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SCHOOL AND COMMUNITY

East Palo Alto Academy High School (EPAA) is a small neighborhood public charter school serving approximately 314 students predominantly from East Palo Alto and eastern Menlo Park in grades 9-12. We are open to all students, have no admission requirements and do not charge tuition. As of July 1, 2014, East Palo Alto Academy High School is a dependent charter of the Sequoia Union High School District, and continues its collaboration with Stanford New Schools. East Palo Alto Academy is accredited by the Western Association of Schools and Colleges.

DEMOGRAPHICS

The student body is approximately 83% Latino, 7% African-American, and 6% Pacific Islander. Approximately 33% of students are English Language Learners, 91% are free/reduced lunch. Of the 2016-2017 graduating class, 36% attended a 4-year college (42% were accepted), and approximately 42% attended a community college.

CURRICULUM

The academic program is organized on a rotating block schedule. Students take six 90-minute block classes and one 80-minute block advisory. Block classes meet every other day, and students attend every block on Fridays.

Most courses are yearlong and count for 10 units each. A minimum of 220 credits is required for graduation, but 240 credits are the school's expectations in order to meet the California State University (CSU) and University of California (UC) four-year college requirements. The school requires at least one-year of world language and no less than completion of Geometry.

ADVANCED PLACEMENT AND EARLY COLLEGE PROGRAM

East Palo Alto Academy High School offers three AP classes, which are AP Spanish, AP Statistics, and this year we added AP Computer Science Principles. The majority of students who enroll in AP Spanish are native-speakers. Students can also take Early College courses offered by our partnering community college Cañada College on-campus for both high school and college credit.

EXHIBITION

At EPAA, we strive to provide students with authentic, project-based learning experiences that are also standards-aligned. Every spring semester, students in all four-grade levels create, develop, and present their exhibition project to a panel of judges. Each grade level's exhibition is different: freshmen complete a STEM research proposal, sophomores examine the effects of genocide through the literary and cultural lens, juniors analyze the success and failures of historical social movements, and seniors work on a community based project which is centered around the theme of compassion. After students present their exhibitions to a panel of judges, judges score students on the quality of their performance and will reward students with distinction, honors, or a pass. Students must pass every exhibition in order to graduate.

GRADING AND RANKING

Student work is assessed across Five Habits of Mind. The Five Habits are: Personal Responsibility, Social Responsibility, Application of Knowledge, Critical and Creative Thought, and Communication. Students are assessed on a spectrum of emerging to exceeding the standard in each habit. This is then translated into letter grades at the close of each semester. A grade of A aligns to our Exceeding the Standard measure, while a D corresponds to Emerging Competency, as outlined below:

Letter Grades

- A- Exceeding the Standard (XS)
- B- Mastery of the Standard (MS)
- C- Competency in the Standard (CS)
- D- Emerging Competency (EC)
- F- No Understanding (NU)

GPA CALCULATION AND TRANSCRIPT INFORMATION

The transcript lists four grade point averages, which are “cumulative,” “cumulative weighted,” “Cal Grant,” and “9-12 A-G.” On college applications, our school reports the cumulative weighted GPA, which includes courses taken since the 9th grade, and honors points. AP and Cañada College courses are weighted one extra grade point for courses of “C” or higher. All courses with a “P” adjacent to the course title denote UC A-G approval; all courses with an “HP” adjacent to the course title denote UC A-G honors approval.

We do not rank students per the SUHSD subject area council of guidance counselors.

SPECIAL PROGRAMS AND OPPORTUNITIES

Many of our students are enrolled in several college support programs in the community such as College Track, Students Rising Above (SRA), Peninsula Bridge, and Foundation for a College Education (FCE). Our school continues its partnership with the Boys & Girls Club of the Peninsula, and we continue our relationship with the entrepreneurial program, BUILD. EPAA collaborates with EPACenter Arts whose mission is to strengthen community by increasing opportunities for youth through the arts. Through a long-standing partnership with Stanford, students and teachers at EPAA participate in various programs sponsored by the university. Our drama teacher is collaborating with Stanford's Institute for Diversity in the Arts and the Program in African and African American Studies, having a powerful impact on our students and the drama program at EPAA.