

East Palo Alto Academy

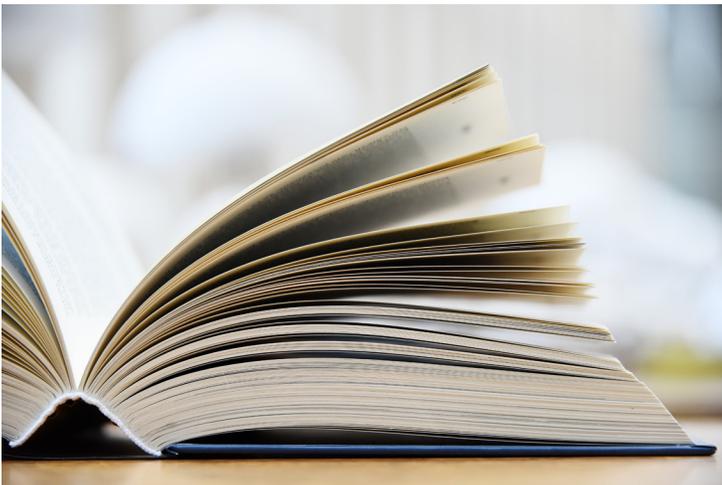
Grades 9-12
CDS Code 41-69062-0126722

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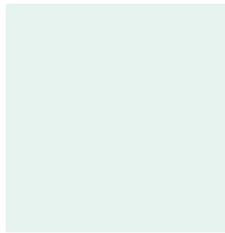
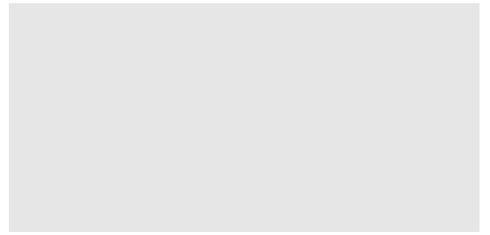
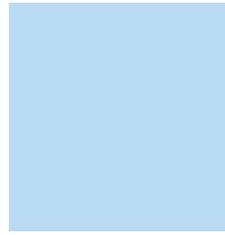
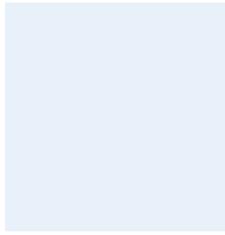
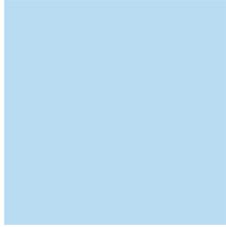
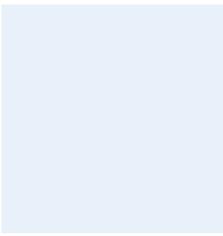
www.epaahs.org

Para español, visita www.seq.org



Sequoia Union High School District

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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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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.

Board of Trustees

- Chris Thomsen
- Georgia Jack
- Allen Weiner
- Carrie DuBois
- Alan Sarver

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.

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.

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.



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	
EPAA	
2018-19 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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 August 2019 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.

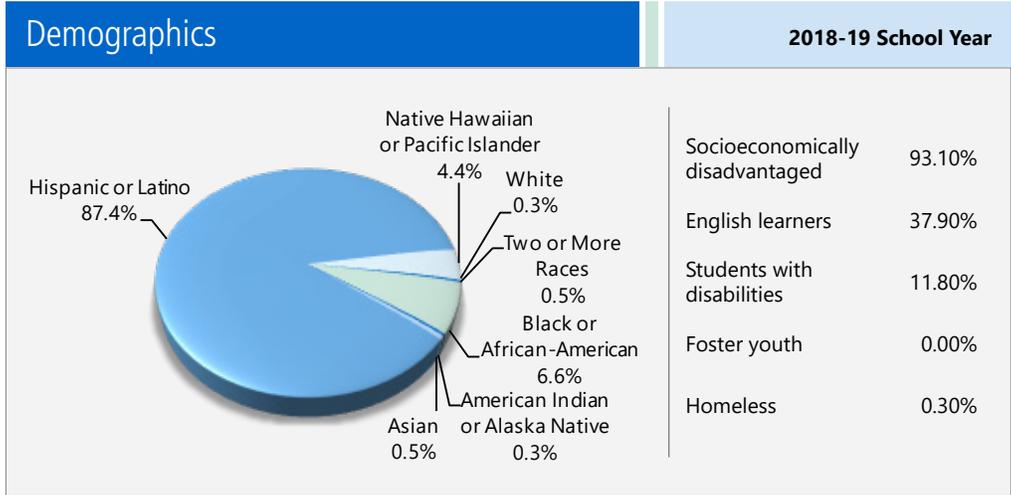
The school safety plan was last discussed with the school faculty in August 2019.

We hold monthly emergency drills.



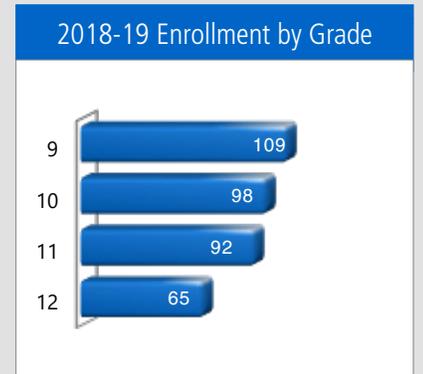
Enrollment by Student Group

The total enrollment at the school was 364 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



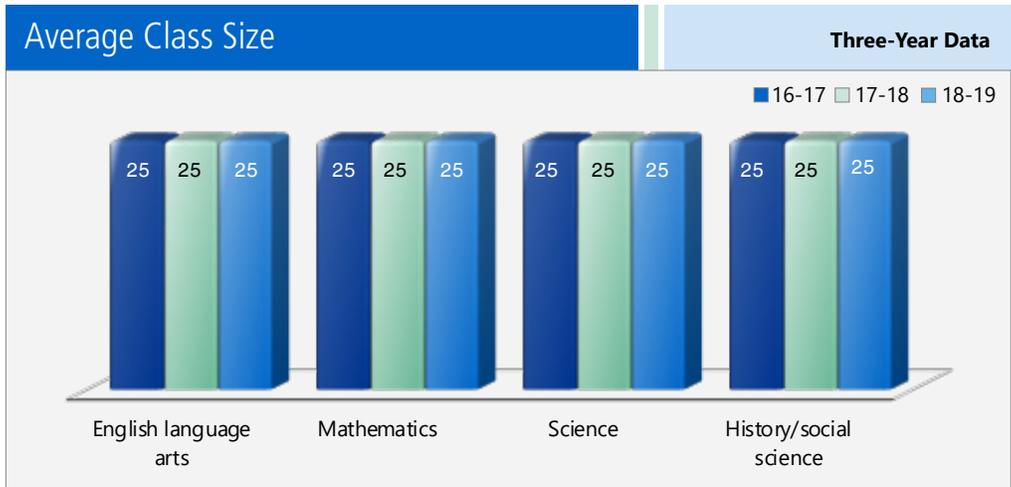
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 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

Subject	Three-Year Data								
	2016-17			2017-18			2018-19		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	5	12		19			22		
Mathematics	1	14		16			16		
Science		10	1	12			14		
History/social science	4	10		12			15		

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			
EPAA			
	16-17	17-18	18-19
Suspension rates	16.0%	15.2%	11.7%
Expulsion rates	0.6%	0.3%	0.0%
Sequoia Union HSD			
	16-17	17-18	18-19
Suspension rates	5.5%	10.7%	6.0%
Expulsion rates	0.2%	0.1%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 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 and Mathematics

The tables on the following pages display 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 in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	EPAA		Sequoia Union HSD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	
Subject	EPAA		Sequoia Union HSD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	31%	51%	62%	68%	50%	51%
Mathematics	7%	12%	45%	49%	38%	40%

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.

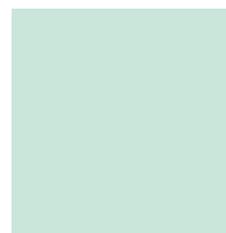
California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		EPAA
		Grade 9
Four of six standards		14.4%
Five of six standards		6.7%
Six of six standards		3.8%



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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	85	77	90.59%	9.41%	51.32%
Male	40	37	92.50%	7.50%	44.44%
Female	45	40	88.89%	11.11%	57.50%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	69	63	91.30%	8.70%	48.39%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	80	73	91.25%	8.75%	50.00%
English learners	38	34	89.47%	10.53%	38.24%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

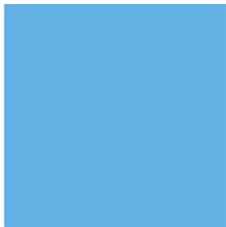
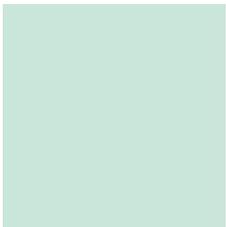
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	85	75	88.24%	11.76%	12.00%
Male	40	34	85.00%	15.00%	14.71%
Female	45	41	91.11%	8.89%	9.76%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	69	61	88.41%	11.59%	11.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	80	71	88.75%	11.25%	9.86%
English learners	38	34	89.47%	10.53%	2.94%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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 25, 2019. 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		2019-20 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)	
English language arts	<i>The 57 Bus</i> by Dashka Slater (12)	
Mathematics	<i>Core Connections Integrated I</i> , CPM Educational Program	

Continued on page 10

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	
2019-20 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	
2019-20 School Year	
Data collection date	9/25/2019

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2018-19 School Year	
Percentage of total enrollment enrolled in AP courses	5.50%
Number of AP courses offered at the school	1
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
EPA	
2017-18 and 2018-19 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	99.73%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	39.13%

Textbooks and Instructional Materials, *continued from page 9*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	
Mathematics	Core Connections Integrated II, CPM Educational Program	
Science	Biology, California Edition; Prentice Hall	
History/social science	World History, McDougal Littell	
History/social science	A Young People's History of the United States by Howard Zinn and Rebecca Steffof	
History/social science	History Alive!, TCI	
History/social science	American Odyssey, 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	

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		
	15-16	16-17	17-18	15-16	16-17	17-18
EPA	89.90%	87%	93.10%	5.80%	7.20%	5.60%
Sequoia Union HSD	90.50%	88.10%	88.90%	5.80%	4.20%	5.60%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%



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		2019-20 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	Exemplary	
Date of the most recent school site inspection	9/23/2019	
Date of the most recent completion of the inspection form	9/23/2019	

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.

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 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.

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.

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 (PD). This year we are focusing on project-based learning, professional learning communities (PLCs) and data analysis, and Advancement Via Individual Determination (AVID) strategies.

Several members of the team participated in the AVID summer trainings. Additionally, we hired AVID to train the entire staff on critical reading strategies for content-specific classes. Our focus on AVID includes:

- Critical reading
- Critical Writing
- Higher-Order Thinking

We also hired the Buck Institute to provide three days of professional development during our Back-to-School PD. Through this PD, teachers were able to create their own projects to use during the year. We have supported this training throughout the year by offering additional planning time, targeted planning support and content-team PLCs around project-planning. We are bringing back our Buck Institute trainer for another day of additional support in the winter.

Our PLC work will push continued learning in all our areas of focus as we analyze student work and observation data in teams. PLCs are planned two to three times each month.

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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	
2018-19 School Year	
	Ratio
Academic counselors	1:260
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.8
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	1.0
Nurse	0.0
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.0

Professional Development

Continued from page 11

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. Teacher Induction Program at Sequoia (TIPS): Support for first- and second-year teachers in teaching and clearing the credential.
2. Peer Assistance and Review (PAR): Support for veteran teachers through administrative referral or teacher initiative.
3. Instructional coaching: Support for teachers in the implementation of Direct Interactive Instruction (DII). Coaches provide training, demonstration lessons and individual coaching for teachers.
4. Co-teaching: Support for special education and general-education teachers co-teaching core content classes.
5. Curriculum: Support for curriculum development, materials, training and department needs for science, social studies, English and math.
6. 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		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	7	7	7

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		EPAA	
Teachers	19-20	17-18	18-19	19-20
With a full credential	527	21	27	27
Without a full credential	7	0	0	2
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		
	EPAA		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



Financial Data

The financial data displayed in this SARC is from the 2017-18 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	2017-18 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$64,800	\$52,466
Midrange teacher salary	\$98,736	\$87,373
Highest teacher salary	\$119,950	\$109,803
Average high school principal salary	\$168,203	\$153,904
Superintendent salary	\$238,000	\$241,221
Teacher salaries: percentage of budget	32%	33%
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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
EPAA	\$9,631	\$84,690
Sequoia Union HSD	\$9,153	\$86,006
California	\$7,507	\$88,538
School and district: percentage difference	+5.2%	-1.5%
School and California: percentage difference	+28.3%	-4.3%

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 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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$12,982
Expenditures per pupil from restricted sources	\$3,351
Expenditures per pupil from unrestricted sources	\$9,631
Annual average teacher salary	\$84,690

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.

