

SARC

2017-18 School Accountability
Report Card

Published in 2018-19



East Palo Alto Academy

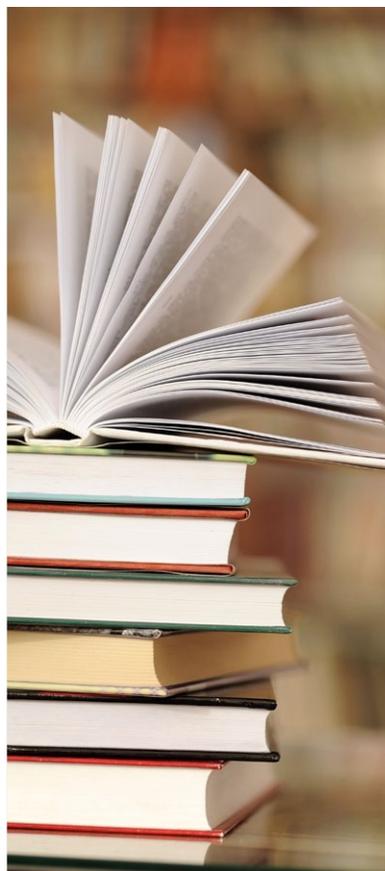
Grades 9-12
CDS Code 41-69062-0126722

Amika Guillaume
Principal
aguillaume@seq.org

1050 Myrtle Street
East Palo Alto, CA 94303
(650) 893-8900

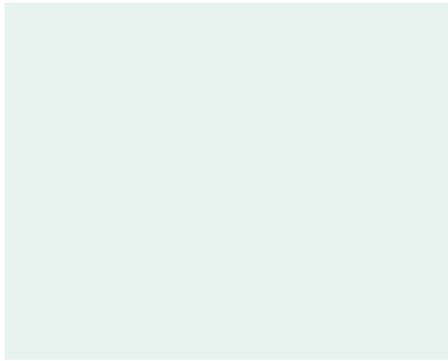
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Sequoia Union High School District

480 James Avenue Redwood City, CA 94062 ▪ www.seq.org
Mary E. Streshly, Superintendent ▪ mstreshly@seq.org ▪ (650) 369-1411



Principal's Message

What makes East Palo Alto Academy (EPAA) so special is our dedication to all of our students and their pursuit of their dreams, despite any obstacles. The vast majority of our students are first-generation U.S. residents and en route to becoming the first in their families to graduate from high school, with the opportunity to attend college with a scholarship. Every graduating EPAA senior who applies for the Stanford New Schools Scholarship may be awarded from \$1,000 to a full four-year scholarship. When we say that we are invested in our students' futures, we mean it. "Once a Bulldog, always a Bulldog."

It begins with our commitment to ensuring all of our students are "ready to learn." We have fully developed wraparound services that include a full-time social worker and restorative justice coordinator, on-site therapeutic counselors, and a fully licensed psychiatrist. Every two weeks the Lucile Packard Children's Hospital Teen Van—which includes a physician specializing in adolescent medicine, a nurse practitioner, a social worker, a dietitian and a registrar—visits our campus.

Our partnership with the outstanding Sequoia Union High School District provides excellent supports in everything from systems for efficient operations, state-of-the-art facilities and ongoing collaboration for instructional planning and delivery. Working with the Stanford Graduate School of Education and Stanford New Schools specifically allows us the additional supports ensuring a strong academic program that is well-founded in data-driven instructional best practices and the monetary supports to maintain the school charter that sets us apart from the more traditional comprehensive high school.

We have a longstanding partnership with the Stanford Teacher Education Program and several other research initiatives, as well as ongoing relationships with several professors at Stanford University, such as professor Paulo Blikstein. Professor Blikstein has worked with EPAA for almost four years. We participated in his proposal for the National Science Foundation, "Interactive Smartphone Microscopy: Learning Through Building, Inquiring, and Playing Taking Hands-on Experimentation to the Cloud." Our students have regularly participated in research studies in Blikstein's lab as a part of their physics class.

Yet another example of our strong partnership is our work with Stanford professor H. Samy Alim, faculty director for the Institute for Diversity in the Arts (IDA) and Committee on Black Performing Arts. Through the IDA partnership, our drama students have the opportunity to interact with visiting artists in the visual and performing arts. Students also have the benefit of co-teachers' enthusiastically pursuing their Ph.D. in work that matters to our students' understanding of their own cultural identity and artistic pursuits. Students perform their own written works and travel out of state to represent their community and explore their voice.

East Palo Alto Academy's goal is to prepare students to be independent learners who will succeed in college and the 21st-century world and workplace. The distinguishing Habits of Mind and Action that will support students in achieving not only academic success, but also self-regulated learning and collaborative problem-solving are personal responsibility, social responsibility, critical and creative thinking, communication, and application of knowledge. We promote this development in a small, student-centered and supportive context with close attention to the needs of each individual youth. Our core curriculum is aligned with the Common Core State Standards and the University of California (UC) and California State University (CSU) A-G course requirements.

The result is that all of our students are enrolled in college-bound core curriculum. Electives include Spanish, Spanish for Native Speakers, AP Spanish, yearbook, Student Leadership, Drama and Media Arts, which offer the opportunity to submit an end-of-year portfolio sufficient for Advanced Placement credit.

Perhaps most important is the Stanford New Schools commitment to our charter and our vision for effective instruction. All of our teachers invest in the work of creating culturally responsive lessons anchored in the Common Core State Standards. Working with colleagues throughout the field, our teachers are on the cutting edge of creating teaching and learning experiences that engage our students in solving real-world and timely issues affecting our community and global society. Each year, our students demonstrate their learning through an exhibition. Exhibitions incorporate project-based learning and are designed to promote student learning in a number of ways. Students develop research, writing and presentation skills, become competent in the subject matter and demonstrate mastery of the Five Habits of Mind. We invite members of the community to join teachers and staff in judging our student exhibitions. This strengthens our community ties while preparing our students for the transition to the wider world where they will have to prove their understanding and skills to a larger public.

For those students who are motivated to go beyond, we offer an on-site Early College Program. The Early College Program at EPAA provides access to college courses for EPAA students and an opportunity to experience the culture and rigor of college coursework early in their high school careers. Through a partnership with Cañada College, credit-bearing college courses taught by Cañada professors are offered to students based on their readiness and interest. For students who wish to diversify their coursework through blended learning, we also offer coursework through Cyber High.

To ensure that our students remain on track to graduate with their necessary A-G coursework, we offer several layers of support. All teachers offer regular office hours. During office hours, we model the initiative required in college to follow up with coursework that may be more challenging. Every student also has the benefit of advisory. Our advisory program pairs each student with a caring adult at the school who knows them well, communicates with their parents, and monitors and guides their progress. Each teacher is assigned a small group of 15 students. These groups meet at least three days each week for 75 minutes a class, and students receive 10 units toward graduation annually for this course. The advisory program is important in helping our staff create a positive, trusting school climate. Many students remain in contact with their advisors long after graduation.

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School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

The Sequoia Union High School District annually serves more than 8,900 9-12 grade students through its four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside), dependent charter school (East Palo Alto Academy), continuation high school (Redwood), Middle College (in collaboration with Cañada College) and other specialized programs and services. The district is also the sponsoring agency for two independent charter high schools (Summit and Everest). The district's Adult School based in Redwood City serves 2,000 students annually.

As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students.



District Mission Statement

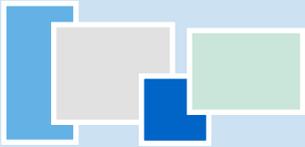
The mission of the Sequoia Union High School District is to engage and prepare all students to excel in a global society.

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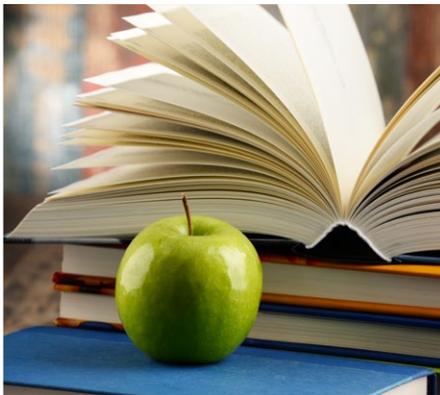
School Mission Statement

East Palo Alto Academy seeks to ensure that students are prepared for college and for the 21st-century world and workplace by enabling them to graduate with the full array of knowledge, skills and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives.



School Vision Statement

All students will graduate college-ready, empowered with the knowledge, skills and passion to positively impact their own lives, their community and the global society.



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Principal's Message

Continued from page 3

At East Palo Alto Academy, we understand that our wraparound services and academic program are only a part of the puzzle. Equally important is our relationship with our students' families and the surrounding community. Perhaps the most important of our engagement with families are the biannual Student Led Conferences. Twice a year every student must facilitate a conference with a parent or family member, sharing their progress toward their goals and work products that they are especially proud of, exemplifying their road to mastery in the Five Habits of Mind. Every month we offer three opportunities to connect in an organized meeting that is open to all. We offer monthly evening workshops facilitated by knowledgeable colleagues in topics selected by families through our annual parent survey. We also offer a monthly Parent and Principal Coffee in which topics such as school operations, curriculum and instruction, and a safe and welcoming school are discussed. Finally, we have an active English Language Advisory Council and School Site Council that meet once a month, drawing regularly up to 30 active and engaged families. Additionally, we have several events throughout the year engaging and involving families to come together with students, teachers and staff. With our back-to-school night, Winter Celebration, student talent show, seasonal sports events and the all-important graduation at Memorial Hall on Stanford University's campus, the families often find our EPAA "family" extends to their own.

Community partnerships are critical to our vision. Community service is a graduation requirement for each EPAA student. To help facilitate this requirement, we have long-standing partnerships with The Boys & Girls Club of the Peninsula, Canopy, Youth United for Community Action, Live in Peace Green Street campus, Menlo Park Mural and Arts Program, and One East Palo Alto to name but a few. We begin the school year with a community outreach fair, allowing students to sign up for opportunities throughout the school year. Many of our partners are integrated into the advisory program, making for seamless opportunities for collaboration. The senior class specifically has adopted our neighboring K-5. This partnership has resulted in EPAA seniors acting as translators for K-5 parent-teacher conferences and the adoption of all fifth graders to create reading buddies and donations of books to our K-5 partners.

For students motivated to go above and beyond the academic core coursework, advisory requirements and community service, we have several school clubs and a robust sports program that includes league champions in volleyball and soccer. Student clubs range in interests of dance; coding; gaming; Comic-Con-inspired drawing; Polynesian Club; Black Student Union; and The Big Homies club, which is a group of student leaders who act as peer mentors studying leadership.

At East Palo Alto Academy, we sincerely believe that all students will graduate college-ready, empowered with the skills and passion to positively impact their own lives, their community and the global society. As a team, we are dedicated and determined to ensure that our vision is a reality in everything that we do for our students, families and community. We feel passionately that our students can be the positive change that we seek in the global society.

School Safety

East Palo Alto Academy has a school safety plan that is reviewed annually. It includes a comprehensive disaster plan that is updated yearly. East Palo Alto Academy regularly holds intruder, fire and earthquake drills as part of its safety plan. Plans for communication during a disaster are in place.

East Palo Alto Academy's safety plan includes:

- Disaster and intruder procedures
- Policies regarding actions leading to suspension and or expulsion
- Sexual-harassment policy
- Rules on procedures for school discipline
- Instruction on recognizing the signs of depression and suicide prevention

Our emergency protocols were modified in October 2018 with input from teachers, staff and the Menlo Park Fire Protection District. We also work closely with the East Palo Alto Police Department to ensure the safety of our students and staff. The emergency plans are revised annually to ensure that we are up-to-date with new laws, codes and regulations. In addition, the vice principal is involved in the Big Five cohort training, facilitated through the county office of education.

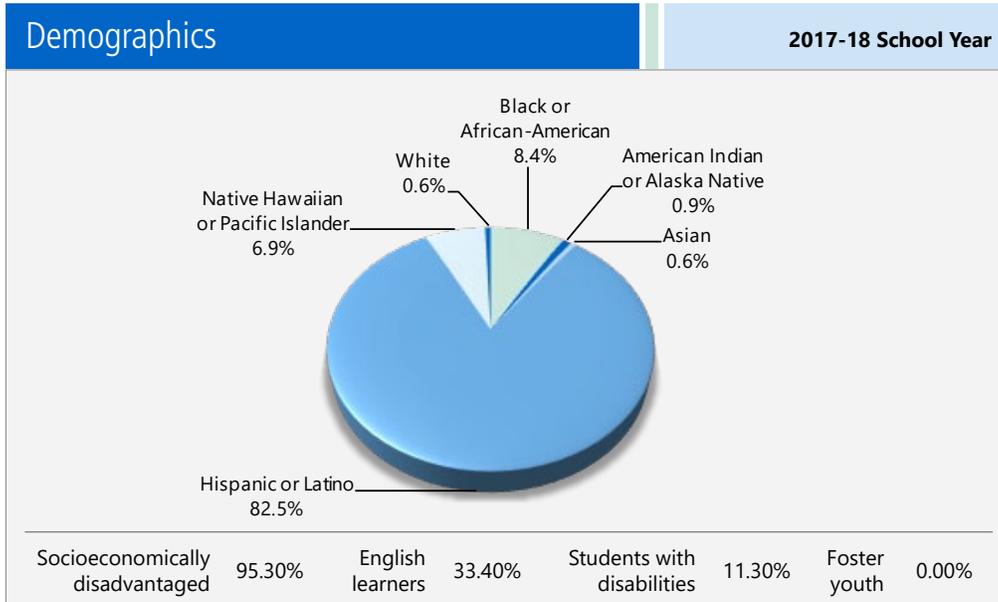
A safe, productive and educational environment is provided for all. Our staff teaches personal and social responsibility and appropriate communication. We promote a positive learning environment through high levels of rigor and expectations for student responsibility and behavior. We have implemented a comprehensive Restorative Justice program, which focuses on restorative rather than punitive measures when students make poor decisions. Through this program, students learn to repair the harm done to the community when they chose to violate school rules or educational code. They then work to find ways to make things right and contribute to our school community. Students receive guidance and support from their peers, mentors, teachers, administration and their parents. All disciplinary measures adhere to the procedures set forth by both the Sequoia Union High School Student Behavior Policy and the California Education Code.

The school safety plan was last discussed with the school faculty in August 2018.

We hold monthly emergency drills.

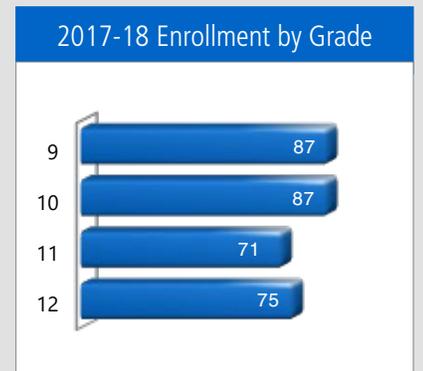
Enrollment by Student Group

The total enrollment at the school was 320 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



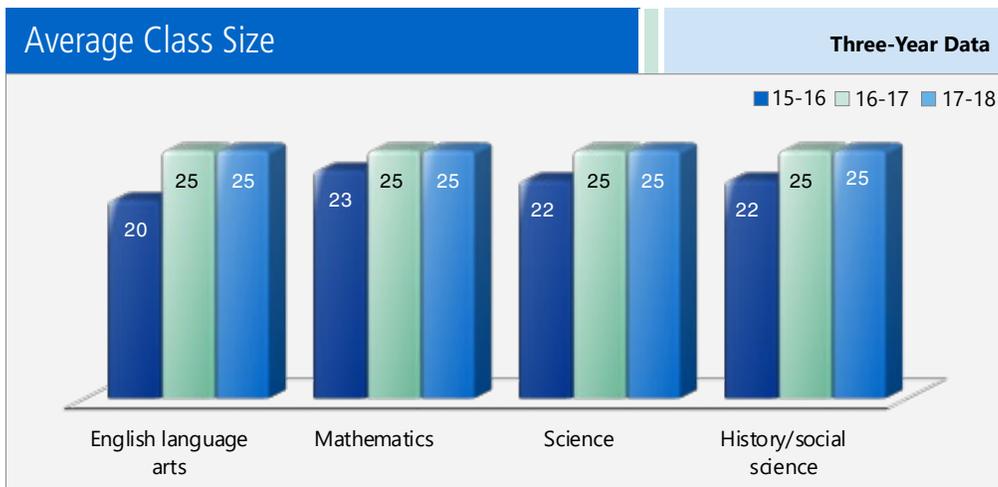
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	3	8		5	12			19	
Mathematics		12	1	1	14			16	
Science	2	10			10	1		12	
History/social science	6	7		4	10			12	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

East Palo Alto			
	15-16	16-17	17-18
Suspension rates	8.4%	16.0%	15.2%
Expulsion rates	0.6%	0.6%	0.3%
Sequoia Union HSD			
	15-16	16-17	17-18
Suspension rates	4.8%	5.5%	10.7%
Expulsion rates	0.3%	0.2%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017–18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all 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 for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	East Palo Alto		Sequoia Union HSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3–8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	East Palo Alto		Sequoia Union HSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	47%	31%	71%	62%	48%	50%
Mathematics	8%	7%	49%	45%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		East Palo Alto
		Grade 9
Four of six standards		21.60%
Five of six standards		14.80%
Six of six standards		4.50%

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	69	68	98.55%	30.88%
Male	34	34	100.00%	35.29%
Female	35	34	97.14%	26.47%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	57	56	98.25%	30.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	64	63	98.44%	31.75%
English learners	35	34	97.14%	26.47%
Students with disabilities	13	13	100.00%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	69	68	98.55%	7.35%
Male	34	34	100.00%	5.88%
Female	35	34	97.14%	8.82%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	57	56	98.25%	5.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	64	63	98.44%	7.94%
English learners	35	34	97.14%	5.88%
Students with disabilities	13	13	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
East Palo Alto	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	99.38%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	38.71%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/g/hs/hsggrmin.asp or www.cde.ca.gov/ci/g/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2017
Group	East Palo Alto	Sequoia Union HSD	California
All students	89.86%	88.51%	88.72%
Black or African-American	80.00%	87.18%	82.15%
American Indian or Alaska Native	❖	100.00%	82.81%
Asian	100.00%	95.36%	94.93%
Filipino	❖	96.23%	93.45%
Hispanic or Latino	90.00%	82.11%	86.54%
Native Hawaiian or Pacific Islander	100.00%	91.53%	88.56%
White	❖	94.17%	92.12%
Two or more races	❖	97.83%	91.15%
Socioeconomically disadvantaged	90.63%	91.36%	88.64%
English learners	100.00%	57.28%	56.74%
Students with disabilities	80.00%	60.72%	67.12%
Foster youth	❖	50.00%	74.08%

Graduation and Dropout Rates

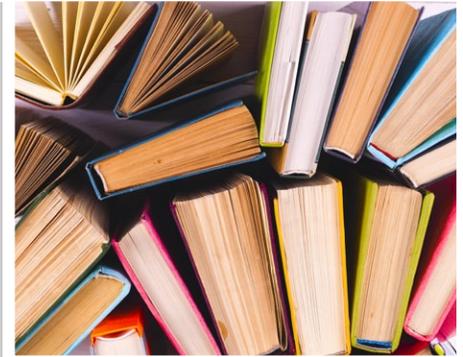
This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
East Palo Alto	88.50%	89.90%	87.00%	9.60%	5.80%	7.20%
Sequoia Union HSD	86.00%	90.50%	88.10%	5.70%	5.80%	4.20%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 26, 2018. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.



Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	
English language arts	<i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie (9, 12)	
English language arts	<i>Romeo and Juliet</i> by William Shakespeare (9)	
English language arts	<i>The Outsiders</i> by S.E. Hinton (9)	
English language arts	<i>Warriors Don't Cry</i> by Melba Pattillo Beals (9)	
English language arts	<i>In the Time of the Butterflies</i> by Julia Alvarez (9)	
English language arts	<i>Before We Were Free</i> by Julia Alvarez (9)	
English language arts	<i>Lord of the Flies</i> by William Golding (10)	
English language arts	<i>Othello</i> by William Shakespeare (10)	
English language arts	<i>Night</i> by Elie Wiesel (10)	
English language arts	<i>First They Killed My Father</i> by Loung Ung (10)	
English language arts	<i>The Knock at the Door</i> by Margaret Ajemian Ahnert (10)	
English language arts	<i>Left to Tell</i> by Immaculée Ilibagiza (10)	
English language arts	<i>Lakota Woman</i> by Mary Crow Dog and Richard Erdoes (10)	
English language arts	Short stories: "Harrison Bergeron" by Kurt Vonnegut Jr. (10)	
English language arts	"The Tell-Tale Heart" by Edgar Allan Poe (10)	
English language arts	<i>The Crucible</i> by Arthur Miller (11)	
English language arts	"The Lottery" by Shirley Jackson (11)	
English language arts	<i>Narrative of the Life of Frederick Douglass, An American Slave</i> by Frederick Douglass (11)	
English language arts	<i>The Great Gatsby</i> by F. Scott Fitzgerald (11)	
English language arts	<i>I Am Malala</i> by Malala Yousafzai and Christina Lamb (12)	
English language arts	<i>Lysistrata</i> by Aristophanes (12)	
English language arts	ELD: <i>The Giver</i> by Lois Lowry (12)	
English language arts	<i>The Warmth of Other Suns</i> by Isabel Wilkerson (excerpts) (12)	
English language arts	<i>Miles From Nowhere</i> by Nami Mun (12)	
Mathematics	<i>Core Connections Integrated I</i> , CPM Educational Program, copyright 2013	
Mathematics	<i>Core Connections Integrated II</i> , CPM Educational Program, copyright 2014	

Advanced Placement Courses

No information is available for East Palo Alto Academy regarding Advanced Placement (AP) courses offered.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2018-19 School Year

Data collection date	9/26/2018
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Continued on page 10

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Career Technical Education Programs

East Palo Alto Academy does not offer career technical education programs.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
East Palo Alto	
2017-18 Participation	
Number of pupils participating in a CTE program	◇
Percentage of pupils who completed a CTE program and earned a high school diploma	◇
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	◇
◇ Not applicable.	

Textbooks and Instructional Materials - *Continued from page 9*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	
Science	<i>Biology, California Edition</i> ; Prentice Hall	
History/social science	<i>World History</i> , McDougal Littell	
History/social science	<i>A Young People's History of the United States</i> by Howard Zinn and Rebecca Steffof	
History/social science	<i>History Alive!</i> , TCI	
History/social science	<i>American Odyssey</i> , McGraw-Hill/Glencoe	
Foreign language	Spanish for Native Speakers 1: <i>Sendas Literarias 1</i> , Prentice Hall	
Foreign language	Spanish for Native Speakers 1: <i>La casa en Mango Street</i> by Sandra Cisneros	
Foreign language	Spanish for Native Speakers 1: <i>Cajas de cartón</i> by Francisco Jiménez	
Foreign language	Spanish for Native Speakers 1: <i>Más allá de mí</i> by Francisco Jiménez	
Foreign language	Spanish for Native Speakers 1: <i>Devolver al Remitente</i> (Return To Sender) by Julia Alvarez	
Foreign language	Spanish for Native Speakers 1: "Rimas y Leyendas" by Adolfo Gustavo Bécquer	
Foreign language	Spanish for Native Speakers 2: <i>Sendas Literarias 2</i>	
Foreign language	AP Spanish: <i>Como Agua Para Chocolate</i> by Laura Esquivel	
Foreign language	AP Spanish: <i>Don Quixote</i> by Miguel de Cervantes	
Foreign language	AP Spanish: <i>Aura</i> by Carlos Fuentes	
Foreign language	AP Spanish: <i>Niebla</i> by Miguel de Unamuno	
Foreign language	AP Spanish: <i>Pedro Páramo</i> by Juan Rulfo	
Foreign language	Spanish 1 and 2: <i>Realidades</i> , Level 1; Prentice Hall	

Professional Development

Our staff meets for 2.5 hours on a weekly basis to co-plan as grade-level and department teams and to receive professional development. Our main area of focus this year (and last year) is increasing teacher capacity in the implementation of the Common Core State Standards.

We provide professional development through the Elevated Achievement Group and are specifically addressing the following areas:

- Increase explicit instruction of the Common Core States Standards
- Increase unit planning and design to include explicit instruction in Common Core standards and research-based strategies
- Increase differentiated instruction and use of engagement strategies
- Increase rigor in curriculum and instruction both in planning and delivery
- Ensure data is collected to show the impact of professional development on classroom instruction

In addition, as a dependent charter, East Palo Alto Academy has full access to the professional development provided by the Sequoia Union High School District. Teachers and staff have access to the educational services division of the district office:

1. TIPS (Teacher Induction Program at Sequoia): Support for first- and second-year teachers in teaching and clearing the credential.

Professional Development

Continued from page 10

1. PAR (Peer Assistance and Review): Support for veteran teachers through administrative referral or teacher initiative.
2. Instructional coaching: Support for teachers in the implementation of Direct Interactive Instruction (DII). Coaches provide training, demonstration lessons and individual coaching for teachers.
3. Co-teaching: Support for special education and general-education teachers co-teaching core content classes.
4. Curriculum: Support for curriculum development, materials, training and department needs for science, social studies, English and math.
5. District professional development: Providing professional development through ongoing district seminars focusing on instructional best practices, materials, curriculum training and collaboration for co-teaching. Teachers have the opportunity to participate in instructional rounds.



Professional Development Days

Three-Year Data

	2016-17	2017-18	2018-19
East Palo Alto	7 days	7 days	7 days

"What makes East Palo Alto Academy so special is our dedication to all of our students and their pursuit of their dreams, despite any obstacles."



Types of Services Funded

Our funds pay for class-size reduction, two full-time instructional associates, professional development for staff, technology support staff, department release time, a Summer Bridge program, scholarships for graduating seniors, our after-school tutorial program, AmeriCorps volunteers, Early College Program, Senior Seminar teacher and an English language development (ELD) teacher.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status

2018-19 School Year

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/24/2018
Date of the most recent completion of the inspection form	10/24/2018



School Facilities

The school's current facility was built during the 2010-11 school year. The school has the following features:

- Cafeteria
- Library
- 18 classrooms
- Computer lab
- Chemistry lab and makerspace
- Staff lounge
- Head guidance counselor's office
- Counseling room
- Four administrative offices
- Main office

A full-time and part-time custodian clean the school on a daily basis. The Sequoia Union High School District provides regular maintenance and gardening. Students are kept safe on school grounds before, during and after school by both teacher supervision and the supervision of our two full-time security personnel.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	2.0
Average number of students per academic counselor	330
Support Staff	
FTE	
Social/behavioral counselor	1.0
Career development counselor	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	1.0
Nurse	1.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Sequoia Union HSD	East Palo Alto		
	18-19	16-17	17-18	18-19
Teachers				
With a full credential	558	22	21	27
Without a full credential	7	1	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	East Palo Alto		
	16-17	17-18	18-19
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Parental Involvement

Parents have myriad opportunities to be involved and engaged at East Palo Alto Academy. We hold combined School Site Council and English Learner Advisory Council meetings once a month, August through May. In addition, our principal hosts what we call "Cafecitos" with parents once a month in the mornings. Here, parents come to share coffee and pastries while meeting as a community. This space was created for parents to share ideas, concerns and experiences with our principal. In addition, we offer monthly parent workshops. These workshops cover a wide range of topics which include:

- Understanding your child's academic performance, attendance and school discipline policies
- Understanding grades, transcripts, letters and communications from the school
- The road to college and an introduction to A-G requirements
- Emotional support and counseling services for students and their families
- Understanding testing and how scores affect your student
- How to pay for college; a conversation about financial aid and scholarships
- Social and emotional well-being
- Health and community

Teachers support students in holding Student-Led Conferences (SLCs) with parents twice annually. In these meetings, students share their academic progress with their families and review their plans to ensure graduation and success in college and beyond. Lastly, we hold several community celebrations throughout the year, including our Family Winter Celebration and the student showcase.

For more information on how to become involved at the school, please contact Jose Heredia, College and Career Counselor, at (650) 893-8900.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$62,308	\$50,747
Midrange teacher salary	\$94,938	\$86,127
Highest teacher salary	\$115,337	\$106,915
Average high school principal salary	\$167,346	\$150,286
Superintendent salary	\$250,990	\$238,058
Teacher salaries: percentage of budget	32%	34%
Administrative salaries: percentage of budget	4%	5%

Financial Data Comparison

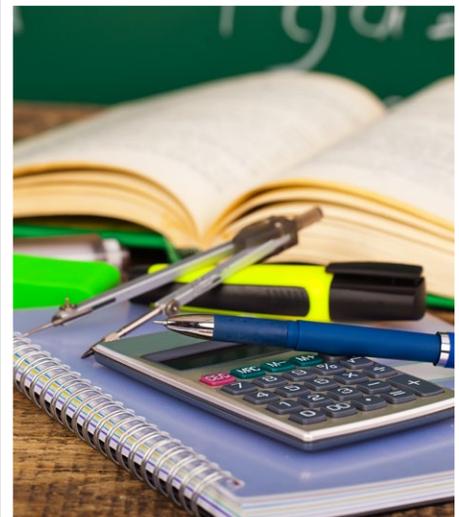
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
East Palo Alto	\$13,361	\$93,840
Sequoia Union HSD	\$10,290	\$101,580
California	\$7,125	\$85,815
School and district: percentage difference	+29.8%	-7.6%
School and California: percentage difference	+87.5%	+9.4%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$17,367
Expenditures per pupil from restricted sources	\$4,007
Expenditures per pupil from unrestricted sources	\$13,361
Annual average teacher salary	\$93,840



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

