Local Performance Indicator Self-Reflection

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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

We continue to work with our Common Core state standards pacing guides created with the help of external consultants and our teachers. The guides are published on our website. ELA Common Core standards-based units and pacing guides are implemented across all four years of ELA. Using the ELA Common Core language standards as a basis, all other departments engaged in the same work with our external consultants to publish CCSS pacing guides in Social Studies, Math, and World Languages.

The Science department used the Next Generation Science Standards as the framework for the pacing guides in Physics, Biology, and Chemistry. For the 2022-2023 school year, the Math program continued to engage in work with Jack Dieckmann of Stanford, aimed at vertically aligning the core Math practices, with an eye on opportunities for intervention and previewing of core skills for student success before each unit and building productive Math mindsets. The team is also benefiting from additional support through The Algebra and Geometry Project, working with researchers and colleagues to reimagine Algebra and the "math mindset" approach to teaching Math, inspired by the work of Stanford professor Jo Boaler. This school year we had a special education teacher working with Algebra and Physics for 9th grade, co-planning, and co-teaching. We also continue to have co-teaching for English classes with our other special education colleagues, ensuring we are meeting differentiated needs during first instruction.

We continue to work with EL Achieve to prepare teachers for District-wide implementation of language acquisition strategies. A third of EPAA teachers have participated in the EL Achieve Constructing Meaning training. We are planning on expanding this training for the 2023-2024 school year to include structured student talk. We hope to support more student-to-student talk related to classwork, using a systematic approach that is consistent school-wide.

The English department chair had .4 FTE dedicated to reading support, with a specific eye on the LTEL students who are close to being redesignated, were it not for low reading scores. This intervention also extended to some of our English Only students who show the need for reading intervention. The students participated in regular small group instruction, aimed at teaching them specific reading strategies. As a result, we went from 4 students being redesignated to 16 students being redesignated as Fluent English Proficient. We continue to measure reading levels school-wide using the Scholastic Reading Inventory on a quarterly basis. It is a school-wide effort to create a reading culture, supported by our daily Universal Reading period of 20 minutes.

We have invested in the CTE work and our partnership with Foothill College to provide early college courses on our campus; taught by Foothill professors with the support of EPAA teachers. We have a liberal arts option that enriches class offerings with semester-long Foothill courses such as mural-making and social psychology. We also have an engineering pathway connected to our Making Is Engineering course. Finally, next year (2023-2024) we are introducing a Kinesiology CTE pathway.

To measure our progress towards the standards, teachers used the district-wide Interim SBAC assessment (ICA) and various standards-based formative and summative assessments. As a culminating annual assessment, all students must complete an inter-disciplinary exhibition that includes standards in Math, English Language Arts, and Social Studies, called Exhibitions or Defense of Learning, which are a graduation requirement.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards	1				
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

In addition to the curriculum alignment to the CCSS, NGSS, and CA HSS framework, EPAA has focused on supporting instructional shifts towards further rigor and engagement in all content areas. Professional development was offered school-wide every Wednesday. We worked hard to further develop our EPAA Graduate Profile and our Defense of Learning Exhibition. We also engaged deeply in moving forward our Diversity, Equity, and Inclusion work school-wide. We look forward to growing in our implementation of ELD standards and supporting the large number of 127/301 EL students at EPAA. We are eager to redesignate more of our long-term English Learners.

District-wide this was also achieved through several structures including two all-staff PD days, a Teacher Orientation Week, a June PD Institute, a Teacher Orientation Week, and afternoon PD throughout the year. In the 2022-23 school year, 538 professional development sessions were offered, with over 6,500 attendance confirmations. Additionally, in order to ensure that all students have access to standards-aligned content, a major focus of professional development has been on integrated ELD strategies.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

    Rating Scale (lowest to highest) -
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

EPAA has monthly morning and evening parent meetings. Perhaps more important are the strong relationships between each student and their Advisor. Advisors are assigned to students and families for two-year intervals. They meet with families at least two times a year to revisit goals and grades. Additionally, we have annual grade-level meetings facilitated by the school counselors with support from the administration and advisors. These are meetings in which we are sharing student progress towards graduation, educational workshops facilitated by our school mental health team, and updates about resources in our community. Workshops include sleep hygiene, coping with stress, and information about vaping and how addiction can impact the adolescent brain. Finally, the most exciting events are those in which we celebrate the students' culture through expressions such as dance, music, and food. Each year we celebrate Black History Month, Fiestas Patrixs, Asian American, and Pacific Islander Month, with a culminating event that includes large numbers of parents both helping and in attendance to celebrate.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We conduct annual surveys using Panorama. This survey addresses 5 areas: Family Engagement, Barriers to Engagement, School Climate, School Safety, and Parent Input/ EL Program, and is administered to all families across grades and subgroups. For the fall administration during the 2022-2023 school year 13% of families responded to the survey (despite various one-on-one calls and email reminders). This year the survey showed we continue to be strong in limiting barriers to engagement (88%). School Safety and School Climate were at 70% and 72% respectively, a little lower than in previous years. However, our overall end-of-year referral and suspension data was significantly lower. We believe strongly that this data will therefore improve, especially if it were to be taken again in the spring. We have made incredible strides in educating and supporting student and school safety.

We also had some very good feedback with regard to our college and career going goals in our LCAP. Families want us to continue our A-G and CTE access, building on the progress from 23% of college persistence eight years

ago, to 85% persistence when last measured before the pandemic. They also want to support our efforts to encourage our students who are not A-G ready or interested in a four-year university path (typically 42-48% of our graduates). We are building our work with a Community College and Career Consortium that we started in the 2022-2023 school year. We are creating more deliberate pathways for students who typically struggle with academics, ensuring they understand the breadth of resources and opportunities available to them. We have more career and community college visitors on campus, in addition to more field trips to our local community colleges.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The 2022-2023 school year was the first time we were able to bring on a full-time bilingual parent liaison. We were so grateful to the many families, students, and stakeholders who joined us for our regular meetings, whether the monthly morning and evening meetings, the regular advisory team meetings, or our quarterly charter advisory meetings. There was an unprecedented opportunity to work collaboratively toward our vision and goals. Our challenge, however, is seeing more of our African American Black families of whom we have 6% of our students, more actively involved. We had awesome involvement in our Black History Month celebration (more than ever before) when invited for student recognition, school counselor meetings, and advisory meetings. We miss more African American/Black representation at our regular monthly leadership meetings and events. We have one guardian who is always there and would love to see more. We are hoping to leverage our strong Black Student Union and perhaps more deliberate invitations to help improve in this area.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> As mentioned above we have various opportunities for teachers and staff to engage regularly with families in meaningful ways that are student-centered, academic, educational, and celebratory. With so many families that have been with us for generations, we are seeing families who expect quarterly celebrations, regular annual traditions, and bi-annual student-led conferences. We also continue to work in tandem with several local community-based organizations to ensure our students and families are aware of the resources available. We have often shared the monthly meeting time to help educate families on everything from housing rights, food programs, safe internet use, ad how to access tutoring or summer programs to help support students' success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> There was a lot of feedback from students and student programs with regard to how much students are? (or are not)? accessing and implementing the available resources. Everything from the Stanford Medical Health Career Collaborative with not enough students engaged in the robotics programs, to the East Palo Alto Tennis and Tutoring with so few students utilizing the individual one-on-one weekly math tutoring sessions. We are very worried about our student?s'? lack of follow-through and commitment to such valuable resources. We are hopeful with the College Information Specialist (who works most closely with the CBOs) entering her second year she can better leverage relationships with students and staff, attending more advisory classes and engaging through our communication tools such as Dog City Daily, she can make the meaningful relationships to better connect students with resources that will be successful and impactful.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> As mentioned above, all EPAA students fall in the category of "underrepresented families" when considering the number of students who qualify for free or reduced lunch or are first-generation high school students. We have, however, honed in on finding ways to better support and encourage our students who are not likely going to be A-G eligible four-year university bound, due to earning a grade of a D or lower in the key A-G courses required for the CSU and UC admissions. We started a career and community college consortium with local community-based organizations and various local community colleges. This has allowed us to engage in more direct support of such students. We are ensuring all of them are enrolled in some sort of program before high school graduation. We are also encouraging them to attend career and community college field trips, exposing them to the plethora of opportunities available in our area.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

East Palo Alto Academy takes great pride in engaging all of our community members in developing our WASC Action Plan, Mid Cycle Visit, and annual LCAP. We encourage thoughtful participation through regularly scheduled meetings and include our plan development and evaluation as part of our routine agenda items when meeting with colleagues, and a variety of community members.

For example, with parents and guardians, this process is part of our regularly scheduled SSC/ELAC meetings. The SSC/ELAC team includes classified and certificated staff, parents/guardians, community partners, and students. To develop our most recent LCAP we reviewed our priorities vis-a-vis student interview data, and parent/guardian in-put. We then developed together our five LCAP goals that best capture our priorities that align with the state and SUHSD district goals. We evaluated the current goals and progress one month at a time, allowing for break-out rooms facilitated by EPAA staff, and engaging our parents, guardians, and students in thoughtful dialogue and collaboration. Below is the outline of the schedule for our thoughtful engagements and collaboration to develop our LCAP during the 2022-2023 school year.

Throughout the 2022-2023 school year, we had the following meetings to discuss our goals for the LCAP and WASC:
- LCAP Community Engagement Kick-Off (Students, Parents, Teachers, Classified, Community Partners, and Community-Based Organizations)
- Teachers & Administration: The Leadership Team (bi-weekly meetings) and Department Chair Team (monthly) reviewed our priorities, goals, measures, and actions.
- The Student Advisory Council provided additional feedback during our monthly meetings. We shared overall LCAP state goals as it relates to our own school goals. We also interviewed 33% of our students about school safety and academic goal-setting and support.
- Parents & Students: School Site Council (SSC) & English Language Advisory Council (ELAC): During the 2022-2023 school year our team met for morning and evening meetings monthly. We looked carefully at goals 3, 4, and 5.
- Charter Advisory Board (CAB) includes students, parents/guardians, classified and certificated staff, community partners, a SUHSD representative, and the school administration.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We started the Bulldog Way student recognition program to take place monthly for the morning and evening meetings. That has introduced 20-40 parents/guardians to our SSC/ELAC meetings on a regular basis. While we don't require them to stay, we do invite them through personal phone calls, we also recognize their child with a certificate and photo, followed by sharing the agenda for the monthly meeting. We always find 1-3 ways we can engage them to solicit feedback or advice related to the monthly topic. While it has been a great way to encourage

diverse voices and a good volume of new voices regularly, we still need help engaging a small and committed group of regular attendees who find value in attending our monthly meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As mentioned above, all EPAA students fall in the category of "underrepresented families" when considering the number of students who qualify for free or reduced lunch or are first-generation high school students. We are, however (also mentioned above) trying to engage more families of the minority groups on campus such as AAPI and Black/African American families, both of which represent 6-8% respectively of our overall student body that is predominantly Latinx/a/o. We have great success when engaging them through the cultural clubs and with the help of the facilitators of our on-campus, or community-based organizations that engage with these groups whose representation and voices we value and want more of.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

To analyze school climate EPAA uses attendance data, the well-being universal screener survey twice a year, and a Panorama survey. Both surveys are given to all students in 9th-12th grade. The well-being universal survey was given to better understand the school's current social-emotional needs and to create support around those needs. The survey identified trends; guiding the creation of parent workshops, student support groups, and access to individual counseling.

For parents, workshops were presented on the following topics: anxiety and depression, overcoming adversity and trauma, stress management & self-care, and, substance use. Together, these workshops informed them about the correlation between self-medication and mental health, the mental health struggles, strategies and tools to support their student, and services where their student could access the appropriate resources.
We included Tier One workshops as part of the school-wide advisory system in Neuro-Science of Addiction, Healthy and Empowered Relationships, and Healthy Internet Use, among other interventions such as a theater production to help ?raise ?awareness around creating a safe and welcoming school for our LGBTQIA+ students.

In general, we saw some positive results for 2022-23, especially relative to the challenges around school safety during the 2021-22 school year. While the Panorama Survey results were somewhat disappointing overall, the other raw data was very positive. Our actions toward our goal for school safety are giving us the desired positive results, backed by the data. The percentage of guardians and parents attending meetings was strong, especially for SLC meetings in the 9th grade and the annual school counselor meetings. Attendance is getting better from 87% last year to 90% according to A2A from August 2022 to May 2023. Overall referral and suspension data reflects the reported feeling of more safety and comfort at school (which again, is not noted in Panorama, but is true when

looking at other measures). Suspensions are down (at zero), as are the referrals in general, the lowest in years, and especially related to "Caused/Attempted/Threat to cause violence" from Aug 2022-May 17, 2023 is zero. In the Panorama Survey students did report 82% favorable for "supportive relationships". We continue to struggle around "Engagement" at 25% favorable, and "Sense of Belonging" at 30% favorable. We are hopeful that continuing to invest in Student Leadership and all school activities will help with this, as well as our new expanded partnership with the BGCP and other CBOs to help us do a "Road to Legendary" Friday where students have 90 minutes on a Friday to try electives, clubs, and other activities that will meet a need for investigating some of their passions and meeting different people who are not in their immediate friend group. We are very hopeful that we will continue to see positive growth in the area of school climate overall.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EPAA uses locally selected measures to track the extent to which all students have access to, and are enrolled in, a broad course of study across grades, unduplicated student groups and individuals with exceptional needs. As indicated in the metrics for our 2022-23 Local Control and Accountability Plan, EPAA tracks the graduation and A-G course completion rates of all students, as well as by subgroup the graduation and A-G completion rates of students who are English learners, students with disabilities, students experiencing homelessness, students who are foster youth and students who are socio-economically disadvantaged. EPAA uses the California School Dashboard to track our outcomes. In addition, as part of SUHSD, we have been fortunate to participate in research with the Stanford Sequoia Collaborative, California Education Partners, and the John W. Gardner Center for Youth and Their Communities. In our collaborative work with these organizations, we have been able to conduct research on course-taking patterns within the high schools and take a deeper look at how course-taking patterns impact student outcomes.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The EPAA charter was developed to ensure first-generation college-going students would have access to all the necessary coursework and supports to apply to a 4-year college. All students are enrolled in an A-G track of coursework. Starting in 9th grade, even if a student does not have proficiency, s/he is enrolled in A-G coursework. Through small class sizes, the Advisory program, a college-going team for guidance, and a school mental health team for wrap-around support, we make this possible. Additional support is provided through rich culturally responsive and relevant instruction and ongoing professional development around the challenging work of differentiated instruction. Students with special needs such as IEPs or ELL needs are likewise enrolled in the A-G track with support such as a study skills course for help with homework and assignment completion. There are also instructional aides who push in to provide support during the regular courses. All teachers provide assistance during office hours after school, with Instructional Aids available in the library after school for tutoring three days a week. We work with the local Boys and Girls Club to provide additional tutoring help on Saturdays. Students in 10th-12th grade also have access to expanded course offerings through our partnership of Early College with Foothill, our local community college.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

We believe we provide access to a broad course of study as defined by the CDE. However, we do also want to think critically about ways we can provide access to a more diversified course of study for all. Being such a small school EPAA has found creative ways to provide a robust A-G track for all students, while also including some opportunities that are supportive and authentic for A-G and credit recovery options. We work with Foothill College to provide an Early College program on our campus, at no cost to our students and families. Every semester our students can choose to take college-level courses taught by Foothill professors. There are courses that can complement the A-G series, such as Psychology, Ethics, Western Civilization and Art (drawing). We also offer courses that can be used towards an AA degree that help students in the transition process to a 4-year college/university such as "Introduction to the Medical Field" or "How to pass an on-line course."   We also provide electives such as Creative Writing and Race and Ethnicity that can also double as credit recovery options for students who did not pass English or U.S. History respectively. In rare cases, we do also offer access to on-line courses through Edgenuity, during our "Phoenix" credit recovery course.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

During the pandemic, we worked hard to develop our MTMDSS systems of support, with a keen eye on finding effective ways to provide tier-two academic interventions. We realized that there were far too many students to support sufficiently with our existing resources. To that end, we have expanded our summer school offerings for credit and A-G recovery and school-based therapy. We also exceptionally employed more instructional aides to work collaboratively with the summer school staff. We continue to support our instructional aide dedicated to our Newcomer students. Finally, we have paid to have two instructional aides available to students after school for expanded tutoring. For the 2023-2024 school year, we are working to include more department planning time to support vertical alignment and consistency for our students in all of their core classes.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet					

Coordinating Instruction	1	2	3	4	5
the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					