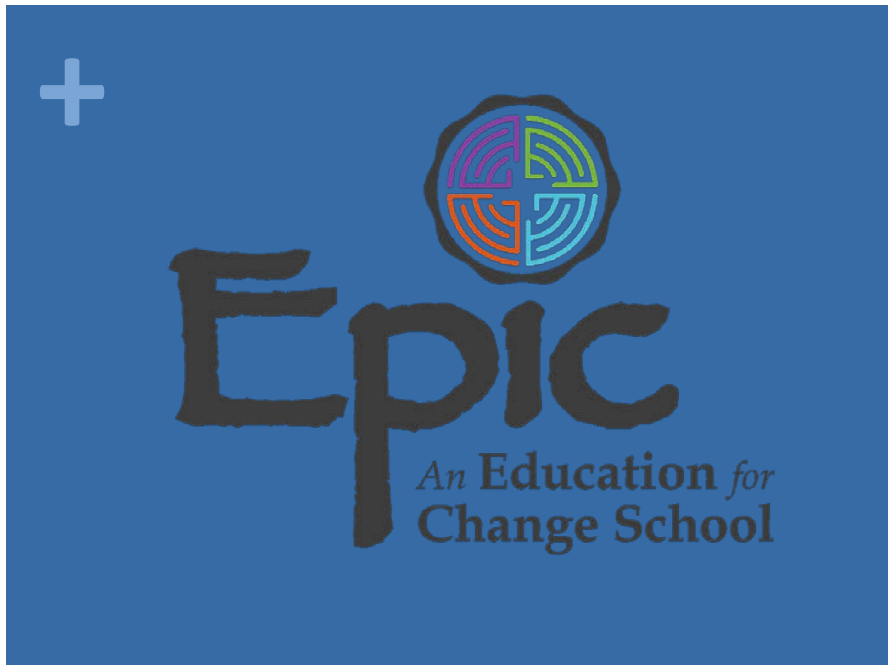
February 9, 2018

9 de Febrero 2018

Site Planning for 2018-19
Planificación Escolar para 2018-1

Agenda/ Orden Del Dia
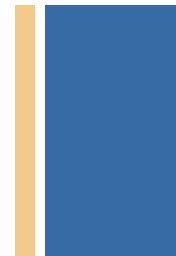
- Purpose of Site planning
- Process of Site planning
- Looking at Academic Data
- Needs Assessment Input
- Discuss what Measure G1 does and could resource

- Propósito de la planificación del Sitio
- Proceso de planificación del Sitio
- Reviso de datos de clima y cultura de escuela
- Ayuda con la Evaluación de Necesidades
- Discutir lo que la Medida G1 hace y podría ser un recurso

Purpose of Site Planning
Propósito de la planificación del sitio
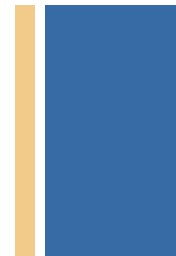
What we will do together:

- Understand the vision of Epic
- Ensure stakeholders understand:
    - Academic data
    - Climate and Culture data
    - Site budget
    - Focus moving forward

Lo que vamos a hacer juntos:

- Comprender la visión de Epic
- Asegurarnos de que todos los interesados tengan una comprensión de:
    - Datos de clima y cultura
    - Datos académicos
    - El presupuesto de la escuela
    - el enfoque para el año que viene

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+ Site Planning Process - Phase 1 (Families)
Proceso de Planificación del Sitio - Fase 1

Stakeholder engagement sessions

FLC meeting #1 - Feb. 9th
- Review Climate/Climate and Academic Data
- Discuss Measure G1

- FLC meeting #2 - March 9th
  - Review budget and staffing plan, priorities for Measure G1 and LCAP

- FLC meeting #3- April
  - Develop family engagement plan for 18-19

- FLC meeting #4 - May
  - Final review of LCAP and budget

Sesiones de participación de las partes interesadas

- Reunión del FLC # 1 - 09 de Febrero
  - Datos de Cultura y Ambiente v Datos Académicos
  - Discutir la Medida G1

- Reunión del FLC # 2 - 9 de Marzo
  - Repaso del presupuesto y el plan de personal, prioridades para Measure G1 y LCAP

- Reunión del FLC #3- April
  - Desarrollar un plan de participación familiar para 18-19
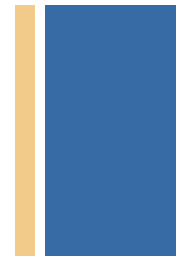
- Reunión del FLC #4- May
  - Repaso final del LCAP y presupuesto

Education *for* Change Public Schools

+

Engagement Session #1

Participación Sesión # 1

Focus on Data   Concéntrese en Datos

2017-18 KPI Progress
as of 2018-02-05

Metric	EFC	Achieve	ASCEND	Cox	Epic	Lazear	LWL
Math: Average Distance from Met	⬆	⬆	⬇	⬇	⬆	⬆	⬇
ELA: Average Distance from Met	⬆	⬆	⬆	⬆	⬆	●	⬆
On Track to EL Proficiency	●	●	●	●	●	●	●
On Track to 3rd-Grade Reading Proficiency - T1	⬆	⬆	⬆	⬆	●	⬆	⬆
Chronic Absence Rate	⬇	⬇	⬆	⬇	⬆	⬇	⬆
Chronic Absence Rate - AA	⬆	⬇	●	⬆	⬆	⬇	⬆
Suspension Rate	⬇	⬆	⬆	⬇	⬆	⬇	⬇

+ 2017-18 PRIORITIES/PRIORIDADES

1. Improve Student Culture/ Mejorar la cultura de estudiantes

How? ¿Cómo?
- **Invest in coaching for new teachers (partially funded through Measure G1 - specific to middle schools).**
  - Invierta en entrenamiento para nuevos maestros.
- **Build a school culture playbook.**
  - Construya un libro de estrategias de cultura escolar
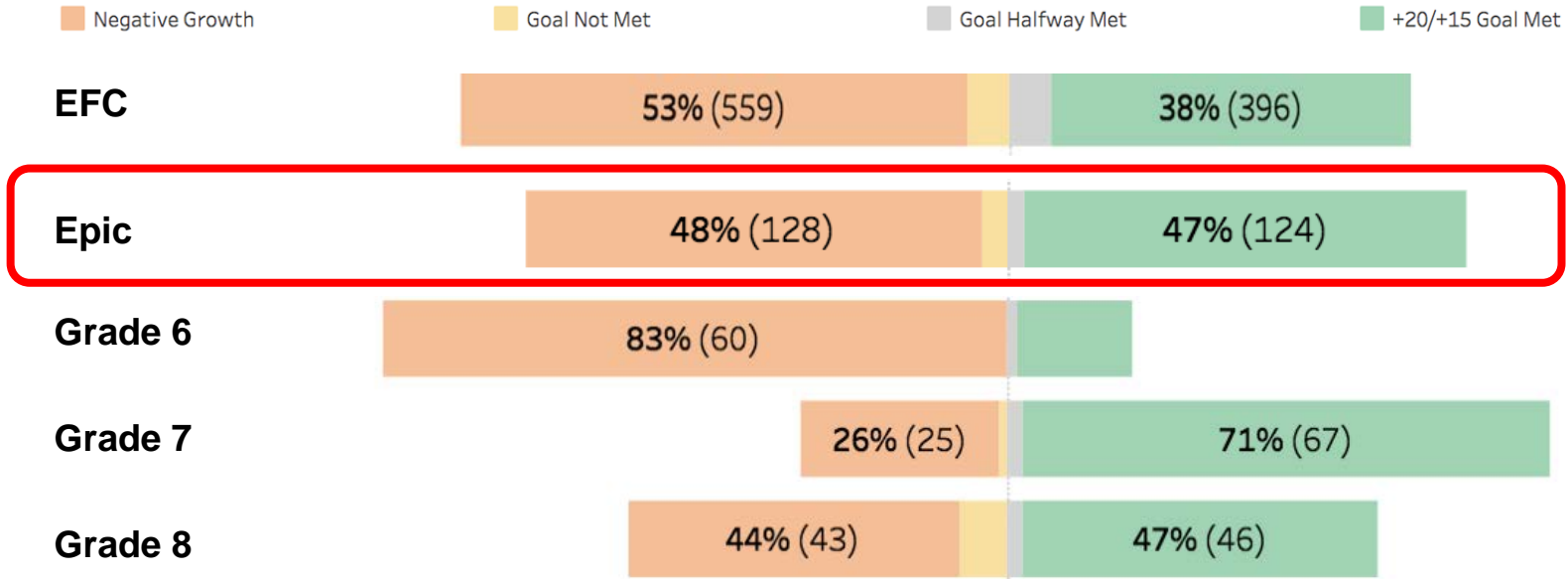
How are we doing? ¿Cómo vamos?

80% of teachers are meeting the 6-week milestones for Strong Start initiative	80% of teachers have 85% of students demonstrating on-task behavior in classroom observations (compared to first two weeks' ..	73.7%	33.3%	80%	⬆
95% of teachers are meeting the end-of-year milestones for Strong Start initiative	95% of teachers have 75% of students demonstrating on-task behavior in classroom observations (compared to first observation)	85.7%	66.7%	95%	⬆

2017-18 PRIORITIES/PRIORIDADES

2. Improve Math Performance/ Mejorar el rendimiento matemático

Interim SBAC Performance - January
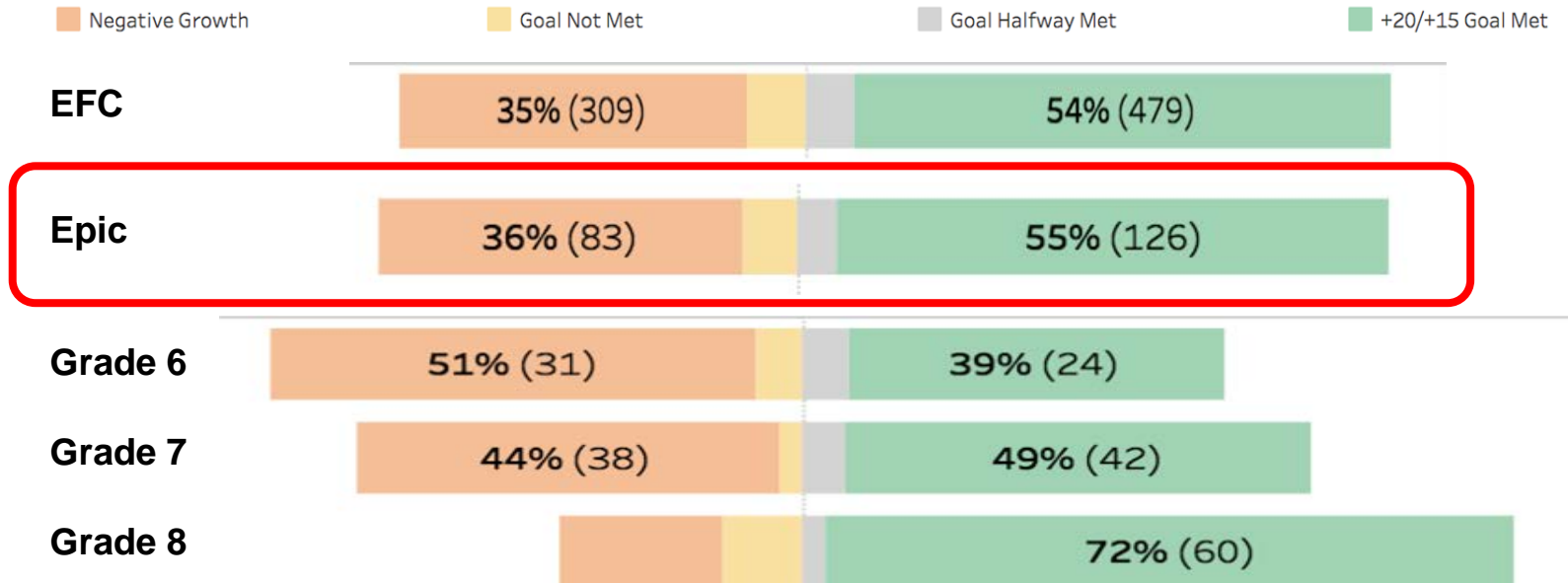Rendimiento provisional de SBAC - enero

	Negative Growth	Goal Not Met	Goal Halfway Met	+20/+15 Goal Met
EFC	53% (559)			38% (396)
Epic	48% (128)			47% (124)
Grade 6	83% (60)			
Grade 7		26% (25)		71% (67)
Grade 8	44% (43)			47% (46)

+ 2017-18 PRIORITIES/PRIORIDADES

3. Improve Reading Performance/ Mejorar el rendimiento de lectura

Interim SBAC Performance - January
Rendimiento provisional de SBAC - enero

	Negative Growth	Goal Not Met	Goal Halfway Met	+20/+15 Goal Met
EFC	35% (309)			54% (479)
Epic	36% (83)			55% (126)
Grade 6	51% (31)			39% (24)
Grade 7	44% (38)			49% (42)
Grade 8				72% (60)

Discussion & Notes
Discusión y Notas
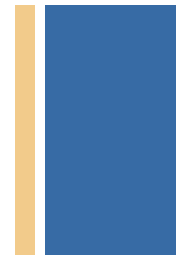
Prompts:

- Looking at the data, what should Epic focus on?

Indicaciones:

- En cuanto a los datos, ¿en qué debería centrarse Epic?

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What does Epic invest in?

¿En qué invierte Epic?

- Extra administrators
- Extra teacher coaching
- New teacher coaching (Measure G1)
- Extra operations staff
- Guides
- Counselors
- Small class sizes (16-17 students vs 20-22 students)
- Math interventions
- Reading interventions
- Electives (PE and Design)

- Administradores adicionales
- Entrenamiento de maestros
- Entranamiento de maestros nuevos (Medida G1)
- Personal de operaciones extra
- Guías
- Consejeros
- Clases pequeñas (16-17 estudiantes vs 20-22 estudiantes)
- Intervenciones matemáticas
- Intervenciones de lectura
- Electivas (PE y Diseño)

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MEASURE G1 FUNDS *Fondas de Medida G1*

The **Goals of the Measure**
- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

- **Los objetivos de la medida**
  Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8
- Mejorar la retención de los estudiantes durante la transición de la escuela primaria a la secundaria
- Crear un ambiente de aprendizaje de escuela intermedia más positivo y seguro

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	N/A	N/A	*Access and Equitable Opportunity*	Quality	Quality
Instructional Program	N/A	N/A	*Instructional Program*	Quality	Quality
Staffing	N/A	N/A	*Staffing*	Basic	Basic
Facilities	N/A	N/A	*Facilities*	Quality	Quality
Equipment and Materials	N/A	N/A	*Equipment and Materials*	Quality	Quality
Teacher Professional Learning	N/A	N/A	*Teacher Professional Learning*	Basic	Basic

World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)	
Content and Course Offerings	Developing	Emerging	Epic has no music program. While we are interested in pursuing resources for a music program, minimally in the after school program, we will continue to prioritize school culture and improving the rigor of the students' learning experiences. This year, we continue to provide Design/Art in Makerspaces to 6th and 7th graders. However, we decided to prioritize academic interventions this year over world language and Design for 8th graders in the master schedule. Therefore, 8th graders received both math and reading interventions this year (double block reading and math), while 6th and 7th graders received Design and reading interventions. World languages was not prioritized for students who required academic interventions in reading.
Communication	Emerging	Emerging	
Real world learning and Global competence	Emerging	Emerging	

MEASURE G1 FUNDS *Fondas de Medida G1*

$70,482	Resource a .64 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences	Recurso a .64 Entrenador de cultura escolar FTE para apoyar a maestros nuevos y con dificultades con el aprendizaje y la implementación de rituales y rutinas de cultura escolar en sus aulas - facilitando una cultura inclusiva, segura y positiva en el aula y atractivas experiencias de aprendizaje

Discussion & Notes

Discusión y Notas

Prompts:

- What investments impact reading and math growth at Epic?
- What investments help us maintain a positive school culture?
- Where should the school focus its resources?
- **Was the Measure G1 investment in new teacher coaching impactful?**
- **Should we continue with new teacher coaching or consider arts or world languages programming for G1?**

Indicaciones:

- ¿Qué inversiones afectan el crecimiento de lectura y matemáticas en Epic?
- ¿Qué inversiones nos ayudan a mantener una cultura escolar positiva?
- ¿Dónde debería la escuela enfocar sus recursos?
- **¿Fue efectiva la inversión de la Medida G1 en nuevos entrenadores docentes?**
- **¿Deberíamos continuar con un nuevo entrenamiento de maestros o considerar artes o idiomas del mundo para G1?**
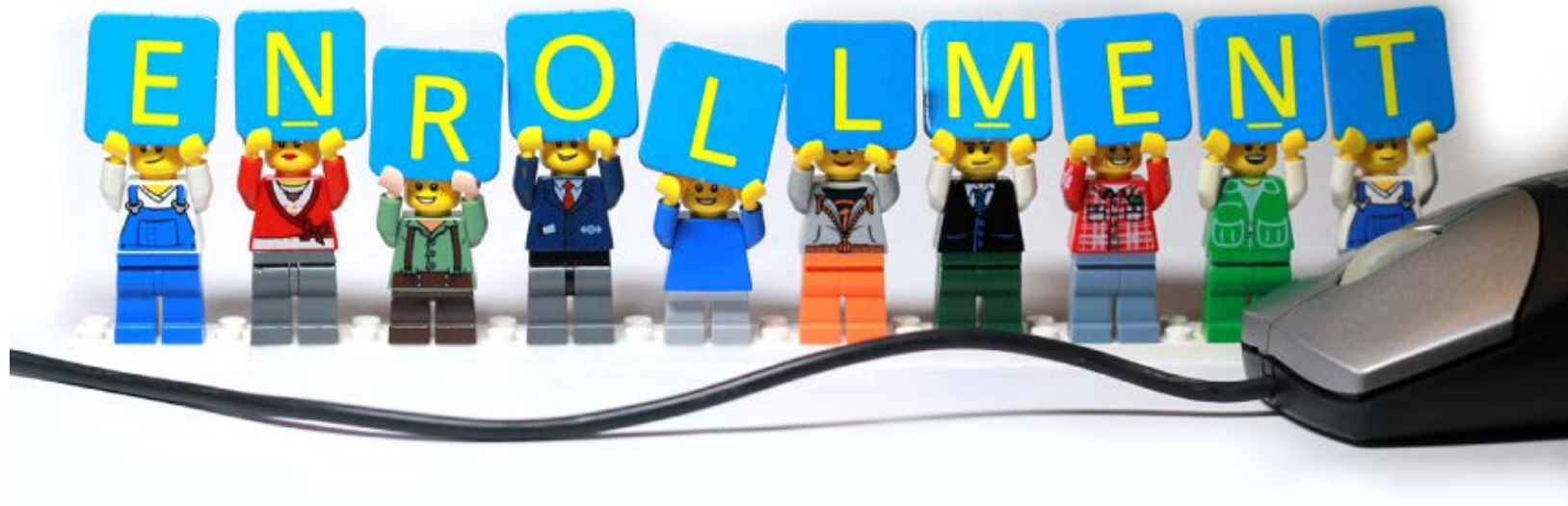
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Public Schools

Whole group share out
Todo el grupo comparte

What drives Epic's budget?
¿Qué impulsa el presupuesto de Epic?

What drives Epic's budget?

¿Qué impulsa el presupuesto de Epic?

WE NEED TO RECRUIT STUDENTS TO EPIC

- If each family recruited 15 new students…
- If satisfied LWL and Achieve families could recruit with Epic at those schools...

WE NEED TO KEEP THE STUDENTS WE HAVE

- What can we do to maximize retention?

NECESITAMOS CONTRATAR A ESTUDIANTES CON EPIC

- Si cada familia reclutara 15 estudiantes nuevos …
- Si las familias LWL y Achieve estaban satisfechas, podrían reclutar con Epic en esas escuelas ...

NECESITAMOS MANTENER LOS ESTUDIANTES QUE TENEMOS

- ¿Qué podemos hacer para maximizar la retención?

Education *for* Change Public Schools

+ # Whole group share out
Todo el grupo comparte

Epic Family Leadership Council Meeting
February 9, 2018

Epic Parent/Family Leader	Student/Grade	Phone Number	Present
1. Johanna Masis	Alex Berrios 6th	510-862-6711	✓
2. Maria Beliz	Kevin + Jerlin Carbajal	510-575-1802	X
3. Silvia Diaz	Kenya + Simon Reyes	510-575-1463	✓
4. Maria Vazquez	Angel + Brando Vazquez	510- 409-5683	✓
5. Apollonia Johnson	Askari Brown 6th	510- 978-2877	X
6. Cindy Aguens	Carla 6th + Arianna 7th Rodriguez	510- 904-2359	
7. Evelyn Wade	Carla 6th + Arianna 7th Rodriguez	510- 355-6211	
8. Juana Diaz	Victor Chavez Diaz	510-575- 6463	
9. Reyna Iniguez	Mariah I. Williams	510- 205- 6657	X
10. Aquilla Parker	Kayvillion Parker 6th	707-384-3760 310- 806-1334	
11. Monique Threats	Ja'Vonny Cotton 8th	510- 395-3719	
12. Rogelio + Carmen Rodriguez	Tony Rodriguez Lara 8th	510-827-7026	✓
13. Nancy Sanchez	Mia Sanchez 6th	510- 269-3320	X ✓
Reyna Chales			✓

Epic ILT Meeting - 2.22.18

NOTES:

Review of Survey Data

STAFF - 18 respondents

	Additional Counseling	Culture Supports	Reduced Class sizes	New Teacher Coaching	Additional SPED	Additional Administrators	Additional Operations	Electives
1	7	5	1	3	0	0	0	0
2	4	1	4	2	3	3	0	0
3	2	4	1	5	4	1	1	0
4	3	2	1	2	6	0	1	1
Weighted score	47	33	19	30	23	11	3	1

FAMILIES - 10 respondents

	Additional Counsel-ing	Culture Supports	Reduced Class sizes	New Teacher Coaching	Additional SPED	Additional Administrators	Additional Operations	Electives	Interven-tions
1	1	4		1		1			
2	2	1		2	1	1			
3	2	1		2					
4			1			2	1		2
Weighted score	14	21	1	14	3	9	1	0	

DATA PROBE:

SOCIO-EMOTIONAL SUPPORTS

Counseling -
- What is the investment?
  - 1 FTE clinician funded through EPSDT; .5 FTE clinician required for SPED/ERMHS; 1 FTE intern funded by site with MediCal match ($45,000)
- Are students receiving counseling making growth - academically, attendance, behavior?
  - Varied data here. Attendance has declined. Referrals have declined. Academic data flat as relative to students not receiving counseling.

Culture Supports -
- What resonates for students?
  - Focus group of students indicates a need to improve advisory - create more structures and opportunities for community building, conversations, building relationships
- Did students who received Guide support this year make growth - academically, attendance, behavior?
  - Hard to track data because Guide caseloads shift
- Do students ID guides are critical supports?
  - Students in focus groups who had Guide support really liked having a Guide - mentioned positive experience with Guides, felt cared for
- Teachers identified as priorities in their SCAI survey:
  - Attitude and Culture (SCAI dimension), and sub-dimensions:
    - School Traditions (17/22),
    - Student Voice (13/22),
    - Sense of Connection (10/22)

New Teacher Coaching -
- Did teachers who received intensive coaching make growth - TNTP, student data, referral data?
  - TNTP data for new teachers this year much higher than last year
  - New teachers report feeling supported
  - 80% staff intend to return as indicated in ITR survey (15% increase from last year)
  - Referrals dramatically lower in new teacher classrooms this year as relative to last year
- Should this continue to be a focus of G1 resources?
  - Yes...

Special Education Data -
- Interim SBAC growth =
  - **ELA: -25 (as compared to ALL EPIC -19)**
  - **Math: +4 (as compared to ALL EPIC -21)**

Site Planning Topics - what topics, what data do we have, and what do we need?

COMMENTS

Theory of Acceleration

- Middle school is an emotional time for students. Many of our students are going through a lot at home. This impacts students' learning in the classroom and can cause students to act out. When students feel emotionally supported and have tools to cope with stress they can learn better and contribute to a positive classroom community. Counseling is important, but more regular

structured opportunities to build community, build identity, feel school pride… feel more important. Impacts more students. I also think that coordinated academic and cultural initiatives at the grade level can help accelerate learning.

- I really like the idea of block scheduling with a flex/advisory daily to start the day. I would propose that period to be from 8:15-9:05, 1st period would start at 9:10. This block of Advisory/Flex could also me in the middle of the day. This would allow us to make a connection with a small group of students daily that we could support. Extended block times would also allow us to work with students, I would propose 70 minute blocks. With extended block times and 8 classes over 2 days, teachers could still have a prep daily. Increasing the number of students into 22-25 students per class over 5 periods of our taught subject, would allow teachers to teach 1 additional class for student support, ex. math support, ELA support or any as needed.
- I think we accelerate learning through a positive school culture, especially focused on building trusting relationships with adults. I think the biggest drivers of this are teacher training and retention, intervention services and social-emotional support.
- Providing interventions to build basic skills. Providing socio-emotional support to manage the root causes that prevent students from being able to stay in classrooms and be focused on the content/skills.
- Provide intervention and more personalized learning for students while simultaneously teaching them grade level content.
- I believe our students need a holistic educational experience. This educational model honors their life experiences and provides opportunities for relationship building and connection. Students are provided with rigorous academics and also offered individualized academic intervention (lexia, navigate math, etc..) to help them meet their full academic potential. This is a school that students WANT to come to because they feel seen and valued. Family voice is integrated in to decisions.
- I think the biggest thing is student facing consistency. That has been a huge lacking point from last year and most of what I've heard from past years. No matter what we do the students shouldn't see much of a difference except that they feel like it's getting better. The more unified we are, the more systems are generally the same, the more they have consistent spaces and adults, they will improve more from year to year. We need consistency. How do we keep their trust if they don't know what to expect from year to year.
- Try are best everyday, sadly the kids we serve will have stuff happen to them that will challenge them a lot. All we can do is be there for them and make sure that they know that.
- Provide students with the time and appropriate resources for them to be able to master content and to see growth.
- Targeted interventions to address lagging skills, accelerated programs for our higher students. Having positive classroom learning environments
- one way is to invest resources on providing students with social emotional support and learning-guides training
- Provide a safe learning environment that they are excited to enter into and where they are able to have daily wins both socially and academically.

- If we support students' socio-emotional needs while addressing unfinished learning, holding high expectations, and challenging students, we will accelerate learning and outcomes for our middle schoolers.
- Focus on literacy and numeracy across the classes. We need to focus our resources in developing our teachers so they increase their capacity to teach to the demands of common core. We need to leverage how content area classes are used to support the core, without simply subsuming them into ELA/Math. All teachers need foundational and on-going literacy professional development.
- Learning life/educational skills; in order to move through life in the technological age.
- Here at EPIC I feel that students need to change their view about the purpose of school. There needs to be more things for students to engage in at school such as clubs, a strong house system, and a school government. Students need more opportunities to show off their skills to others - this could be in an art fair, science fair, robotics competition that is rallied up, or even in student government when making announcements to demonstrate leadership.
Our students need to be held accountable if they are letting academics lack, such as meeting with all grade level staff, parents, and at least one admin once a student has 3 Ds or 2 Fs on a progress report. Students will see the seriousness of the situation work with a guide or one of the teachers to make a plan to check in to plan and then start making improvements - this could an academic probation period that prevents the student for participating in the fun activities or dances until there is improved effort.

For your top choice, share why you believe that's the most important driver of student outcomes. Cite any data or evidence if possible.

I believe students can't learn or be positively contributing to the classroom community if they are not mentally feeling OK. Students who are feeling **emotionally** can shut down in the classroom or disrupt the learn of others. I also feel that the SPED team and new EL classes have been greatly benefiting students
Out of the choices given, I think a **smaller teacher to student ratio** would help maximize student outcome. But, I still believe that 20-22 students is very manageable if we could have additional class time through block scheduling.
I think teachers feeling supported will lead to teachers being better able to do their jobs and stay. I feel like **coaching** has provided me with accelerated growth that I would not have experienced otherwise. Having someone to lean on and share ideas with has made my first year of teaching much more manageable.
Students with **socio-emotional needs** cannot focus on schoolwork and often disrupt learning environments for their peers. When we are able to provide resources to those students, they spend more time in class instead of on Re-Set/suspended, disrupt less frequently, and are motivated by individualized plans to demonstrate increase success. Meeting students' socio-emotional needs through stronger advisory
We need to invest in the adults that are in the building first.

Specifically the **guides** - it would be a huge lever to have guides actually push in to classes and support classroom culture and students achievement.

Our **guides** provide students and families with needed support on a daily basis. A strong school culture will make students want to be here, which is the first step towards improving student outcomes.

We have too many students who have external, and on that note, internal barriers to being able to just be in a structured environment. From what I've seen it ranges from students who haven't really left elementary yet all the way to severe **trauma**. We need to help adults learn the strategies to address those barriers when they walk into our classrooms.

NONE

I believe that we need to make sure that **students are emotionally supported** so that they can better focus and be engaged in academic content. If they are feeling traumatized, not eating, unable to cope with stressers, etc. they will not be able to do their best while they are with us.

A culture of learning must be in place to maintain how levels of achievement.
In order to do that, teachers and students need support available to Ensure high expectations can be maintained. Part of that is a **strong culture plan with aligned coaching**

Students are struggling to cope and they turn to alternative behaviors that are harmful and impact their academics and thus motivation which puts them in a cycle that isnt helping them feel like they can do much.

Socio emotional issues with no positive outlet also affect academic success for those students and even classroom climate for others sometimes

Students learn better when they are excited to be at school and in the classroom. Investing in additional culture supports will allow Epic to distinguish itself as a stable and joyful learning environment.

Because of where they are developmentally and because of other factors, many of our young people struggle to cope with everyday stressors and challenges in healthy ways, which directly affects their academics.

I am using "coaching" as a catch all for support for professional growth. I would also include professional development and collaboration across PLCs. I think rather than spending money on other factors, we should spend money that directly increases the capacity of our teachers.

Having the support of a teacher coach will be a high need for Epic next year. Having teachers with strong curriculums and structures keeps kids engaged. Teacher coaches can make sure that classroom spillover is happening.

Counseling/social emotional support is my top driver because I believe many of our students need an outlet or assistance with a need that is not meant and can actually help those students thrive in and outside of the classroom.

Investments we should make -

- Teacher retention. Social/Emotional curriculum to be used in DAILY advisory classes. High quality curriculum for all subjects. High quality lessons keep students engaged and learning. Continued coaching for teachers

- We need to create a safe place for some our students. It would be nice to bring in a portable or two and actually create a student library. We could also use more black top activities, such as basketball hoops, a kickball courts, etc.
- I do think that we need to make an additional investment in curriculum to support teachers and increase consistently for students and coaching to support implementation.
- More ELD support, coaching, and training for teachers on how to support EL students.
- I think we should revisit a narrative-based curriculum. (Check out these articles: http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html https://www.nytimes.com/2014/01/26/opinion/sunday/what-drives-success.html)
- After school program. If there were enrichment activities (ie cooking club, board game club, etc) or any type of extended day learning we could really see huge student accelerated learning.
- More family partnership
- Coaching for teachers
- I think it's important to revisit the role of the Guides. This is one resource that has been changed almost every year. The type of support that have offered to students in the pas has really helped a number of students make it through the day and also feel there's at least one person on this campus they can talk to.
- Also, they can be a tremendous resource to other staff members as well by providing ways to support students in the classroom when they're struggling emotionally, having a hard time asking for help, not able to clearly communicate their needs, etc. They are a nice bridge between students and staff that we really need to take more advantage of.
- Continued coaching
- Academic interventions - we should continue to buy licenses for Reading Plus, Lexia, etc. Our students have shown tremendous growth over the past year through these interventions.
- Summer curriculum institutes where teachers can collaborate across sites, develop common assessments, and follow-up PD release days during the year to assess student work and share best practices.
- I believe student culture is a big deal. There should be opportunities for staff to be compensated if they decide to how a space for a monthly club -- example. newsletter, art & film club, arts & crafts, etc. This will create a space for students want to discover a new interest or even develop an interest they already have.

Epic Family Leadership Council Agenda and Minutes
February 9, 2018
8:30-9:30am

AGENDA

- Purpose of Site planning
- Process of Site planning
- Looking at Academic Data
- Needs Assessment Input
- Discuss what Measure G1 does and could resource
- Get feedback from families - survey data

MINUTES

Aligned to Slide Deck/Presentation

- Slide 1: Michael and Lupe welcome everyone. Lupe reviews the agenda.
- Slide 2-3: Michael shares the purpose of site planning and explains that we do this annually - review data, determine needs, and assign time/money/people in the budgets and staffing plans to our needs and goals.
- Slide 4: Michael reviews the timeline for site planning
- Slide 5: Michael shares that today we will look at a little preliminary data. He distributes data packets.
- Slide 6: At a high level, in academic areas - English Language Arts and Math - Epic is on track. To be on track, the students' midyear SBAC tests have to show that they have grown a lot. Specifically, we are targeting students closing the gap to proficiency by 20 points. 20 points is a lot, but in order to catch students up who are behind, 20 points is necessary. Approximately ½ the students have met that accelerated growth target in both ELA and Math. You can see that Epic suspensions are also down but chronic absenteeism for all subgroups has increased. This has been a challenging year for many students and we are seeing this is our absenteeism rates. Epic has a plan to address, but many of our students are traveling from deep East and deep West Oakland and those are the students we are seeing most truant. In small groups, families talk in language groups about the data. What questions do they have? What do they notice? Parents comment on green arrows at Lazear and wonder what Lazear might be doing around chronic absenteeism that is working. Michael will explore.
- Slide 7: Michael reviews the investments from this year. We spent money on new teacher coaching partially funded through Measure G1. This has been powerful as can be seen in the observation data. The Strong Start was a big success, and we are now focusing on strengthening the academic culture in the classrooms and helping teachers plan engaging and rigorous lessons to facilitate that academic culture. Parents want to see a parent version of the playbook for next year.
- Slide 8: Michael shares that Epic also funded with Home Office support a full time math

coach to work with three brand new math teachers in implementing a new rigorous Common Core math program and we piloted Navigate Math, a math intervention program for the 8th graders. Parents wonder what is happening in 6th grade. Michael shares that there is an intensive review and intervention happening in 6th grade in response to the data. All students will take another SBAC test in March and the school will use that data to do intensive teach/reteach in March, April, and May.

- Slide 9: In Sandbox, Epic moved towards using two reading intervention programs, and Epic redid their master schedule to allow reading intervention classes taught by specialists and newcomer interventions. We believe that those interventions PLUS a new strong literature study curriculum have helped push reading growth. Again, parents wonder why 6th grade is lagging though classrooms appear engaged and strong. Hae-Sin shares that developmentally, 6th grade is a huge transition year, going from elementary school to middle school and that it's hard to focus. She shares that middle school students need to OWN their learning and be motivated academically to see real growth. That is what the culture coach is now focusing on - supporting teachers to facilitate student ownership of learning in classrooms.
- Slide 10: In table teams, families discuss what the data tells them the school should focus on. Parents want to continue to see academic interventions get prioritized since there are still students not making growth. But what do kids get when they are at grade level and don't need interventions? The math data continues to point to the need for improving math instruction - why are only hMichael shares what the current budget invests in. Epic spends more money in these categories than other schools might. Resources are declining, and we need to get strategic. What should we prioritize? Parents ask about the different categories. Parents note that the coaching feels really important since there are still a lot of newer teachers. If also feels important to retain teachers so there aren't always a lot of new teachers. What do teachers care about? Also, there are students who continue to struggle - is there enough counseling? Michael shares that Epic current funds 2.5 clinicians - a lot for a school of 330.alf the 8th graders making targeted growth when they have two hours of math daily? Is that math intervention working?
- Slide 11: Michael shares what the current budget invests in. Epic spends more money in these categories than other schools might. Resources are declining, and we need to get strategic. What should we prioritize? Parents ask about the different categories. Parents note that the coaching feels really important since there are still a lot of newer teachers. If also feels important to retain teachers so there aren't always a lot of new teachers. What do teachers care about? Also, there are students who continue to struggle - is there enough counseling? Michael shares that Epic current funds 2.5 clinicians - a lot for a school of 330.
- Slide 12: Hae-Sin shares what Measure G1 is and what it was designed to fund.
- Slide 13: Hae-Sin shares the administration's evaluation of the current Epic programs specific to music, world languages and art. Several parents think music would be really great for their kids and there is a lot of energy directed towards sports programs after school. No one seems to think it's that important to prioritize world languages since most kids in the building are bilingual. One parent is concerned that ALL students should leave Epic fluent in English - reading and writing.
- Slide 14: Hae-Sin shares that currently, Measure G1 funds the new teacher coach because last year we decided collectively that supporting new teachers to have strong classroom cultures was the most important way Epic could stabilize and make academic

growth. Parents observe that they have seen the difference in the school - that classrooms are calm and focused. Michael shares that referrals to the office are way down from the beginning of the school year. Hae-Sin shares that intent to return data for teachers is high at Epic - 80% at this time. Several parents share that coaching is important for retaining teachers.

- Slide 15: In small groups, parents discuss what investments feel the most important. Hae-Sin asks them to think about and discuss how to prioritize G1 funds.
- Slide 16: The majority of parents think school culture is still the most important thing to fund - social emotional support of kids and ensuring a positive and safe environment. Epic feels good right now, but there were rough years. Parents message that if there is a way to make the after school program stronger - bring in music and better sports programming, they would like to see that. However, they want G1 to continue to resource positive school culture. There seems to be strong support for teacher coaching and SEL support for struggling students. Michael shares that EPSDT resources counseling and we can leverage MediCal match for increased counseling but there are not resources specific to other culture investments. Many parents vocalize support for ongoing coaching for teachers to create positive and safe classroom cultures.
- Slide 17: Michael shares the enrollment data and the need to fill at least 350 seats at Epic for next year to ensure a stable budget.
- Slide 18: Michael shares Epic's budget drivers. He asks families families to discuss in small groups what families can do to recruit students and what Epic can do to retain students.
- Slide 19:   Families share that they are willing to partner with the school to present at elementary schools. They feel Epic has made dramatic improvement but families at elementary school don't know so we have to get the word out.
-