



EAST PALO ALTO ACADEMY SELF-STUDY REPORT

**1050 Myrtle Street
East Palo Alto, CA 94303
Sequoia Union High School District**

April 29 - May 1, 2019

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition (Edited for 2018-2019 SY Visits)**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

The various stakeholders of East Palo Alto Academy (EPAA) engage in revisiting our WASC, SPSA and LCAP Goals, more commonly referred to as our EPAA Goals, regularly throughout the year. As a *dependent* charter school, our stakeholders are extensive. At the school site there is the administrative team that meets weekly with the various advisory teams. On a bi-weekly basis, the administrative team also meets with the CARE Team (made up of the school social worker, the supervisor of the therapy team, and the guidance team). Additionally the Leadership Team meets, comprised of administration and certificated staff. Administration also has bi-weekly standing meetings with all classified staff. There are weekly all-staff meetings comprised of all certificated staff and classified staff who regularly work directly with students (such as the College Information Specialist, Instructional Associates and Manager of Social Services). While all meetings may be dedicated to the specific roles and needs of the school, at the core are the EPAA goals for student achievement.

Beyond the site-level teams, there are quarterly meetings of the EPAA Charter Advisory Board (CAB), and the Board of the East Palo Alto Academy Foundation Board (EPAAF). As a dependent charter, we are also beholden to the Sequoia Union High School District (SUHSD) administrative team and Board of Trustees. The EPAA principal meets with the superintendent principal council bi-weekly, with standing one-on-one meetings with the superintendent once a quarter. Finally, the SUHSD Board of Trustees meet twice a month, at times addressing issues specific to EPAA or to the district as a whole.

To begin the preparation of the WASC self-study, we used the Panorama Survey results as a starting point to engage the students in a "Food and Feedback" session in Spring of 2018. Working with our colleagues of the Sequoia Union High School District (SUHSD), we had "Community Conversations" driven by key points of our goals, engaging our students, teachers, staff, families, community partners, local leaders, and SUHSD leadership in brainstorming ideas and feedback using a structured protocol. In the summer of 2018, we established our self-study team, lead by three veteran teachers, all of whom were present and involved in the last full self-study during the 2012-2013 school year. At our Leadership Team Retreat in August, we identified Focus Group chairs, and then created the five Focus Groups, mixing both classified and certificated teams to tackle the categories of organization, curriculum, instruction, assessment and accountability, and school culture. Focus Groups met regularly during the school year in our weekly staff meetings, with time dedicated to the WASC planning and preparation. The lead self-study team established check points and facilitated staff meetings that allowed teams to concentrate on their specific questions.

Staff Professional Development Timeline

PD Day	Tasks
August 22	Focus Groups complete their sections for Chapter III: <ol style="list-style-type: none"> 1. Research 2. Write 3. Edit 4. Section Strengths & Areas of Growth
September 5	
September 19	
September 26	
October 10	
October 24	
November 7	
November 14	Review self-study focus group sections → Schoolwide Strengths & Prioritize Areas of Growth
November 28	Review Data and Areas of Growth → Critical Student Learning Needs (Chapter IV)
December 5	Decide on Action Plan Goals (Chapter V)
December - January	LT works on Action Plan steps

Stakeholder Engagement Calendar:

DATE	WASC Stakeholder Planning
5/21/18	Search Institute Survey for Students (41 Developmental Assets)
5/23/18	Food & Feedback (Student Engagement Event)
8/9/18	Introduction for All Staff to WASC Self Study & Focus Groups Developed
8/22/18	Focus Groups Begin Ch.III Research
8/30/18	SSC/ELAC Introduction to WASC
9/5/18	Focus Groups - Ch. III Research
9/12/18	Focus Groups - Ch. III Research
9/19/18	Focus Groups - Ch. III Research
9/26/18	Focus Groups - Ch. III Writing
9/27/18	SSC/ELAC WASC Progress Share-out
9/27/18	Charter Advisory Board (CAB) WASC Goals Progress Shared
10/10/18	Focus Groups - Ch. III Writing
10/24/18	Focus Groups - Ch. III Writing
10/25/18	SSC/ELAC WASC Update
11/7/18	Focus Groups - Ch. III Writing

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11/14/18	All Staff PD School-wide Strengths and Prioritize Areas for Growth
11/26/18	Community Engagement Event (SUHSD, Local CBO, Families, CAB, Staff & Students)
11/28/18	All Staff PD Critical Student Learning Needs Chapter IV
11/29/18	CAB - WASC Goals Update
11/30/18	Panorama Survey (for Students, Teachers, Staff & Families)
12/5/18	All Staff PD Action Plan Goals Chapter V
12/12/18	All Staff PD WASC Action Plan
1/9/19	All Staff PD WASC Action Plan
1/31/19	SSC/ELAC WASC Update
1/31/19	CAB - WASC Action Plan Draft Discussed
2/13/19	All Staff PD WASC Action Plan
2/28/19	SSC/ELAC WASC Action Plan Review
4/10/19	All Staff PD Review WASC & Prepare for Visit

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.



The critical areas of follow-up from the last full self-study and intervening visits yielded three overarching goals. What follows is a summary of our progress toward meeting each goal, including comments to critical areas of follow-up that are no longer in the current plan.

Goal 1. Enhance and improve a college going culture and provide the skills, perseverance, and confidence our graduates need to succeed beyond high school.

In the winter of 2015, we opened our College and Career Center, staffed by a full-time staff member with experience in this area and a certificate as a school counselor. He has since developed a space that is extensive in its support of creating a college-going environment. The College and Career Center, or CCC, is where interested 8th graders first learn about our EPAA schoolwide requirements, such as an A-G course load and 25 annual hours of community service. Furthermore, 9th-10th graders go to learn more about summer opportunities for volunteering and internships. For the 11th grade students and families, we begin teaching them about financial aid and the importance of filing their taxes in the 11th grade to be ready for the financial aid forms that come the following year. For the 12th grade students and families, the CCC becomes a room visited as much as their Advisory for support in completing everything from their FAFSA to a variety of scholarship applications. Each year Cash for College is hosted in CCC with the team from our local junior college Canada College. In recent years, we have needed to expand beyond the CCC to include space in adjoining classrooms. The CCC is where students know they can hear from a variety of college representatives, participate in the annual college “case studies” analysis to understand more about the college entrance process, and access a variety of non-profit organizations hoping to engage our students in extracurricular opportunities.

In addition to the college representatives that visit EPAA, we have included college visits as a regular part of the experience for EPAA students. Once a year in October, the entire school goes on a “college day” field trip to visit one of our more local schools, as far north as UC Davis, as far east as UC Merced and as far southwest at UC Santa Cruz. Later in the year, 10th graders take a three-day, two-night trip to Southern California to visit colleges and universities like UCLA, Loyola Marymount University, Cal State Los Angeles

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and Cal State Northridge. Because the trip is for the 10th grade, we also include a visit to the Los Angeles Museum of Tolerance as a complement to their exhibition project, which focuses on historical genocides.

In addition to the work of creating a more robust college-going culture on-site that was highlighted in our Mid-Cycle Progress Report from February 2016, we continued to look into the skills, perseverance, and confidence of our graduates in college. In May 2016, we studied the 26 students supported by the East Palo Alto Academy Foundation (EPAAF) as “scholars” in 4-year universities across the country. These students had graduated A-G eligible, completed the rigorous process of applying to college and scholarships, had their pick of colleges, and were able to confidently begin their first year fully-funded, in addition to the promise of funding for an additional four years (the foundation will fund up to five years of full-time college expenses). The only requirement was to stay in touch and maintain a 2.0 grade point average. Of the 26 students on our “scholar roster,” only six returned for their sophomore year of college. We were all shattered and humbled by this data. From this we began a more comprehensive and strategic approach to what it meant to be college-going and what exactly were those skills needed to succeed beyond high school.

In spring of 2017, the Summer Bridge team began planning for the very important first days of our incoming 9th graders onto the EPAA campus as “bulldogs.” What was once a few days, then extended to a one week program, was now expanded to include ten days of programming, with more certificated staff involved from the planning to implementation. We also included a more developed partnership with the local Boys and Girls Club to extend the program from a few hours to a full school day (8:45-3:45 P.M.), with the option to go until the early evening. We also developed college-going core values we called “the Bulldog Way.” Each component of the Bulldog Way spoke to skills and habits of mind concerning attitudes of perseverance and confidence that we saw essential in the college persistence of our EPAA students. The Summer Bridge curriculum was then revamped to focus uniquely on each component of the Bulldog Way, providing students with a chance to reflect on each habit of mind as well as experiences to build their feelings of self-efficacy in those areas.

Click on image for link to descriptors



We also began working more closely with EPAAF, specifically around the nature of the supports for our “EPAAF scholars,” the EPAA graduates in 4-year colleges. In addition to outlining more deliberately the role of the [College Success Counselor](#), we added a new position called Parent Outreach & Support. In studying the challenges for college persistence, one theme that surfaced over and over again was the pressures from home that were encouraging our students to leave college prematurely. Reasons ranged from feeling an obligation to help with family expenses such as rent and childcare for younger siblings to simply feeling homesick as the first person to ever leave home at such a young age. The pressures of being the first in the family to go away to college are pervasive. The role of the Parent Outreach & Support was designed to help families prepare for these challenges during senior year and to provide support when challenges arise while the student is away from home.

Our EPAAF colleagues have more deliberately involved themselves with our students and families during the senior year, making the transition smoother and more successful. In addition to having more regular meetings with our on-site College Team and senior advisors, EPAAF's College Success Counselor now supports students routinely in their Senior Seminar class in order to serve as a bridge between the seniors' final year in high school and their first year in college. This allows our students and families to build relationships sooner and more deliberately, therefore ensuring a stronger support while away at their respective colleges. The College Success Counselor is available on a weekly basis as a colleague to the Senior Seminar course. The Parent Outreach & Support person begins attending regularly scheduled parent meetings to introduce herself and the work of the foundation, starting in 9th grade.

Goal 1a. Build an academic context that is engaging and expands the use of project based learning and literacy development across all curricular areas

Our next step was finding ways to better prepare our students during their four years as students of EPAA. We realized that we needed to simultaneously build basic skills, while engaging students in rigorous standards-based instruction. Math continued to be an area of challenge, with over 75% of our students woefully below grade-level, according to the entrance exams for new 9th grade students. We partnered with A-Learn/Elevate Math to provide an Algebra readiness course at the end of the Summer Bridge program. Students enrolled in almost four weeks of math instruction, devoted to building basic skills, while also curtailing the summer slide, in hopes of ensuring that more students could engage meaningfully in the 9th grade Algebra coursework. We enrolled students who tested as ready for the rigors of math began in double math courses (e.g., Algebra and Geometry), allowing them to be ready for Calculus by their senior year.

Each year the 9th grade students were entering EPAA with a proficiency in reading that ranged from 17% to 27% on grade-level. The English team worked with Kelly Smith, a Sequoia Union High School District consultant with whom we had previously contracted through the firm Elevated Achievement, to develop a standards-based scope and sequence, that was then used by the other departments as a base for their own respective scopes and sequences. For example, the Spanish and Social Studies departments specifically very carefully mirrored their own writing unit plans on the work of the English Department. This specifically spoke to Goal 1a. Every department met with Kelly Smith for professional development (PD) around creating opportunities for rigor, differentiation and engagement strategies, and Common Core-aligned unit plans, while some teachers received individual coaching, which included a cycle of classroom observations, feedback, co-planning, followed by coaching and/or co-teaching. The work with Kelly Smith and Elevated Achievement has been critical in answering many of the school wide critical areas for follow up, including:

1. Prioritize goals and focus planning for schoolwide outcomes to ensure the efficacy of school improvement efforts.
2. Further development of common language, practice and curriculum through clearly articulated vertical and horizontal alignment.

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3. Better serve the academic needs of our English Learner (EL) students through effective differentiation of instruction.
4. Increase the level of rigor (intellectual depth) in all classes and offer more rigorous courses of study through honors and Early College classes.

We then hired a Special Education teacher with a background in teaching reading intervention. It was our hope that a combination of rigorous standards-based instruction, coupled with necessary intervention, would help increase the reading proficiency of our students. The Class of 2016 entered EPAA with 26% reading at grade-level. By their junior year, the reading proficiency had increased to 47% reading at grade-level.

At the time of the last full WASC self-study, EPAA had been in discussions to join the Envision Schools group, which has project-based learning (PBL) as an integral part of their school design. Since then it was decided that we join the Sequoia Union High School District (SUHSD) in the 2014-2015 school year. We continue to believe in the value of project-based learning and the more rigorous, authentic learning experiences it can provide students. Currently, that work is seen in our long-standing exhibition projects that happen once a year. Therefore, we are committed to its implementation in the long run as a means of boosting the skills that our students need in order to succeed in college while simultaneously engaging them in the curriculum. To meet the goal of expanding the use of PBL across all curricular areas, we began to investigate the opportunity of working with the Buck Institute, well-known internationally as the gold standard in project-based learning. The progress we hope to make in this area is detailed in our current action plan as one way to increase student performance. We are committed to working with the Buck Institute in the fall of 2019, having already signed a contract to engage our teachers during a three-day institute in August of 2019. We have also spent time in exhibition teams during the 2018-2019 school year, using the Buck Institute "Project Design Rubric Elements" as a starting point to evaluate the quality of our existing exhibition projects. We hope to integrate project-based learning (PBL) more authentically in the years to come, as a way to both engage our students thoughtfully in their learning while also pushing rigor in an authentic way. Essentially, the current plan seeks to build on Goal 1 from our last self-study by honing in on the ways that we can provide the skills, perseverance, and confidence that our students need to succeed beyond high school.

In the summer of 2018, we invested in AVID as a means of enriching our college-going curriculum for Advisory and common best practices for our core curriculum. Twelve of our twenty teachers went to the training in San Diego. As a result, we committed to three goals that included focused-note using, goal setting as a structure for academic monitoring, and deepening our work around Costa's Levels of Thinking to enhance our curriculum planning and teaching of the CCSS and NGSS based curriculum.

Goal 1b. Revisit grading structure to facilitate schoolwide calibration of the 5 habits and deepen teacher/student understanding of their connection to student achievement.

Where we continue to struggle is in Goal 1B: Revisit grading structure to facilitate schoolwide calibration of the Five Habits and deepen teacher and student understanding of their connection to student achievement. To actions tied to this goal were to:

1. Create qualitative norming practices and strategies across content areas and then calibrate them to the Five Habits.
2. Calibrate department rubrics that are used consistently across grade levels and departments, beginning with non-fiction expository writing

Going forward, we hope to incorporate this goal into our long-term plan of implementing more standards-based, project based learning assessments for students first in core content classes and eventually in cross-curricular disciplines, which will include the calibration of common rubrics. Five years

ago the faculty considered issues around grading in numerous ways. During fall PD in 2014, each subject area created posters on what the habits of Application of Knowledge (AK), Critical and Creative Thinking (CCT), and Communication (COM) looked like in their respective departments. The departments then revisited the “Five Habits Posters,” as they are known, in 2018-2019 school year. The World Languages (Spanish) department opted to make the posters more “kid friendly.” The Science department moved to be more explicit in how the Five Habits relate to the Next Generation Science Standards. Other departments chose to maintain the same language as before. The habits of Personal Responsibility (PR) and Social Responsibility (SR) were schoolwide and created collaboratively as a staff. The posters are hung in each classroom as a guide to teach students as well as to inform the way teachers grade students in each of the habits.

In the fall of 2014, a group of teachers presented the staff with a new grading scale based on the research done into the case against the zero and the effects of having a zero in the gradebook due to quantitative scoring practices. The faculty decided to employ a 50-100% scale and not enter a number lower than 50% in the computer-based grading system. While the intent of this practice was to transfer standards-based, qualitative grading practices into a quantitative, computer-based grading program (e.g. School Loop at the time, Canvas now), staff understanding of and adoption of the scale some led teachers to believe that the practice, in effect, padded students’ grades. As a result in the spring of 2015, another teacher presented a different scale, with some modifications that would have still allowed for a zero to be entered into the gradebook. The staff could not come to an agreement on which scale they preferred, so it was decided that we would use the 2014-2015 school year as a trial period and the Leadership Team would examine the results to reconsider the following years. Then, in January of 2016, the team engaged in further PD around qualitative grading and norming around what specifically warrants grades at each performance level for each of the Five Habits. Facilitated by the department chairs, it was hoped that the norming of qualitative grading would better inform teachers and, therefore, students in the explicit qualities that warrant mastery of a standard and how that might relate to student achievement in a more authentic way. The sharing of this work across departments would also better equip advisors to coach students towards earning a grade of C or better in their various classes. As of the 2018-2019 school year the staff have by and large adopted a hybrid of both, with some teachers grading qualitatively and others using more quantitative practices.

Goal 1c. Develop a more structured and vertically aligned Advisory curriculum.

In 2014-2015, we created the role of Advisory Lead to ensure that our Advisory curriculum would be vertically aligned across the three foci of Advisory: academic monitoring, career- and college-readiness, and social-emotional learning (SEL). To support the work of the Advisory Lead, each Advisory team also designated a grade-level Advisory Lead, now called grade-level Advisory Liaison. The Advisory Lead meets with all four Advisory Liaisons, Principal, Head Counselor, and Manager of Social Services every other week during Friday lunches, and once each semester for a full release day to communicate our plan for vertical alignment.

In 2017-2018, the school developed an Advisory scope and sequence. We did this by creating Advisory standards that were based on the American School Counselor Association (ASCA) Standards for Student Success. We then determined student learning outcomes for each of these standards and backwards planned the learning objectives for each grade level. This [scope and sequence](#) became the springboard to our benchmark planning work, which we embarked on this year. The benchmark creation process was one in which we employed the consensus model—that is, Advisors collaborated and came to consensus with other Advisors in their respective Houses to determine which academic monitoring, career- and college-readiness, and SEL standards would be assessed at each benchmark. Teams then drafted driving questions, project ideas, and rubrics, and put these items through an iterative feedback process.

At present, the 9th and 10th grade teams (Lower House) are in the process of developing and delivering one benchmark assessment that is intended to live in the fall semester. The 11th and 12th grade teams

(Upper House) have already designed and implemented their fall benchmark, and are in the process of developing their spring semester benchmark. In the coming years, we will continue vertically aligning by building more benchmarks, further detailing our scope and sequence by identifying quarterly learning objectives, and ultimately folding in AVID's WICOR (Writing - Inquiry - Collaboration - Organization - Reflection) strategies into our Advisory classes.

Goal 1d. Refine the exhibition process to build academic and metacognitive skills in ways that can be fully integrated into core subject area coursework.

Every year, we seek to refine our exhibition process. Teams revise their projects according, incorporating reflections and feedback from the prior year. This year, exhibition teams spent semester one reviewing their existing projects against the PBL Design Standard rubric put forth by the Buck Institute. They then spent respective times revising, and in some case, revamping the entire project and rubrics to include more authentic opportunities for students to develop academic and metacognitive skills and integrated subject-area coursework. For instance, the 9th grade team includes the teachers from the Math department and Science department, integrating Algebra and Physics for an exhibition focused on the principles of projectile motion. The 10th grade exhibition team includes both the Social Studies and English teachers, integrating history and language arts in an in-depth study of genocides. The 11th grade exhibition uses a strategy of looking at historical social movements through social, economic, and political lenses, integrated with English Language Arts standards for communication. Finally, the 12th grade team is a complex exhibition in which students create their own survey of community needs, analyze the data, and follow up with the implementation of their own research-based project in an attempt to make positive change to meet the identified need, all the while communicating the design of their project with an interest in critical feedback to inform their approach. While we have made great strides in the last six year, we are looking forward to the work with the Buck Institute to more extensively expand. The current action plan timelines the tasks necessary for the school to revisit the current model so that PBL experiences like exhibitions can be done more frequently throughout the year and in more content-area classes.

Goal 2: Improve the vertical alignment of curriculum, common language and instructional practices.

The vertical alignment of curriculum, common language and instructional practices continues to be a goal that EPAA is actively working to achieve. We believe strongly in the value of having common language and instructional practices to help students decrease their affective filter and more effectively attend to the learning. To this end, we continue to work with Kelly Smith (see Goal 2b) and Enid Lee for "Checking and Changing my Systems for Equity" to give teachers the tools to implement culturally responsive and relevant pedagogy and instructional strategies. In the summer of 2018, over half of the EPAA teachers attended the AVID Summer Institute conference in San Diego. After delivering takeaways and professional development to the rest of the staff in August of 2018, we began implementation of common practices such as focused-note using, goal setting as part of academic monitoring during Advisory, and continued efforts to encourage planning that includes thoughtful work in Costa's Levels of Thinking. The implementation of this work is made possible through individual contracts, and largely takes place during our August and January professional development days, our weekly Wednesday professional development meetings, and department and team (e.g., Advisory or exhibition) release days. We use bi-weekly Leadership Team meetings to shape the professional development calendar and agendas, in addition to monthly department lead meetings. The current plan to develop a consistent walkthrough tool would be one way in which we hope to institutionalize these teaching best practices into the culture of EPAA.

Goal 2a: Analyze assessment data and student work to inform and guide instruction.

Using assessment data and student work to inform and guide instruction is an area of continued growth for EPAA. In fact, it is written into our current Action Plan Goal 1. Most recently we used student work to measure our implementation of AVID focused-note using. We had a shared professional development facilitated by the staff who attended the AVID training in San Diego for all staff at the start of the new school year. We then began to implement the practice primarily into our core curriculum courses, with ongoing support for implementation through professional development facilitated by the AVID coordinator and the

AVID trained colleagues. The department chairs participated in looking at student work through a student-work analysis protocol with all staff on a professional development day. We hope to continue these cycle of inquiry to support strong implementation, anchored in student work. Our current plan includes that written into one of our growth targets, with the overall goal of giving staff more support in understanding and interpreting data so that they can collect it formally and informally for use in their own cycles of inquiry for self-reflection and growth.

Referencing assessment data to guide instruction is something teachers are regularly doing as is measured through the the standard evaluation process (CSTP 4 - Standard 4: Planning Instruction and Designing Learning Experiences for all Students). Most teachers will make reference to ongoing checking for understanding in their lessons (a best practice reinforced through our work with Kelly Smith), in addition to formative and summative assessments when designing their lessons. However, we are remiss in using schoolwide assessment information to evaluate our progress as a school, in a more systematic way.

Students in 9th grade have incoming MDTP (Math) and GMRT (reading comprehension lexile level) data, followed by SBAC 11th grade, SBAC Interim (SBAC Prep) for 10th and 11th grade. PSAT data is also available for 10th and 11th grade. The question is how to access this data in a timely manner and have a better understanding of it in order to inform our planning and instruction.

English Support students are taught to monitor their own lexile reading level in order to make appropriate book and article selections. These lexile levels are formatively monitored by an instructor and student on a regular basis, and summatively assessed five times a year to track growth and to inform the placement of students in English classes most appropriate to their ability level.

In terms of student survey data, we currently employ two systems to college and track student feedback. The Search Institute's 41 developmental assets survey gives us information on our students' overall feelings of self-efficacy as related to their school and home lives, and the Panorama survey asks them questions related to school engagement and school culture. This data is available from surveys completed by students, parents, and staff. All of this data is useful in measuring everything from students' perceptions about their assets and the opinions about school culture and safety from all varieties of stakeholders — all of which is important information that should be considered when planning for our students' success. The use of data to measure our progress on multiple levels and informing the way we plan instruction and professional development is an important area of growth for us, as detailed in our current Action Plan Goal 1.

Goal 2b: Incorporate the common core standards and assessment in order to inform curriculum.

In a series of Wednesday professional development and release days, Kelly Smith has guided the faculty by department to develop scopes and sequences of the Common Core State Standards (CCSS) and NGSS aligned objectives, unit plans and assessments. In addition, she worked with individual teachers to design units; a process which included a pre-meeting, observation, and post-meeting. Teachers also participated in walkthroughs to further align common practices for engaging instructional practices.

All of the teams have remained largely intact for the past six years, allowing for some good growth in their shared approach to curriculum development, with an eye on vertical and horizontal alignment. Each department has benefited from release days (typically 1-2 a year for the last three years), facilitated by the department chair, with access to support from Kelly Smith, or other colleagues in the SUHSD, such as the Instructional Technology Specialist.

The English department has led the way with a complete outline of units for the four grade levels, now published on the EPAA website. The Spanish department and Social Studies departments both worked with the literacy standards and plan developed by the English department as a base for their long term planning, while the Science department incorporated both the literacy standards and the Next Generation Science Standards. The Math department participated in a series of after school workshops on creating instructional units based on the Common Core State Standards. In the 2017-2019 school year the Math

team had a release day with the Instructional Technology Specialist of SUHSD to find ways of enhancing their teaching and planning with technology. Additionally, during the 2018-2019 school year the Math team worked with Math teachers of SUHSD, working carefully with contractors from the Silicon Valley Math Initiative (SVMI). Our current plan to incorporate more PBL assessments with common rubrics would be a target toward incorporating standards-based assessments into our curriculum.

Goal 2c: Fully implement literacy strategies across the curriculum.

Related to the work in the Common Core planning across all disciplines and departments, there is intentional and consistent use of the language “claim, evidence and reasoning” in all departments, from Science to English. Many teachers are using the same literacy strategies, such as the use of pre-taught vocabulary, AVID focused-notes using, and active reading strategies such as annotation and highlighting, in addition to language-oriented scaffolding and graphic organizers across all subject areas.

The 9th-11th grade English classes incorporate independent reading in the form of Sustained Silent Reading (SSR). Science has had department meetings focused on literacy strategies and tools. They agreed upon how to construct arguments, the 5 whys, and consistent vocabulary instruction, including the use of an "In Other Words Wall" and a common vocabulary card template. Two years ago in the Visual Arts classes, students regularly wrote critical analyses of professional and peer artwork as well as expressive descriptions of their own artistic concept development. They were required to make use of high-level vocabulary and to maintain grammatical and structural writing standards. Following this written work, all students participated in whole-class conversations to discuss various perspectives. The expectation is that all students should be able to engage in a formal dialogue with any individual in response to any work of art. Through their written critiques, students work to identify the specific stylistic approach and techniques of masters in the field before attempting to emulate these strategies in their own creative endeavors. Students then published their artistic productions online via public art forums in order to manage a digital portfolio, to provide and receive feedback to/from other artists, and to build their online presence. Art students also researched various historic and inspirational subjects through written and multimedia sources via the Internet. Similarly the drama students also engage in very literacy rich unit plans. Students are regularly actively reading, writing reflections and critiques, followed by taking opportunities to present their own interpretations and works of dramatic art to share publicly. The current plan seeks to further the work in this goal by drawing from and implementing AVID WICOR strategies across content areas.

Goal 3: Refine a comprehensive academic intervention plan that serves all students.

The most important team in monitoring students in need of intervention is our CARE team. The CARE team includes the principal, vice-principal, school counselors, manager of social services and the supervisor of our school mental health team. The CARE team meets consistently every other week. Teachers can refer students directly to the CARE team using a Google form link available on the weekly bulletin. During every CARE team meeting, we take notes in the intervention tab of Infinite Campus (our student information system), in addition to sending out an update about who we discussed. We also keep our own internal CARE team list of students, where we track how often they are discussed and the triage plan.

Students can be immediately assigned a counselor during CARE team. In some circumstances, the CARE team might decide an initial parent meeting with the manager of social services, guidance and/or administrator is an essential first step. If, however, the student presents more complex challenges, we will move to either a behavioral or academic Student Success/Study Team (SST) meeting that includes feedback from all teachers, and the facilitation of the administration and/or school counselor, with the student and student’s parent or guardian.

The most important line of defense in the advocacy of all students is the Advisory program. Academic monitoring is an essential component of the Advisory program, as is the explicit teaching of social-emotional learning standards, inspired by the American School Counselor Association (ASCA) standards, and supported by our non-profit partners. Partners such as Able Works focus on financial literacy, while Fresh Lifelines for Youth (FLY) help students understand the legal system, and our own

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school Mental Health team facilitates workshops such as Break Free from Depression and the Neuroscience of Addiction. The school counselors also schedule regular visits to advisories to help students analyze their own academic progress.

For eighty minutes, three times a week, every student at EPAA meets in his/her Advisory team. There is a [scope and sequence](#), along with supports for academic monitoring. The Advisor is the main point of contact for students and their parents or guardians. The students have a lower house advisor for 9th-10th grade, then changes advisors to the upper house for grades 11th-12th. Once each semester the advisor meets with the parents/guardians for a Student Led Conference (SLC). Teachers are [trained](#) and given professional development time twice a year in order to hold these meetings. It is during these conferences that an advisor can directly address any concerns, while also celebrating the success of a student.

To help support advisors there is a weekly Advisory team planning meeting. Each grade-level Advisory Liaison is supported by the main Lead Advisor and a series of planning meetings and support materials. At the weekly team meetings, there the Lead Advisor and/or administrator are also present, should a team have concerns that requires the support or intervention of an administrator. There are often student concerns about everything from school mental health, to discipline and graduation status.

If a teacher has an immediate concern and cannot wait for the Advisory team meeting, the support team is always an email away, and many teachers connect with administration via text or email regularly. There are also imbedded supports in the weekly bulletin. Teachers can complete referrals using Google form links for everything from time to meet with the school counselor, the CARE team, or even a positive phone call home.

The most important academic intervention plan includes our master schedule. We provide opportunities for students to shore up their basic skills, while also exposing them to an A-G pathway and opportunities to build important skills in a variety of ways. For example, we tried offering an Algebra support course, but found results so uneven that after two years of implementation, it was not serving the students as it should. With such a small school, the course created homogenous student groupings that were damaging to the overall culture. We decided to move Physics to the 9th grade in order to allow students to apply algebraic thinking in a physics setting. While we have found success in offering English support as a form of intervention for our most struggling readers, we also noticed that all students needed to build their basic literacy skills for academic reading and writing. For this reason we will be including a Race, Immigration and Ethnic Studies in the US as social studies elective for all 9th graders in the 2019-2020 school year.

For students credit deficient and specifically low in their A-G credits, we began offering more opportunities for credit recovery in summer school. The guidance team has also been working hard to catch students falling behind in the A-G pathway, and encouraging students that are unable to attend summer school, to enroll in courses again so as to regain the A-G eligibility. We have also introduced courses that can also work to regain course credit on the A-G pathway, such as Creative Writing for English credit and Race, Immigration, and Ethnic Studies in the US for US History credit. In general, the current plan seeks to further the work of this goal by enhancing the authentic learning experiences in the classroom that improve student ownership, independence, literacy, numeracy, higher-level thinking, and overall performance for all students.

3a: Enhance use of data to target and monitor students in need of intervention (attendance, behavior, academics, etc.)

Three years ago, the team created an Advisory Data Analysis (ADA) system to regularly monitor students. Each quarter, advisors completed a spreadsheet with information about each student's attendance and academic information, with particular attention given to which students are on track for graduation and A-G CSU/UC eligibility. The spreadsheets were shared with the administration team who then discussed students in need of intervention at bi-weekly student CARE team meetings. We were finding, however, that the teachers were so focused on creating the data tables, that they were not necessarily taking the time to make regular referrals to the CARE team for a pre-SST or other interventions. We then changed the model

to include an administrator at the weekly Advisory team meetings; should a student in need come up, we can triage then and there. We have also included reports that can be run centrally that we then attend to at the CARE team immediately for triage. For example we can run reports about truancy, tardies, low GPA or low credits, and students who are receiving referrals for poor behavior.

Attendance monitoring has been supported by two new aspects. When EPAA joined SUHSD as a dependent charter, we became included in their attendance policies. In Sequoia, a student cannot get credit for a class if they have been absent twelve times with at least three cuts. This new rule has helped motivate the students with chronic absences and made teachers more aware of the attendance of individual students. The other helpful addition is the hiring of an attendance secretary, who is extremely diligent in monitoring attendance and calling home early in the day for absent students. The attendance clerk also works with the manager of social services on monthly truancy reports. The manager of social services then works with an East Palo Alto police officer to make parent contact or home visits if necessary.

More recently, the head school counselor has made it her goal to identify students in need more quickly. Through her work on the CARE team and as the lead for the SST for academics, it is her priority to ensure students are not slipping through the cracks. The head school counselor hopes to flag students through Advisory referrals and regular reports of such indicators as credits on-time and grades. Historically there was additional monitoring using CSU Mentor and Naviance, but both systems will be changing in the near future.

Three years ago, we instituted a discipline matrix that allowed staff to see a clear ladder of consequences for referrals. Our information management system, Infinite Campus, allows us to gather data on referrals and interventions. Some steps that have been taken as a result of this data include the “Big Homies” project, created by our Restorative Justice coordinator three years ago, which was a peer mentorship program aimed at helping students through the intervention of peers who have been trained to provide mentoring support. While the program was a great success for the student mentors, we saw limited success for the students at-risk. Additionally we implemented a three-tiered positive behavior intervention and support (PBIS) system, supported by Restorative Justice practices, with the specific goal of promoting positive learning environments that would result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrual, graduation, dropout, suspension, and expulsion rates. In 2017-2018, grade-level teachers devised their own ways of reinforcing positive behaviors like classroom shoutouts or positive phone-calls home and tracking that data. For the 2018-2019 school year, we implemented a point system, modeled after the [Boys Town](#) model. Students who were identified as most at-risk due to poor grades and truancy are on a team supervised by our Restorative Justice Coordinator, with the support of the security team. Students are given clear and attainable goals about school attendance and work completion, in exchange for points earned towards prizes chosen by the students. Using a behavior modification reward and consequence system, we are able to see more of these most at-risk students on task and turning in work, when in the past they were avoiding classes through cutting or acting out and earning referrals for poor behavior.

3b: Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student sub-groups.

As mentioned above, we have made some new hires and changes in the master schedule to better support interventions for our students in need. Most recently we hired an additional Special Education teacher and a third instructional aide. It is our hope that the additional staffing will allow us to better meet the needs of our growing population of students with IEPs, in addition to supporting our students with significant academic needs, as they are also included in the study skills class, which is open to all students who may need additional support. Students receive support if they are struggling readers, in addition to more structured time to complete classwork and homework with the supervision of a teacher and an instructional aide.

An additional benefit of joining SUHSD is the assistance from the district level special education personnel if an SST recommends testing for special education services. The District offers the support of a regular

speech therapist, school psychologist for assessments and the assistance of a special education program specialist to help us problem solve any challenges for students in need. They also provide a school psychologist and program specialist for SST (Student Success Team) meetings that may result in an assessment plan for special education.

Four years ago, EPAA hired an experienced parent liaison for 25 hours per week. With the help of the parent liaison, we have seen a significant increase in parent participation in several monthly meetings. Currently, parents participate in monthly parent workshops, Cafecitos, ELAC, and School Site Council. Additionally, parents are asked to attend the Student-led Conferences (SLCs) and at least one annual “mandatory” meeting facilitated by the administrative and guidance teams. At these meetings, we discuss transcripts and college-going opportunities available to all students, from community service to internships and financial aid application support. The parent liaison role also supports regular parent communication and translation. The hope is that the increased parent participation and communication can be an additional layer of support for our most at-risk students.

In the past six years, EPAA has participated in several PD days on culturally-responsive pedagogy, equitable classroom practices, and restorative justice. In 2014-15, Enid Lee worked with the staff throughout the year on incorporating culturally-responsive aspects into our curriculum. Enid Lee returned for the 2018-2019 school year to bring new staff up to speed and to support those who wanted to discuss this work and their individual needs or progress. Several key members of the administration and staff went to conferences on implementing Restorative Justice (RJ) and in the fall of 2014 and winter 2016, the whole staff participated in professional development on the subject. We continue to work on our implementation of restorative justice and building student and staff capacity specifically through regular staff meetings, typically once a quarter.

Another valuable partner in this work is the Peninsula Conflict Resolution Center (PCRC). The organization PCRC is one of the most respected and well-rounded mediation services and youth training centers in our area, and arguably in the country. They have facilitators hired to mediate conflicts for entire communities and organizations throughout the United States. Restorative Justice and this very deliberate approach to helping solve conflict is extremely important to EPAA. Whether it is student-to-student or student-to-adult, we always include the Restorative Justice lens to solving the problem. For students to be most effective, they must feel comfortable and safe to learn at all times. Often it is the inter-personal conflict that can get in the way. With the help of a full-time restorative justice coordinator, made possible through a contract with PCRC, we are able to do this. Students and adults on campus know to reach out to the RJ Coordinator immediately when conflict arises. This is a full-time position that includes the additional support of other PCRC staff when needed. Because the RJ Coordinator is a member of the team, well-known and well-respected, students and adults often reach out before a conflict has escalated in hopes of avoiding anything too serious or beyond repair. Additionally, the PCRC team supports opportunities to bring the community closer, by co-sponsoring culture clubs such as the Black Student Union (BSU) and the Pacific Islander Club. Finally, the RJ Coordinator works most closely with the students who find the school setting challenging. Through a one-on-one check-in and check-out system, modeled by the Boys Town point system, the RJ Coordinator is able to personalize interventions that regularly help students find their way back into the classrooms and learning.

In addition to our English Language Development (ELD) course, we provide teacher aides to our newcomer English Language Learners. We have also implemented Read 180 for our English 1 Support and Special Education Study Skills classes. Finally, we hired a part-time reading specialist (and part-time special educator) to begin small intensive groups to specifically help students who are not as significantly behind grade level as those in Read 180, but still in need of interventions to help them access college-ready curriculum. To help support the need for more supports, we have implemented after-school tutoring every Monday thru Thursday, with Saturday school from 12:00-3:00pm at our partner Boys and Girls Club (BGCP). For tutoring and Saturday School, food and transportation is provided.

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Between the additional support staff, ongoing professional development and support for students through tutoring, it is our hope that struggling students have the supports they need to improve their academic success. The continued monitoring through Advisory (regular academic monitoring) and referral system to CARE Team is an additional layer of support, to identify students who may require additional support outside of the classroom in order to perform inside. Our current action plan goals continue to highlight our need to collect and use data more purposefully in order to support our staffs' abilities to understand the make informed improvements about our various programs. We hope that this more informed understanding of how to analyze data will yield more results as we progress toward meeting the growth targets of our current action plan goal 2, which are designed to target the overall performance of all students.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

History and Background of EPAA

East Palo Alto Academy (EPAA) was originally started as East Palo Alto High School in 2001 by Stanford University in conjunction with Ravenswood City School District (RCSD) and Aspire Public Schools, a charter school management organization. East Palo Alto High School was the first public high school to operate in the district since Ravenswood High School was closed as part of a desegregation plan in 1976. The high school has operated continuously since 2001.

In accordance with state law requiring that schools must be chartered to include the grade levels offered by the chartering district, a new charter including grades K-12 was issued by RCSD to the Stanford Schools Corporation (SSC) in 2005, and that charter was renewed in 2010. SSC was incorporated as a nonprofit public benefit corporation created to provide high quality learning opportunities for public school students and staff to improve the quality of public education.

In addition to the high school, SSC operated several elementary grades during the period 2005 - 2010. Since then, RCSD and SSC made the decision to discontinue operations of the elementary grades, and to seek continuation of a high school program serving East Palo Alto youth under the auspices of Sequoia Union High School District (SUHSD) where the oversight of a high school program could be better supported and managed.

Thus, in accordance with California Charter School Law, SSC, a 501(c)(3) nonprofit public benefit corporation, dba Stanford New Schools (SNS) petitioned SUHSD to grant a charter for East Palo Alto Academy. On May 4, 2011, SUHSD approved the EPAA charter petition for a five-year period from July 1, 2012 through June 30, 2017.

In 2014, the SSC and SUHSD worked together to make EPAA a “dependent” charter school to be governed and operated by the SUHSD on August 1, 2014. This new structure was executed by SSC and SUHSD Board of Trustees through a material revision to this charter and a separate Memorandum of Understanding (MOU) between SSC and SUHSD, which were approved by the District on June 25, 2014.

On July 1, 2017, SSC changed its name to East Palo Alto Academy Foundation (EPAAF). This marked a change in its board of directors, which no longer are appointed by Stanford University. EPAAF continues to be organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose of EPAAF is to advocate for, advance, and raise funds to benefit the students and college-attending graduates of East Palo Alto Academy.

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As an enthusiastic community partner, Stanford University continues to provide a variety of services to EPAA. Currently, these include teacher professional development, holding EPAA Graduation on Stanford's campus, providing Stanford Teacher Education Program (STEP) student teachers at EPAA, and collaborations between professors and EPAA teachers. As a part of SUHSD, EPAA also benefits from the Stanford/SUHSD partnership that was created. Stanford intends to maintain its special relationship to EPAA by providing preferential access to Stanford's resources and expertise.

This petition for charter renewal was presented and ratified for approval by SUHSD in accordance with Education Code Sections 47605 and 47607, and their implementing regulations, for a five-year term from July 1, 2017 through June 30, 2022.

Since the high school was founded in 2001, EPAA has made a strong contribution to the success of youth in the East Palo Alto community.

Serving up to around 360 students each year in grades nine through twelve, EPAA reflects the population of the East Palo Alto community, which is approximately 80% Latino, 10% African-American, 8% Pacific Islanders, and 2% Asian, Filipino, White, and American Indian. Admission is open to all who apply. Of the school's students, about 75% are English language learners and more than 87% qualify as Free or Reduced Lunch status.

Enrollment by Grade						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
9	90	84	83	95	87	110
10	78	87	75	73	88	98
11	51	74	82	74	68	92
12	64	55	69	69	73	63
Total	283	300	309	311	316	363

Enrollment by Ethnicity						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
African American	11	26	21	26	26	22
American Indian or Alaska Native	0	4	4	3	3	0
Asian	2	3	4	5	2	2
Filipino	0	1	1	1	0	0
Hispanic or Latino	233	242	261	260	261	315
Pacific Islander	12	21	17	15	19	14
White	0	2	1	0	2	3
two or more races	0	1	0	0	2	2
not reported	25	0	0	1	1	5
Total	283	300	309	311	316	363

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Enrollment by Status				
	2015-16	2016-17	2017-18	2018-19
English Learners	82	88	104	120
Foster Youth	1	1	0	1
Homeless Youth	2	3	1	1
Migrant Ed	17	20	13	9
Students with Disabilities	30	25	34	39
Socioeconomically Disadvantaged	290	291	301	325
Free/Reduced Lunch	274	277	289	294

Enrollment by English Proficiency						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
English Only (EO)	33	46	37	40	49	55
Initial Fluent English Proficient (IFEP)	3	9	8	7	6	3
English Learner (EL)	109	105	114	104	107	127
Reclassified Fluent English Proficient (RFEP)	138	140	150	156	154	178
To Be Determined	0	0	0	4	0	0
Total	283	300	309	311	316	363

EPAA supports a wide range of student needs, which have been exacerbated by a growing housing crisis and poverty in the East Palo Alto community. Many families are new immigrants. School surveys indicate that approximately 75% of students' parents were born in a country other than the United States, the majority of them in Mexico. About 65% of the parents have less than a high school education.

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Parent Education Level				
	2015-16	2016-17	2017-18	2018-19
Graduate Degree or Higher	3	2	6	5
College Graduate	10	13	12	10
Some College/Associates	31	41	35	35
High School Graduate	57	49	67	77
Non-HS Graduate	203	200	181	162
Decline to State	3	3	0	3
Unknown	2	3	15	71
Total	309	311	316	363

**Note: Numbers indicate the number of students whose parent(s)/guardian(s) have attained the given education level.*

Staff

Teachers meet all requirements for employment set forth in applicable provisions of law, including California credential requirements as applicable to charter schools. The educational and skill level qualifications and job descriptions of teachers employed in the school meet the goals as outlined by the educational program. Because we focus on growing our teachers, East Palo Alto Academy can provide a fast career path for educators with aspirations for professional advancement. Expanded leadership opportunities include but are not limited to: lead teacher, coach, curriculum specialist, as well as administrative roles.

Education Level of Certificated Staff							
	2012-13	2013-14	2014-15	2015-16	2016-17*	2017-18*	2018-19*
Doctorate	2	2	0	0	0	0	0
Master's +30	6	6	10	19	18	16	19
Master's	10	12	1	0	0	0	0
Fifth Year within BA	0	0	2	0	0	1	2
Bachelor's +30	3	3	7	5	3	3	4
Bachelor's	2	2	1	1	1	2	2
Total	23	25	21	25	22	22	27

**Note: Starting in 2017, SPED staffing moved to SUHSD rosters.*

Number of Certificated Staff by Ethnicity							
	2012-13	2013-14	2014-15	2015-16	2016-17*	2017-18*	2018-19*
African American	1	2	3	3	2	2	3
Asian	5	5	4	4	4	4	5
Hispanic	10	9	4	5	5	6	7
Filipino	0	0	1	1	1	1	1
White	4	4	8	10	8	7	9
Multiple	4	5	1	2	2	2	2
Total	24	25	21	25	22	22	27

**Note: Starting in 2017, SPED staffing moved to SUHSD rosters.*

Years of Teaching Experience of Classroom Teachers (2018-2019)	
Years of Teaching Experience	# of Teachers
10+ years	11
6+ years	5
3 - 5 years	4
0 - 2 years	1
Total	22

Description of Academic and Support Programs

EPAA's vision states that "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." We strive to make this vision a reality through intensive work with our students via numerous academic and support programs:

- A robust Advisory program that includes academic monitoring, social-emotional learning, and college- and career-exploration with support from organizations such as The Boys and Girls Club of the Peninsula, Future Profits through Able Works, the Fly Program, BUILD, Youth Community Service, College Track, Stanford University, and others
- An A-G approved, college-preparatory curriculum offered to all students, with support services to enable them to succeed
- Annual Exhibitions requiring the development of research, critical thinking, writing and presentation skills
- Extensive support in social and health services, with a full-time manager of social services, mental health services from the Lucile Packard Children's Hospital, and two days of service each month from the Lucile Packard Children's Hospital Health Van
- Additional personalized support provided by an on-site CARE team
- An Early College program with dual enrollment opportunities offered through our partnership with Foothill College
- A culture informed by Restorative Justice practices inside and outside of the classroom, supported by our partners at the Peninsula Conflict Resolution Center (PCRC)
- Parent engagement opportunities in the form of monthly workshops, SSC/ELAC meetings, and principal "cafecitos" led by administrative and guidance teams

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- Clubs and athletics that encourage and motivate students to go above and beyond academic core coursework, Advisory requirements, and community service
- A dedicated college-going team focused on providing students with an opportunity to learn from field trips and college-representatives in our College & Career Center

The above programs exist to support our students in meeting the minimum requirements for graduating from EPAA. Those graduation requirements are listed below:

EPAA Expected Program of Studies and Minimum Graduation Requirements

Subject / Credentials	EPAA Expected Program of Study	EPAA Minimum Graduation Requirements	CA State Requirements
English	40**	40	30
Mathematics	30** Including Algebra 1, Geometry, Algebra 2	20 Including Algebra & one course beyond Algebra	20 Including Algebra
Science	30** Including 2 Lab Science courses	20 Including 1 Lab Science	20 Including Biological and Physical Science
History/Social Science	30** Including US History, World History, Government, and Economics	30 Including US History, World History, Government and Economics	30 Including a semester course in American Government and Economics and courses that include: US History and Geography, World History, Culture, and Geography
Language Other than English	20** [Same language]	10	10 Foreign Language OR Visual or Performing Arts
Arts	10**	10	
Electives*	60** (Includes Advisory and a UC approved elective)	50-70 (Includes Advisory)	[Physical Education, waived per charter] No other requirements
Exhibitions*	20	20	No requirements
Total	240	220	

[†] 10 credits = 1 year

* Electives include Advisory for each year the student attends EPAA.

** Meets or exceeds California A-G requirements for admission to UC / CSU system

Schoolwide Learner Outcomes

In addition to these academic requirements, all programs exist to support students toward meeting the goals of our Schoolwide Learner Outcomes (SLOs). East Palo Alto Academy's Schoolwide Learner Outcomes have emerged from the Five Habits that were originally created as a critical component of the foundation and framework of the school. These distinguishing habits of mind and action support students in achieving not only academic success, but also self-regulated learning and collaborative problem-solving and are a rubric based component of each and every class taught at EPAA.

I. Habit 1 – Personal Responsibility

A. EPAA students will demonstrate habits of self-monitoring, self-awareness, and self-control:

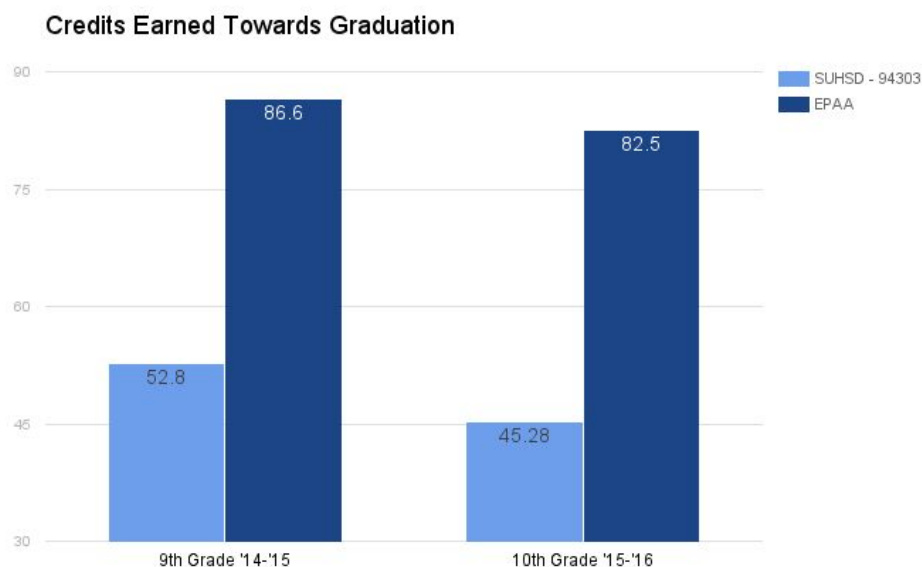
1. Manage time
 2. Find and use resources effectively
 3. Be mentally and physically present and prepared
 - B. EPAA students will demonstrate ownership of academic and personal success:
 1. Complete work that improves over time
 2. Self-advocate effectively
 3. Use reflection and feedback for personal growth
- II. Habit 2 – Social Responsibility
 - A. EPAA students will effectively collaborate within their community by thinking critically and interacting respectfully in group settings.
 - B. EPAA students will assume shared responsibility, give and receive effective feedback, and participate actively both inside and outside of the classroom within diverse group settings.
 - C. EPAA students will demonstrate the ability to collaborate productively in the workplace environment.
- III. Habit 3 – Critical and Creative Thinking
 - A. EPAA Students will use 21st century skills to synthesize and make connections between academic content and their personal experiences and the world.
 - B. EPAA students will be able to evaluate a variety of sources to analyze a problem and develop a plan for solving it.
- IV. Habit 4 – Application of Knowledge
 - A. EPAA students will apply the knowledge and academic skills required to be successful in college and be able to contribute positive change to their communities.
- V. Habit 5 – Communication
 - A. EPAA students will communicate logically by presenting an oral and/or written argument supported by relevant evidence
 - B. EPAA students will communicate effectively through active listening and the application of feedback, accepting critiques of or challenges to assertions by providing logical explanations or refutations
 - C. EPAA students will communicate academically by using the conventions of language and academic discourse (in verbal and written output)
 - D. EPAA students will communicate responsibly in a variety of different social and cultural contexts and be able to advocate for themselves
 - E. EPAA students will communicate creatively through the arts, the use of 21st century technology skills and second language study

Student Performance Data

In 2008-09, 100% of our incoming 9th graders from schools in the Ravenswood district tested at a sixth grade reading level or below. In 2015, entering 9th graders scored significantly below grade level in both reading and mathematics on the SUHSD administered Gates MacGinitie Reading Test (GMRT) and Mathematics Diagnostic Testing Project (MDTP) benchmark assessments; in addition, about a third of our students transfer to EPAA after the beginning of 9th grade from other high schools, primarily from the SUHSD. Many of these students have had difficulties in the school they formerly attended and many enter with severe credit deficiencies. Since its inception, EPAA has been committed to addressing the exceptional academic challenges that students from East Palo Alto have been experiencing for years.

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When evaluating students' progress towards on-time graduation, the benefits of EPAA become very clear. Relative to other students from East Palo Alto (94303 home zip code) who attend one of the four larger comprehensive high schools in the Sequoia Union High School District, EPAA students are more likely to graduate on time. In the 2014-2015 school year, only 52.8% of 9th graders in the 4 comprehensives from 94303 were on track to graduate on time, which is in sharp contrast to the 86.6% of EPAA 9th graders on track. The discrepancy continues the following year, with only 45.28% of 10th graders from 94303 earning credits towards graduation in 2015-2016, relative to the 82.5% of EPAA 10th graders.



That trend continues in the following data that tracks cohorts of students through the last three full academic years. While we did notice a dip for 9th graders in 2018, further analysis revealed that this was primarily due to freshman Physics, which has been a recent change to our science pathway that we implemented to address the overwhelmingly poor math skills that so many of 9th graders were coming in with. Needless To Say, we are still figuring out how best to address the math anxiety that so many of our students developed early on and to accelerate their growth while maintaining a healthy balance of challenging them and meeting them where they are coming from.

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CREDITS - 94303	EPAA	MAHS	SUHSD	C/O
9th on time 2015	93.7	56.7	61.1	2018
9th on time 2016	79.7	57.4	63	2019
9th on time 2017	74.3	64.7	66.7	2020
9th on time 2018	51.4	64.7	63	2021
10th on time 2015	69	65.9	56.3	2017
10th on time 2016	87.3	45.8	51.9	2018
10th on time 2017	73.3	51.7	55.9	2019
10th on time 2018	61.1	60	57.5	2020
11th on time 2015	89.5	72.6	58.8	2016
11th on time 2016	86.8	68	61.3	2017
11th on time 2017	87.5	54.2	56.8	2018
11th on time 2018	80	61.4	61	2019

Wherever students start in their learning, EPAA has strived to support them to complete high school and connect to college entrance and viable careers. In 2015, EPAA's graduation rates for students from historically underrepresented backgrounds, reported by the state, was higher than those of the state of California as well as San Mateo County.

	CALIFORNIA	SAN MATEO COUNTY	EAST PALO ALTO ACADEMY
Cohort Graduation Rate	82.3	88.1	88.5
Hispanic or Latinos	78.5	80.4	83.8
Pacific Islanders	82.2	84.9	100.0
African Americans	70.8	77.3	100.0

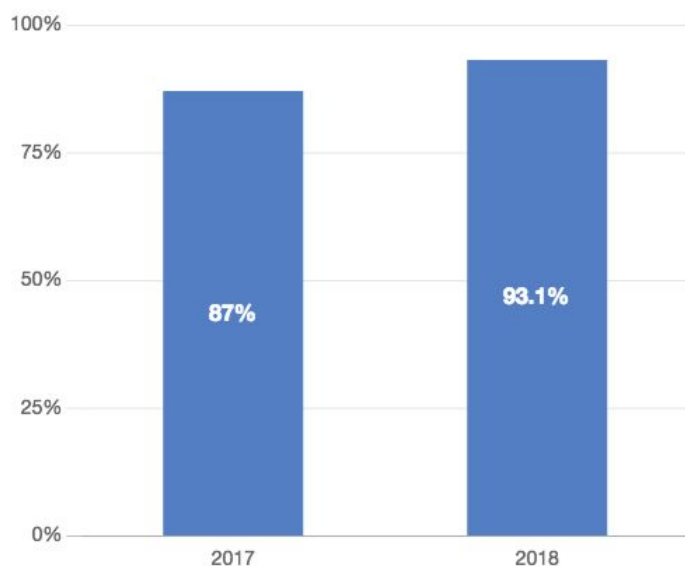
The high school has sent more than 80% of its graduates on to postsecondary education each year since the first graduating class in 2005. The proportion admitted to 4-year colleges has increased, from 30% in the first graduating class of 2005 to 39% in the class of 2015, at the time of our last charter renewal process. We reported that a total of 95% of graduates in 2015 enrolled in a 2- or 4-year college.

Class of	#	4-year		2-year		% to College	Job / Military	% w Diploma	Cert. of Completion	5th Year Senior
2009	55	31	56%	15	27%	84.7%	9			
2010	55	13	24%	32	58%	82.3%	9	91.1%	4	1
2011	58	19	33%	31	53%	86.8%	5	91.5%	2	3
2012	55	7	13%	41	75%	87.5%	7	94.6%	3	0
2013	40	9	23%	24	60%	83.1%	7	100.0%	-	-
2014	61	27	44%	29	48%	92.5%	5	96.7%	-	-
2015	46	18	39%	25	54%	95.0%	3	92.2%	0	0

As stated on the California School Dashboard, we have continued to maintain a 90% average four-year, high school graduation rate, with essentially all of our seniors, each year, receiving their high school diploma by the summer or the year after their fourth year of high school.

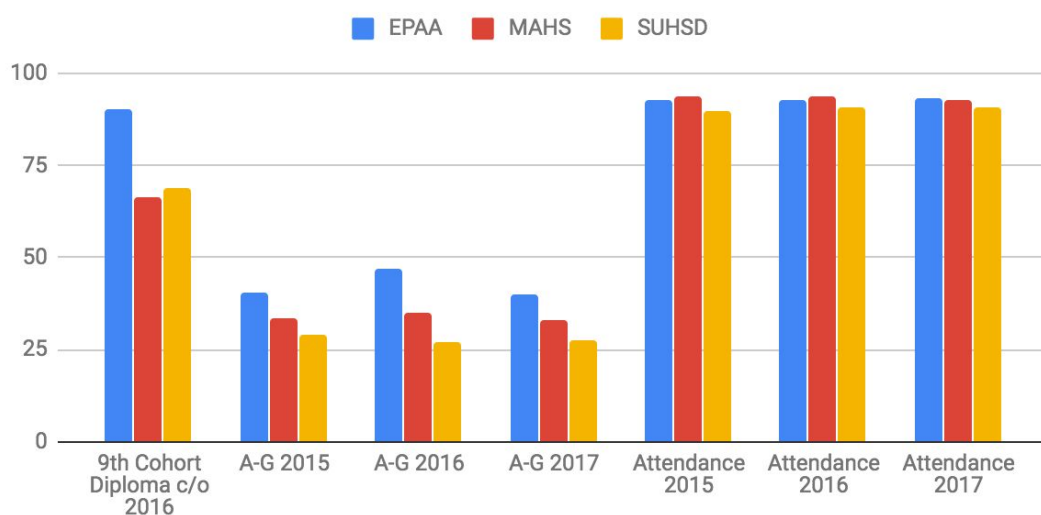
Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



In addition to higher on-time graduation rates, EPAA students have also maintained higher A-G completion rates and competitive attendance rates than other students from East Palo Alto that attend Menlo Atherton High School and other district schools.

Diploma 2016, A-G (2015-2017), Attendance (2015-2017)



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East Palo Alto Academy ACS WASC/CDE Self-Study Report

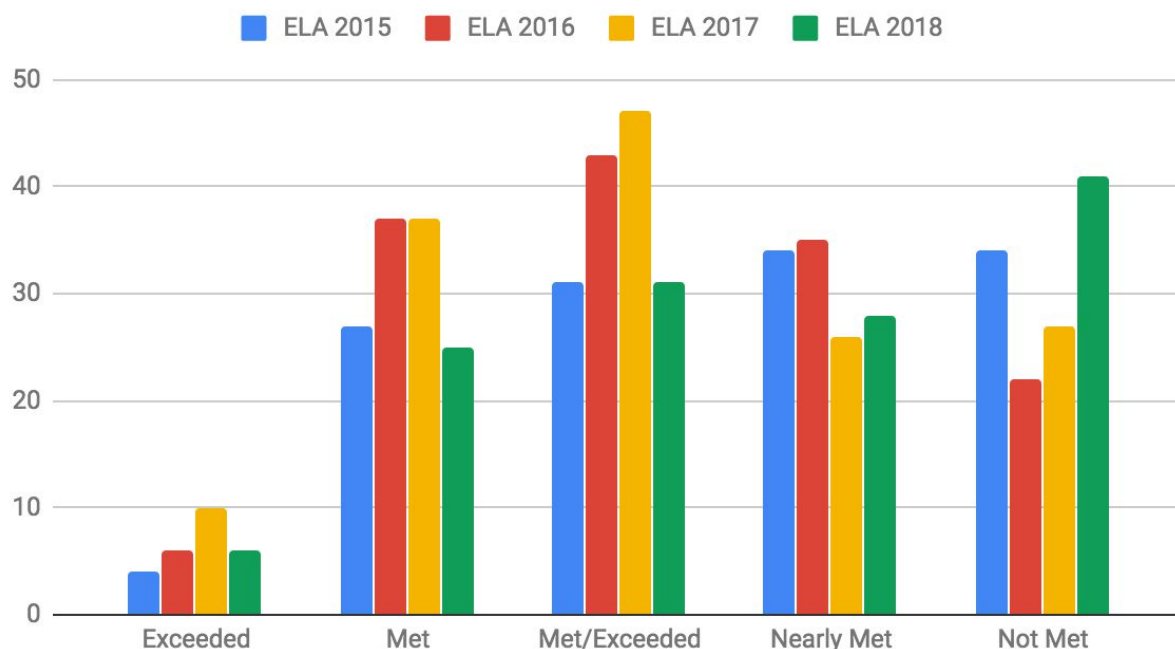
In regards to disparities in the A-G completion rates among specific groups of students at EPAA, the primary trends we've observed are that our Hispanic/Latino students have continued to underperform with respect to our African American students and our students in Special Education (SpEd) significantly underperform with respect to all of our other students. We suspect that English being a second language and one that is rarely, if ever, spoken at home for our Hispanic/Latino students is one factor that has impeded their growth in their literacy skills. We believe that the challenge of A-G eligibility for our students with IEPs is a result of a number of factors that include the need for more effective and consistent differentiation in the classroom, the need to develop and enhance our SpEd and EL support system, and the limitations of our school's programs to support certain students with higher levels of disabilities in our mainstream environment.

A-G Completion Rates				
	Class of 2015	Class of 2016	Class of 2017	Class of 2018
All Students	39%	41%	40%	40%
African American	43%	75%	50%	67%
Asian	N/A	0%	100%	100%
Hispanic/Latino	35%	37%	37%	38%
Pacific Islander	33%	60%	67%	20%
Special Ed	0%	17%	0%	20%
Low SES	39%	42%	41%	40%

Attaining the goal of getting all of our students to be proficient on the CAASPP has been a true challenge, especially with the skill gaps that many of our incoming 9th graders start with. Improving student performance on the CAASPP continues to be a schoolwide area of focus. Over the past four years, EPAA has made some gains on the CAASPP, especially in ELA. In general, we have outperformed the district growth rate with similar demographics. In 2016, EPAA met its Academic Year Progress (AYP) goals. That said, we recognize that we still have ways to go.

CAASPP Student Performance in ELA for All Students (%)

ELA 2015, ELA 2016, ELA 2017 and ELA 2018

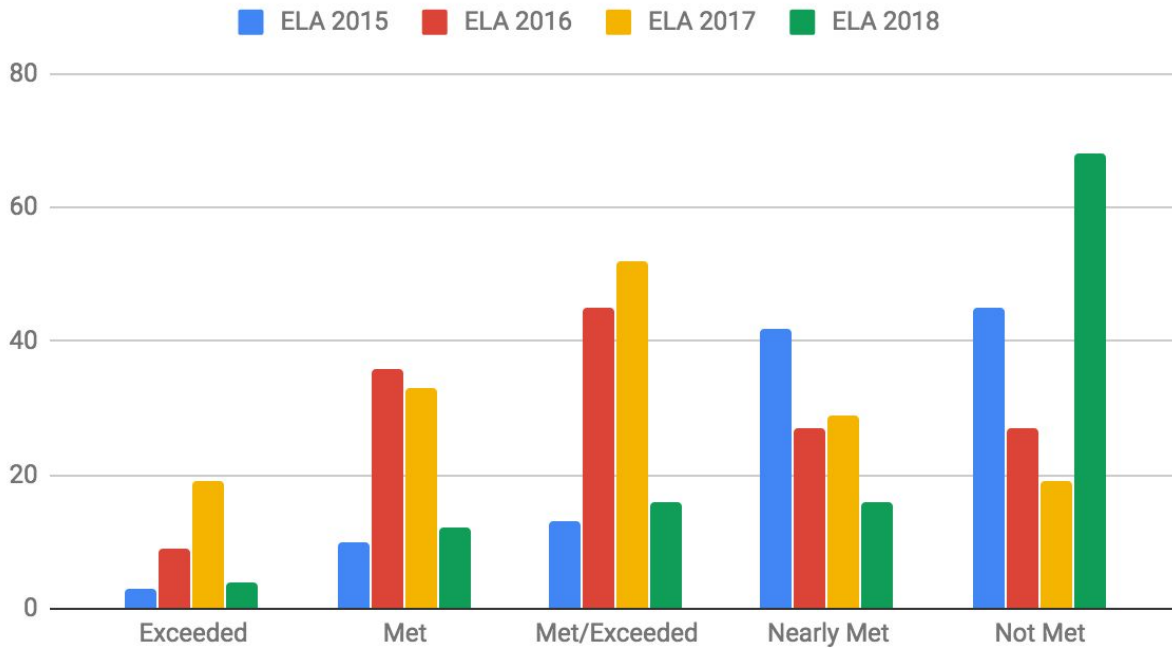


CAASPP (%)	ELA 2015	ELA 2016	ELA 2017	ELA 2018
Exceeded	4	6	10	6
Met	27	37	37	25
Met/Exceeded	31	43	47	31
Nearly Met	34	35	26	28
Not Met	34	22	27	41

Overall, the majority of our students are still not demonstrating proficiency for the ELA section on the CAASPP. The two years in 2016 and 2017 in which close to half of those tested either met or exceeded proficiency have provided us with encouragement and a benchmark to strive to at least meet, if not exceed. While some discussions and analyses have happened among various teams as to the rationale behind the data, there is room to improve how we analyze and use data to improve our school's programs to improve student performance, such as on the CAASPP.

CAASPP Student Performance in ELA for Long-term English Learners (%)

ELA 2015, ELA 2016, ELA 2017 and ELA 2018

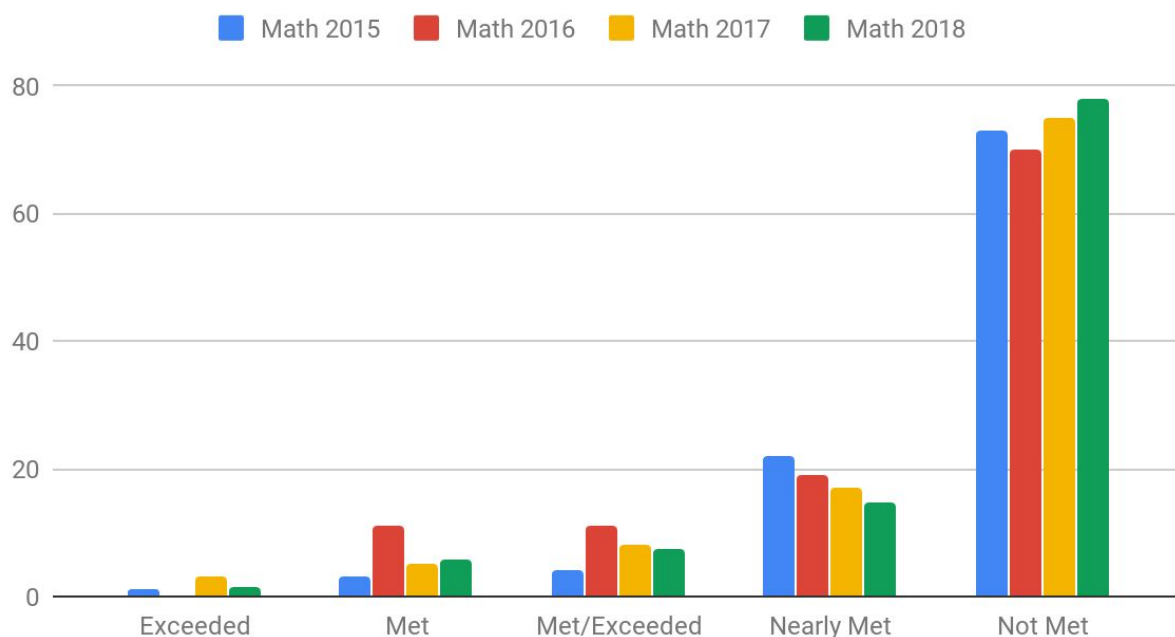


LTEL - CAASPP (%)	ELA 2015	ELA 2016	ELA 2017	ELA 2018
Exceeded	3	9	19	4
Met	10	36	33	12
Met/Exceeded	13	45	52	16
Nearly Met	42	27	29	16
Not Met	45	27	19	68

CAASPP ELA results for long-term English learners (LTEL) show a more significant discrepancy between the percentages of all students who met or exceeded proficiency in EPA in 2015 and 2018 and those of LTELs, which were about half. This suggests a need to further support student literacy, especially in accessing the language of assessments like the CAASPP.

CAASPP Student Performance in Math for All Students (%)

Math 2015, Math 2016, Math 2017 and Math 2018

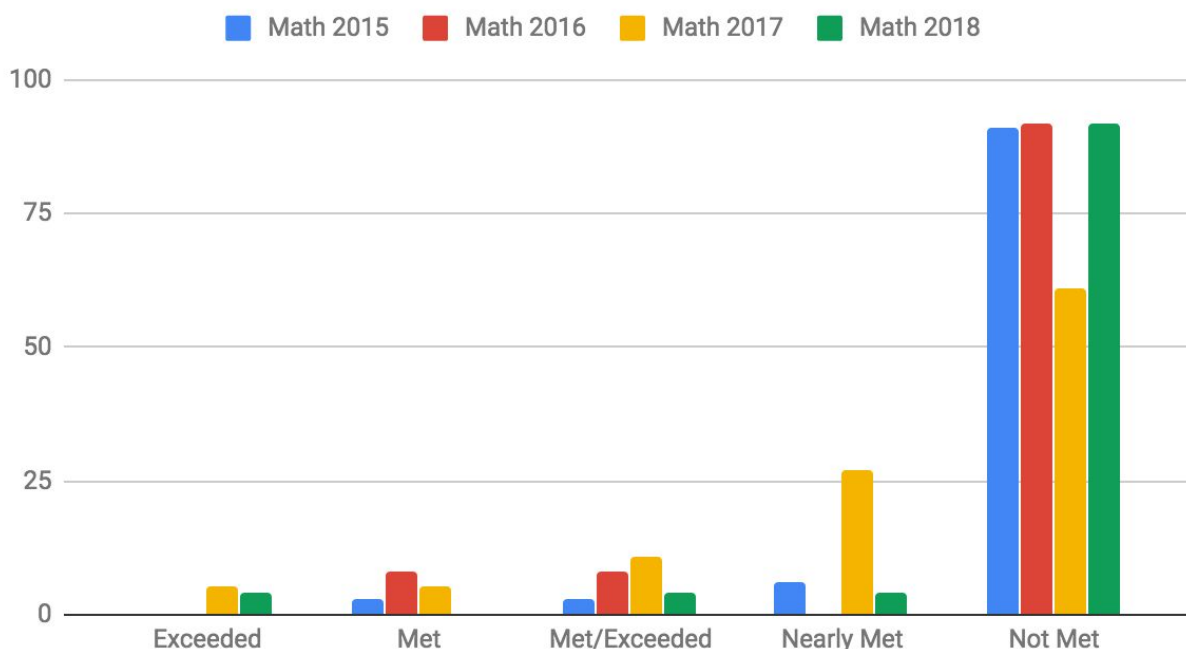


CAASPP (%)	Math 2015	Math 2016	Math 2017	Math 2018
Exceeded	1	0	3	1
Met	3	11	5	6
Met/Exceeded	4	11	8	7
Nearly Met	22	19	17	15
Not Met	73	70	75	78

Overall, EPAA students have performed much worse on the math section of the CAASPP as compared to ELA. In conjunction with teachers' observations of student performance on assessments and the student pass rates in math classes, math has been and continues to be an area of critical student learning need. Even so, students have seemed to perform worse on the actual assessment as compared to practice questions with similar language and content in class, which suggests that students seem to struggle with transferring what they have learned in the classroom to the test itself. This could be for several reasons, reasons which we as a school need to investigate further.

CAASPP Student Performance in Math for Long-term English Learners (%)

Math 2015, Math 2016, Math 2017 and Math 2018



LTEL - CAASPP (%)	Math 2015	Math 2016	Math 2017	Math 2018
Exceeded	0	0	5.5	4
Met	3	8	5.5	0
Met/Exceeded	3	8	11	4
Nearly Met	6	0	27	4
Not Met	91	92	61	92

As with ELA, our LTELs have still performed worse for math as compared with all of our students, particularly for the percentage of students who have received a level of Not Met.

Along with the CAASPP, PSAT results have also been used as another measure of students' level of college-readiness. The PSAT results from students from the class of 2020 who took the PSAT last fall further confer the challenges we have been facing of getting students college-ready. With only three of our students demonstrating college-readiness in math as compared with 24 students in evidence-based reading and writing, again, the data supports that math proficiency, especially, is a critical student learning need. Overall, getting more of our students college-ready, in both math and ELA, is an area that we need to continue progressing in.

PSAT Results for the Class of 2020 (Taken in the Fall of 2018)									
Group	Number of Test Takers	# Test Takers Met Both	% Test Takers Met Both	# Test Takers Met ERW	% Test Takers Met ERW	# Test Takers Met Math	% Test Takers Met Math	# Test Takers Met Neither	% Test Takers Met Neither
EPAA	76	1	1%	24	32%	3	4%	50	66%
District	2062	980	48%	1390	67%	1012	49%	640	31%
State	228144	78144	34%	136191	60%	81232	36%	88865	39%
Total Group	1722541	749468	44%	1184134	69%	776885	45%	510990	30%

While we are very aware that CAASPP and PSAT/SAT data are not the only forms of assessment for measuring student academic performance and growth and that there are many other forms of both quantitative and qualitative data that we can track, we hope to do a stronger job of collecting, organizing, and analyzing more student performance data moving forward.

Attendance and Behavior

Given the responsibilities that many of our students have outside of school because of the pressures on their parents to work extended hours to support their families, including caring for younger siblings and working part-time to help at home, maintaining consistent attendance for all of our students is often a challenge. Not to mention, some of our students don't have parents at home in the mornings to push them to and make sure they come to school. Having a location in the city of East Palo Alto itself as well as a reliable district school bus service have certainly helped to make getting to school easier for students. All in all, attendance rates have been decent and have actually slowly improved in the past five years.

Attendance Rates				
	2014-2015	2015-2016	2016-2017	2017-2018
Full Year Period Attendance	88.50%	89.30%	90.00%	91.00%
Full Year Partial/Full Day Attendance	92.40%	92.70%	93.60%	94.30%

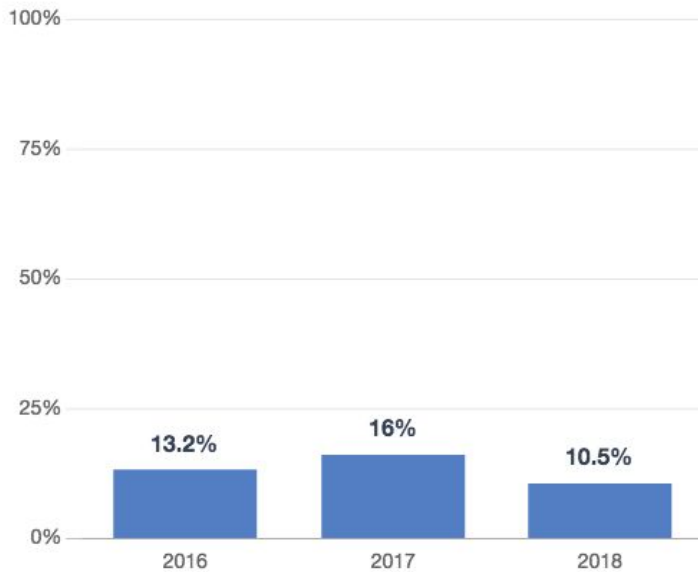
Dropout rates over the past five years have also been kept down to a minimum.

Annual Adjusted Grade 9-12 Dropout Rate			
2013-14	2014-15	2015-16	2016-17
4.20%	1.70%	1.80%	1.60%

Through our efforts to provide restorative interventions to address student behavior issues, we have managed to keep suspension rates down. That said, the number of suspendable offenses is still an issue that we are committed to continue working on to reduce, especially with our work around Positive Behavioral Interventions & Supports (PBIS) and Restorative Justice (RJ).

Suspension Rate By Year

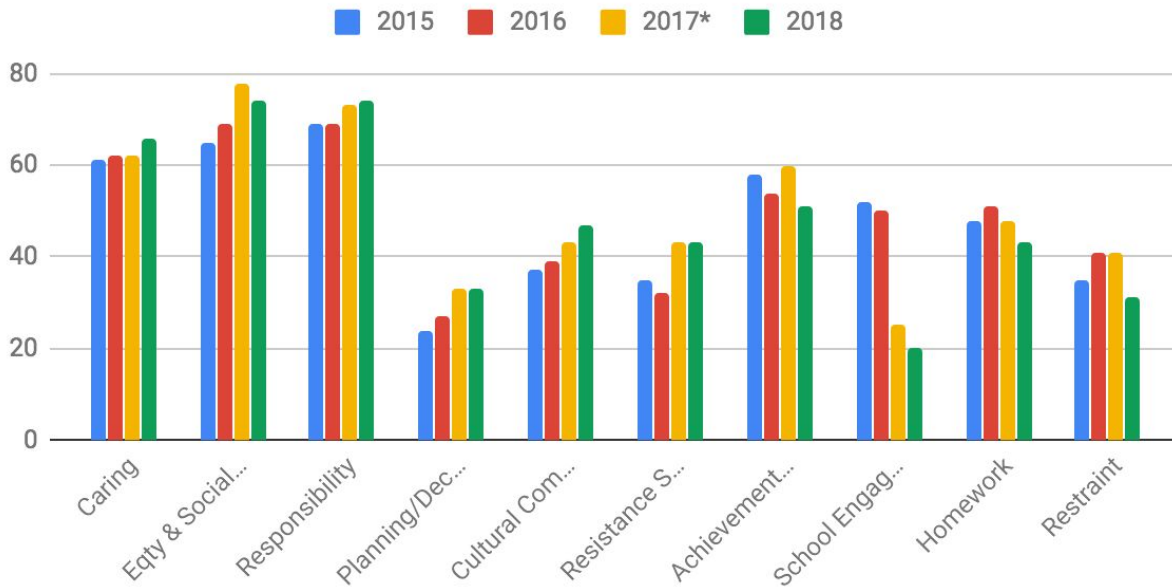
Percentage of students who were suspended.



Data from the Search Institute Survey on students' self-reported internal developmental assets sheds further light on our students' relationships with school and learning. While we have observed an increase in our students' resistance skills and cultural competence, over the last three years in which we have administered this survey, the greatest decline in numbers relates to our students' feelings of school engagement.

Internal Assets Search Institute Student Survey (% of Students that Responded Favorably)

2015, 2016, 2017* and 2018



INTERNAL ASSETS SEARCH INSTITUTE

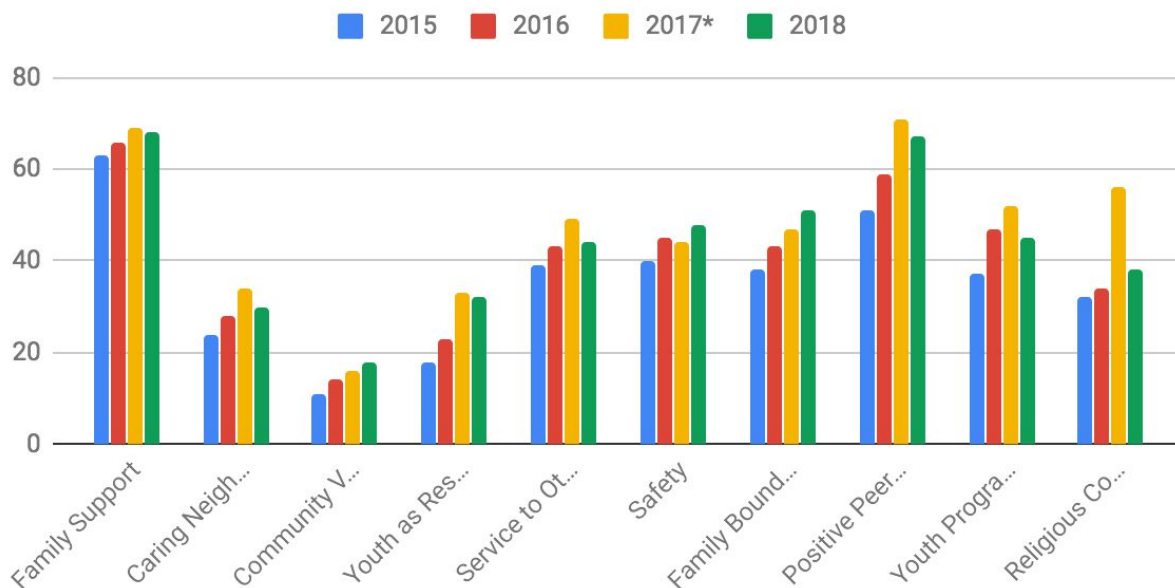
INTERNAL ASSETS SEARCH INSTITUTE	2015	2016	2017*	2018
Caring	61	62	62	66
Eqty & Social Justice	65	69	78	74
Responsibility	69	69	73	74
Planning/Decision Making	24	27	33	33
Cultural Competence	37	39	43	47
Resistance Skills	35	32	43	43
Achievement/Motivation	58	54	60	51
School Engagement	52	50	25	20
Homework	48	51	48	43
Restraint	35	41	41	31

**Note: In 2017, very few students completed the SEARCH Institute Survey*

The same survey yields information about our students' external assets.

External Assets Search Institute Student Survey (% of Students that Responded Favorably)

2015, 2016, 2017* and 2018



EXTERNAL ASSETS SEARCH INSTITUTE

EXTERNAL ASSETS SEARCH INSTITUTE	2015	2016	2017*	2018
Family Support	63	66	69	68
Caring Neighborhood	24	28	34	30
Community Values Youth	11	14	16	18
Youth as Resources	18	23	33	32
Service to Others	39	43	49	44
Safety	40	45	44	48
Family Boundaries	38	43	47	51
Positive Peer Influence	51	59	71	67
Youth Programs	37	47	52	45
Religious Community	32	34	56	38
*Note: In 2017, very few students completed the SEARCH Institute Survey				

While the Search Institute data is informative, we have not yet devoted significant time and resources into examining and analyzing the data for any significant takeaways or next steps. As it stands, the Search Institute Surveys are an important annual data collection tool, but without more training on the survey and student responses, the staff remains limited in its ability to use this data to inform its practices and programs.

East Palo Alto Academy ACS WASC/CDE Self-Study Report

Since 2017, an annual Panorama Survey has been administered by SUHSD to staff and students. This data is seen as a pulse on staff and student perception of various aspects of each school.

Panorama Staff Survey Results				
	FALL 2017 SCORE	FALL 2017 % Favorable	FALL 2018 SCORE	FALL 2018 % Favorable
Feedback & Coaching (in general)	3.1	62	3.4	68
Professional Learning (in general)	3.5	70	3.5	70
School Climate (in general)	3.7	74	3.5	70
How optimistic are you that your school will improve in the future?	3.9	78	3.6	72
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	4	80	3.2	64
To what extent are teachers trusted to teach in the way they think is best?	4.5	90	4.3	86
Overall, how positive is the working environment at your school?	3.9	78	3.5	70
At your school, how valuable are the available professional development opportunities?	3.6	72	3.5	70
How helpful are your colleagues' ideas for improving your teaching?	3.9	78	3.7	74
How much input do you have into individualizing your own professional development opportunities?	3.6	72	3.5	70
How often do your professional development opportunities help you explore new ideas?	3.2	64	3.1	62
Overall, how supportive has the school been of your growth as a teacher?	3.8	76	3.9	78
Through working at your school, how many new strategies for your job have you learned?	3.3	66	3.5	70
How relevant have your professional development opportunities been to your work?	3	60	3.4	68

While it is difficult to glean specific feedback from the survey in regards to each area of the school being questioned, trends from the data generally show a slight decline in staff's feelings of self-efficacy related to the impact of professional development on their practice and on student achievement. However, at the same time, the report presents an increase in their feelings around receiving both support and new strategies for their teaching.

East Palo Alto Academy ACS WASC/CDE Self-Study Report

Panorama Student Survey Results				
	FALL 2017 SCORE	FALL 2017 % Favorable	FALL 2018 SCORE	FALL 2018 % Favorable
School Belonging	3.2	64	3.1	62
School Climate	3.3	66	3.4	68
School Engagement	2.8	56	2.8	56
School Safety	3.8	76	3.9	78

The student data shows a decrease in school belonging, but an increase in school climate and school safety. School engagement stayed the same. Overall percentages, however, tell us that, while the school received a 78% favorability rating in the area of School Safety, the rating for School Belonging and School Engagement are consistently below 70%.

Critical Student Learning Needs and Important Questions

After reviewing this data, we were pleased to see that our students continue to perform better at our school than their counterparts in other schools (including schools within our own district) in terms of A-G completion and graduation rates. We are similarly encouraged by the attendance and behavioral data. However, we definitely see areas of critical learning needs. They are as follows:

1. Improve our students' performance in their learning and school engagement overall, especially as it relates to measures of college-readiness in math and English.
2. Improve the differentiation of instruction and support of ELs and students with IEPs and 504s.
3. Improve our collection, use, and analysis of data to inform and improve our school's programs.

From the analysis of data, questions emerged throughout the self-study process.

1. How can we support our staff in feeling more effective around connecting with students and seeing more positive impact?
2. How can we improve student achievement, particularly their college-readiness in math and English?
3. How can we increase student engagement to improve student achievement?
4. How can we strengthen the correlation and alignment of expectations and standards between classroom- and program-based assessments with statewide assessments to improve student achievement?
5. What can a more effective and critical analysis of data yield in terms of examining the effectiveness of existing programs (e.g. exhibition, Advisory, restorative justice, college-going, etc.) and interventions (e.g. PBIS, academic, SAT prep, social-emotional, etc.), as related to overall measures of student achievement?

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs

2. A list of strengths

3. A list of prioritized growth areas.

Note: The five criteria categories are:

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>The vision was created by the staff leadership team, with input from the entire staff, parents and student leadership.</p> <p>The vision, mission and values were all developed to drive our charter and our reasons for being - to help disrupt the cycle of poverty and to help first generation students prepare for college and beyond. Serving up to 360 students each year in grades nine through twelve, East Palo Alto Academy reflects the population of the East Palo Alto community, which is approximately 80% Latino, 10% African-American, 8% Pacific Islanders, and 2% Asian, Filipino, White, and American Indian. Of the school's students, about 75% are bilingual English language learners and more than 95% qualify as Free or Reduced Lunch status.</p>	<ul style="list-style-type: none"> In 2017, 77% graduates attended 2-4 year college - EPAA College Enrollments 40% College A-G going data - SUHSD Dashboard (page 8) Early College/Foothill College classes Higher success rate with comparable high school graduates

<p>Additionally, the school supports a wide range of student needs, which have been exacerbated by a growing housing crisis and poverty in the East Palo Alto community. Many families are new immigrants. School surveys indicate that approximately 75% of students' parents were born in a country other than the United States. About 65% of the parents have less than a high school education. To this end, we continue to revisit our vision and mission as it relates to our aspirations and annual planning, such as the development of the annual LCAP and SPSA.</p> <p>Our Vision</p> <p>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.</p> <p>In 2015 we worked to refine the vision with input from staff, students, parents and community partners.</p> <p>Our Mission</p> <p>East Palo Alto Academy (EPAA) 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.</p> <p>Our Values</p> <p>We are committed to</p> <ul style="list-style-type: none"> • Providing equity of access and opportunity so that all students can achieve academic success and smooth transitions to college and careers • Responsive, challenging and engaging instruction that promotes creativity, critical thinking, and problem solving skills • Using technology effectively to improve learning and to prepare students to use technology productively in their lives • Addressing the needs of the whole child, including physical and mental health, and developing social skills and a sense of personal and social responsibility • Providing students opportunities to become literate and conversant in both English and Spanish • Broadening students' real-world experiences • Putting our students' needs at the center of all decisions • Engaging families as partners in the education of our students in an environment that respects the culture and language diversity of our students and families • Providing a supportive, inclusive and productive professional learning community for teachers and staff • Partnering with Stanford University to collaborate on innovative educational practices and serve as a resource for teacher preparation • Involving and serving the larger East Palo Alto community • EPAA will develop programmatic initiatives and community linkages that will create expanded opportunities for East Palo Alto youth. 	<p>within zip code - Screenshots of SUHSD vs. EPAA Dashboard</p> <ul style="list-style-type: none"> • See Table/WASC Data relative to neighborhood high school and our local 94303 zip code • See EPAA Charter • Master schedule is A-G track for all students
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Administration seeks engagement from representatives of multiple stakeholding parties throughout the year. An annual Leadership Team (LT) Retreat before the start of the academic year enables staff and teachers to revisit the vision and mission, especially as it relates to professional development, and our annual calendar for the year to come.</p> <p>We also hold annual schoolwide community meetings to discuss the LCAP and WASC goals that include district colleagues, invitations to all teachers and staff, in addition to the participation of Charter Advisory Board members and other community stakeholders, community based organizations, parents and families. Furthermore, administration and staff implemented a new forum in which students could provide teachers with person-to-person feedback on various issues relating to their experiences with our school's mission and their learning outcomes. These "feedback and food" sessions for teachers and students were designed to expand upon data we received from the district-wide Panorama survey.</p> <p>As a result of our annual work to think carefully about our vision, mission and planning for our professional development, we made efforts to maintain our commitment to ensuring strong teaching and learning. We decided to bring back work with Kelly Smith around standards and rigorous instruction for new staff especially and work with Enid Lee Consultants to revisit our commitment to multicultural education.</p>	<ul style="list-style-type: none"> • Leadership Team Retreat agenda • CAB agendas • SSC/ELAC Bilingual Agenda sample • SSC/ELAC Meeting notes sample • Sample Mandatory Parent Mtg. slides - 9th grade and 12th grade • Community Conversations • Food & Feedback notes • Panorama survey results (teachers) • Panorama survey results (students)

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The students, parents and other members of our school's community were integral in the creation of the vision, mission and schoolwide learning outcomes. They continue to be regular thought partners. Since the 2017 school year, we have been able to welcome significantly more new members to the parent leadership, encouraged by the monthly food donations (in conjunction with our regularly scheduled monthly meetings). The school vision is also part of regular student interactions, rules reminders, parent meetings and connecting to the "why" and implemented as part of curriculum for some class reflections, such as preparation for the college-going PIQs (personal interest questions).</p>	<ul style="list-style-type: none"> • Parent participation sign-in sheets • SSC/ELAC Bilingual Agenda sample • SSC/ELAC Meeting notes sample • SLC spreadsheet • Parent Meetings

Teachers also have copies of the school's vision posted in their classrooms that they reference periodically in their working with students. When parents are invited to our annual Back to School Night in late August or early September, teachers review classroom norms and expectations with parents, as well as the learning outcomes that can be expected from their individual classes.	<ul style="list-style-type: none"> • Sample Back to School Night presentation
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>As a dependent charter school with Sequoia Union High School District (SUHSD), SUHSD continues the ultimate governance and operations of EPAA and serves as the employer of its certificated and classified staff. SUHSD's Board of Trustees has control over key elements of EPAA's operations. The EPAA Foundation (EPAAF) provides certain financial support to EPAA. EPAA works to collaborate with SUHSD leadership in the management and development of the school's programs. EPAA is responsible for completing and filing its own LCAP and SPSA, with support from the district.</p> <p>The Charter Advisory Board (CAB) provides recommendations to the principal about policies shaping the operation of the school in matters of school structuring and scheduling, hiring staff, staffing levels, professional development, curriculum, assessments, instructional strategies, research and development activities, student support services, and budget development. The CAB is responsible for helping EPAA to maintain fidelity to the charter, and to its philosophical underpinnings. The CAB members shall include:</p> <ul style="list-style-type: none"> • Certificated staff representatives • Classified staff representative • EPAAF designees • Parent/EPAA community representatives 	<ul style="list-style-type: none"> • SUHSD Board of Trustees Agendas, Minutes & Board Policies for governance. SUHSD board minutes for charter, LCAP and SPSA approval • CAB Agendas • LCAP • EPAA Charter • SPSA • SSC/ELAC Bilingual Agenda sample • SSC/ELAC Meeting notes sample • District Uniform Complaint Form

<p>EPAA encourages all groups to participate in and share responsibility for the educational process and educational results. The school maintains a School Site Council (SSC) / English Learner Advisory Council (ELAC) that includes parents, students, and members of the community, as well as faculty and staff, to make recommendations to the school principal. The school's SSC/ELAC participates in reviewing parental and community proposals, as well as the school's WASC and LCAP plans, and relevant categorical expenditures. The principal is responsible for communicating all SSC/ELAC recommendations to the Charter Advisory Board. In addition, the school has an individual on staff serving in the capacity of parent liaison who facilitates communication with parents and communication with parents and community leaders in a variety of forms. The principal also holds annual meetings for students and families about procedures and site governance. Uniform complaint procedures are a part of the web resources (including registration, attendance and grading access).</p>	
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Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other Advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>EPAA encourages all groups to participate in and share responsibility for the educational process and educational results. The school maintains a School Site Council (SSC) / English Learner Advisory Council (ELAC) that includes parents, students, and members of the community, as well as faculty and staff, to make recommendations to the school principal. The school's SSC/ELAC participates in reviewing parental and community proposals, as well as the school's WASC and LCAP plans, and relevant categorical expenditures. The principal is responsible for communicating all SSC/ELAC recommendations to the CAB.</p> <p>Review of the LCAP goals was part of the SSC/ELAC meetings on four occasions. The SSC/ELAC team includes certificated & classified staff, in addition to parents/families, students and administration.</p> <p>SSC/ELAC met to discuss LCAP goals and actions on the evenings of 9/28/17, 11/30/17, 4/26/18 and a very special community roundtable co-hosted by the SUHSD administrative team and superintendent on January 11th, 2018.</p> <p>The EPAA Charter Advisory Board (CAB) which includes classified and certificated staff, administration, a SUHSD representative, parents, and supporters who are leaders of Community Based Organizations, professors at Stanford Graduate School of Education and members of the EPAA Foundation, all discussed SPSA, WASC</p>	<ul style="list-style-type: none"> • CAB Agendas • SSC/ELAC Bilingual Agenda sample • SSC/ELAC Meeting notes sample • Parent Meetings • Sample SLC scripts in 10th grade and 11th grade

<p>and LCAP Goals (the first three are identical for all three reports), during the February and May 2018 meetings. Staff had the opportunity to review LCAP goals electronically (a copy of the goals and actions were shared with all staff), in addition to two paid "town halls" in May 2018.</p> <p>Administration and participating teachers also hold quarterly grade-level parent meetings throughout the year to discuss important information relevant to the students at each grade-level. Additionally, with the support of our parent liaison, we provide regular communication to parents that includes letters, emails, and phone calls. There are also monthly, morning Parent/Principal Coffees (Cafecitos) that share SSC/ELAC agendas. Bi-annually, advisors hold Student-Led Conferences wherein the student brings in their parent/guardian and leads a meeting to share their progress and goals.</p>	
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Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>Parent resources for resolution of any concerns or conflicts are introduced annually at the mandatory parent registration and orientation meeting. We also use the district's annual survey to students and families to review concerns and feedback. Additionally, our parent liaison regularly communicates with parents and families to serve as a bridge between families, the school, and the district when necessary. Contact information is also listed in the Parent/Family Handbook.</p>	<ul style="list-style-type: none"> • District Uniform Complaint Form • Monthly Cafecitos • Parent/Family Handbook

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

East Palo Alto Academy ACS WASC/CDE Self-Study Report

Findings	Supporting Evidence
<p>EPAA staff that includes classified, certificated and administration meet regularly to revisit goals and progress. These meetings include, but are not limited to:</p> <ul style="list-style-type: none"> • Advisory- Common Prep Meetings (weekly) • Department Lead Meetings (monthly) • Leadership Team Meetings (bi-weekly) • CARE Team (bi-weekly) • SSC/ELAC Parent Meetings (monthly) • Parent/Principal Coffees (monthly) • Charter Advisory Board meetings (bi-monthly) • Department Collaboration (once a quarter) • Grade Level Parent Meetings (annual) • Community Roundtable with all stakeholders to discuss LCAP & WASC Goals (annual) • Weekly Staff Meetings and Staff Retreats (Aug. & Jan.) • Curriculum Alignment (posted & supported with access to Kelly Smith) <p>In addition to the bi-monthly CAB meetings with the relevant stakeholders from the various governing bodies of our school, input on school improvement is captured at ongoing Leadership Team (LT) meetings. The Leadership Team, comprised of new and veteran teachers from various disciplines, as well as other school staff, meets bi-weekly to discuss ongoing school improvement initiatives, including but not limited to WASC and SPSA goals, professional development, teachers concerns, district programs, data analysis, and budget issues. These meetings are open to all staff. While these meetings are regularly held and agendas are made up of pressing items to the school, an area of growth is to systematize an iterative process of inquiry where data is collected, assessed, and results are monitored.</p>	<ul style="list-style-type: none"> • Advisory planning supports - Master Schedule indicating common prep periods, common prep meeting schedule, and Advisory scope and sequence • EPAA PD Calendar • EPAA Curriculum, web-based scope & sequence • Parent Meetings • SSC/ELAC Bilingual Agenda sample • SSC/ELAC Meeting notes sample • Sample Staff Meeting agenda • Leadership Team agendas • CAB Agendas • Community Conversations • Food & Feedback Notes

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>We regularly report out on the progress towards goals on the LCAP, SPSA, SUHSD Dashboard, etc. College and career readiness is a critical part of our charter and as such, we have an obligation to report quarterly to our EPAA Foundation and the CAB, School Site Council (SSC) and our English Learner Advisory Committee (ELAC) on our progress towards these goals.</p> <p>In our development, implementation and monitoring of the SPSA and LCAP, the data and reports used for our reporting are included.</p>	<ul style="list-style-type: none"> • CAB Agendas 2018-2019 • EPAAF Agendas • SPSA • LCAP • WASC Data compiled HERE

We meet bi-weekly with the CARE team and weekly with Advisory teams to monitor students, which includes a variety of data including, A-G GPA, credits, referrals, truancy, etc. Additionally we monitor data such as our Panorama surveys and Search Institute survey results as part of our staff professional development and Leadership Team meetings.	
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Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>There are a variety of regular check-ins with all staff, teachers, parents, and community partners. There is also extensive oversight by the Charter Advisory Board. Examples include:</p> <ul style="list-style-type: none"> Over 80% of staff in continued professional development together as a team (AVID, Hollyhock, Shane Safir, EL Achieve, SUHSD SAC meeting, etc.) Built-in collaboration time during weekly staff development and weekly common planning time by Advisory teams. Provide ongoing professional development on Depth of Knowledge, differentiated instruction and the CCSS/NGSS. Monthly department lead meetings focused on Depth of Knowledge (DOK) work, with opportunities for paid department team collaboration, time to work with district level coaches and walkthroughs at neighboring schools. (LCAP Goal 2) Bi-weekly Leadership Team meetings focused on ongoing professional development and resources to support curriculum and instruction (e.g., budget and staffing) Regular teacher evaluations per SUHSD protocols Walkthroughs and professional development with Kelly Smith & SUHSD West Ed colleague Leslie Hamburger <p>The opportunity for shared-decision making involving staff is offered at bi-weekly Leadership Team meetings, various staff meetings throughout the year, department chair meetings, Lead Advisor meetings, and College Team meetings. Staff members participate in an annual end-of-the-year meeting wherein their feedback is solicited through a reflection survey and ideas for school improvements for the following year are shared. While several veteran teachers assume various leadership roles, we are looking to establish more systems for shared leadership so that we can continue to empower our teachers.</p>	<ul style="list-style-type: none"> Admin. Check-in Schedule (Principal Mtgs.) EPAA PD Calendar End-of-year Feedback Survey

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and

resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Staff participated in year-long professional development around adult-to-adult communication during the 2018-2019 school year, facilitated by Shane Safir, author of the “Listening Leader.” Additionally, the administration works closely with the Sequoia District Teachers’ Association (SDTA), teachers’ union, to help resolve any outstanding concerns in a supportive environment in solidarity.</p> <ul style="list-style-type: none"> • Regular communication for face to face communication (regularly scheduled small group and one-on-one check-ins) • Staff emails • Staff meetings on Wednesdays with announcements • Weekly Bulldog News • Weekly Staff Bulletin • Staff PD around communication with Pacific Conflict Resolutions Center (PCRC) and Shane Safir, Enid Lee • SDTA regular staff meetings and monthly Admin/SDTA meetings 	<ul style="list-style-type: none"> • Admin. Check-in Schedule (Principal Mtgs.) • EPAA PD Calendar • Sample Weekly Bulletin

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>The SUHSD ensures that all teachers are credentialed and adhere to strict guidelines. The SUHSD shall continue the ultimate governance and operations of EPAA and serve as the employer of the certificated and classified staff assigned to EPAA. <i>LCAP page 12 Goal 1</i></p> <ul style="list-style-type: none"> • See Teacher Credentialing and Schooling Data • Employee Hiring Standards 	<ul style="list-style-type: none"> • SUHSD General HR Links • SUHSD Evaluation Toolkit • Sequoia Union High School District Evaluation Procedures • Evaluation Templates

<ul style="list-style-type: none"> • Employee Handbook • Formal Evaluations <p>New Teacher Support:</p> <ul style="list-style-type: none"> • New teachers participate in a week long PD • Vice Principal transition support to new teachers • New Teacher support by Kelly Smith around objective & standards driven lesson planning, with strong student engagement 	<ul style="list-style-type: none"> • Evaluation Calendar • New Teacher Cheat Sheet
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Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>There are a variety of systems in place to ensure clarity around operations and procedures for EPAA staff, students, and families. Survey results (SDTA Annual Admin Survey) show that consistency of systems and access to resources continues to be strong. In addition to online resources and clearly communicated systems, all teachers and staff have regularly scheduled check-ins with administrators.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Staff Handbook (electronic file) • August PD Review of Major Operations • Weekly Bulletins (links to important systems) • Weekly Staff meetings with agendas, links, roles, etc. • Guidance Team (electronic handbook/folder) available to staff • Scope & Sequence on-line • Program Planning Handbook • College & Career Center - online • EPAA Program Descriptions Shared Doc (compilation of programs) 	<ul style="list-style-type: none"> • EPAA Staff Handbook • EPAA Weekly Bulletin Sample • College & Career Center Online Resources • EPAA Curriculum Scope & Sequence • EPAA Guidance, Program Planning Handbook • Guidance & College Readiness Documents

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Thanks to teachers' willingness to grow (modeling our schoolwide focus on growth mindset), we had 80% of our teachers participating</p>	<ul style="list-style-type: none"> • EPAA Professional Development Calendar

<p>in school-related support and professional development for the summer of 2018.</p> <p>Teachers also participate in ongoing professional development made possible through the SUHSD office of Professional Development and Curriculum, in addition to a menu of top-rated individual contractors who work directly with EPAA.</p> <p>We provide built-in collaboration time during weekly staff development. We provide ongoing professional development on Depth of Knowledge, differentiated instruction and the CCSS/NGSS.</p> <p>EPAA integrated collaborative planning time in the school's master schedule and professional development calendar for regular weekly meetings, monthly meetings for departments and paid monthly meetings for department teams as able. We also provided various paid release days to pursue further professional development from reputable organizations with a strong history of success (LCAP Goal 2).</p> <p>Weekly PD includes:</p> <ul style="list-style-type: none"> • AVID • Department Time • Advisory vertical alignment and benchmark assessment • EL Achieve/Constructing Meaning • Shane Safir PD on "Creating the Conditions for Equitable School Transformation" • Kelly Smith • Dept. Team Webinars: https://www.actfl.org/convention-expo • Counseling PD based in the District Office • Weekly Barbara Reklis PD on technology • Enid Lee PD on Equity in the Classroom • Light Grant Peer Leader • Exhibition Time/Peer Review • Hollyhock Fellowship (3 teachers) • The Stanford World Language Project (World Languages/CCSS) 	<ul style="list-style-type: none"> • PBL Long Term Plan, Implementation of PBL, multi-disciplinary projects, current and engaging lessons • Walkthroughs • Focused Note-Using (AVID Implementation) in all classes • Student projects • Culminating Activities that include a community audience of stakeholders • Team notes, documents and systems to support work of shared leadership e.g., Sept. 17, 2018 PD documents • SUHSD Dashboard • # of students passing exhibition • # of students graduating A-G eligible • # of students earning credits on time towards h.s. Diploma • # of students enrolled in early college programs, including Stanford Spanish collaborative. • GMRT growth from 9th - 11th grade
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Teachers and administrators follow the SDTA procedures for regular administration of the evaluation process. Teachers report feeling safe to participate in the full cycle.</p>	<ul style="list-style-type: none"> • SUHSD Evaluation Toolkit • Sequoia Union High School District Evaluation Procedures • Evaluation Templates

<p>Thanks to teachers' willingness to grow (modeling our schoolwide focus on growth mindset), we had 80% of our teachers participating in school-related support and professional development for the summer of 2018.</p> <p>Teachers also participate in ongoing professional development made possible through the SUHSD office of Professional Development and Curriculum, in addition to a menu of top-rated individual contractors who work directly with EPAA.</p>	<ul style="list-style-type: none"> • Evaluation Calendar • EPAA Professional Development Calendar
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Administration receives feedback from all stakeholders through surveys and regular meetings. With the collaborative efforts of teachers, school counselors, parents, students and administrators we've made changes that reflect more focused attention to reaching our ambitious goals. Expenditures are determined based on measures such as A-G graduation rates, 4-year and 2-year college admissions, GMRT reading lexile results over time and the annual reports such as LCAP & SPSA.</p> <p>From the initial enrollment process EPAA is working hard to ensure students with special needs are well aware of all resources available to them through the SUHSD programs, as EPAA is a part of the SUHSD and all related programs.</p> <p>Course offerings and staffing has changed over time to include a more robust guidance and college going team, in addition to more teachers allowing us to offer more rigorous A-G electives.</p> <p>The SUHSD CFO and Controller works closely with the EPAA Principal in developing the annual budget. In addition, the school is very fortunate to have the EPAA Foundation to help supplement</p>	<ul style="list-style-type: none"> • CAB Agendas 2018-2019 • Staff Meeting Agendas & Notes • SSC/ELAC Agendas & Notes • LCAP • SPSA • EPAA Charter

resources to support our vision and mission that enable us to achieve the schoolwide learning outcomes.	
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>As part of the SUHSD we have full oversight in budgeting, as presented bi-annually for the annual budget, SPSA and LCAP review, in collaboration with the SUHSD Business Office.</p> <p>Additionally the budget is shared with the EPAA SSC/ELAC Parent meetings, EPAA leadership team, the Charter Advisory Board and EPAAF Board meetings.</p> <p>EPAA works closely with the SUHSD business office with the oversight of the SUHSD CFO, superintendent, accounting department and ultimately the SUHSD Board of Trustees. We have additional supports via the EPAAF accounting team for budget building support at the site level. EPAA's annual independent audit is performed as part of the District's audit process. We continue to have a healthy reserve and the full support of the EPAAF for any financial needs.</p>	<ul style="list-style-type: none"> • SUHSD Board of Trustees Agendas & Minutes • EPAA Budget

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>As part of the SUHSD, EPAA now resides at 1050 Myrtle Street, in the heart of East Palo Alto. The facilities are relatively new, with the latest addition, a brand new gymnasium, completed for Spring 2017, and the campus at large completed in 2012.</p> <ul style="list-style-type: none"> • Grant of Use - Commencing July 1, 2014, the Charter School will be housed at the District facilities at 1050 Myrtle Street, in East Palo Alto, California. EPAA has license to use all buildings and fields at that site ("Facilities"). Additional access includes a field around the corner, located behind Ronald McNair/Los Robles school. • Facilities Use Fee - EPAA will not be charged rent for use of the Facilities. The District and EPAA agree that these facilities are provided to EPAA as substantially rent free 	<ul style="list-style-type: none"> • EPAA Charter & MOU with SUHSD

<p>facilities, as that term is described in Education Code § 47613, subd. (b).</p> <ul style="list-style-type: none"> • Furnishings and Equipment - The facilities will be furnished by the District. • Custodial Services - The District shall be responsible to provide the custodial services customary for the facilities. The level of said services will be consistent with the District's standard practices and policies for other schools in the District. Said custodial services will be provided by District employees. The costs of these custodial services will come from EPAA's budget. • Maintenance, Repairs, and Landscaping - The District, at its own cost and expense, shall be responsible to maintain the facilities in good order, condition, and repair, including day-to-day maintenance and repairs. The District, at its sole cost and expense, will provide landscaping services for the facilities. • The campus is secured with controlled in-and-out access and surveillance. • All classrooms have interactive whiteboards capabilities, projectors and document cameras, if needed. • Students have 1:1 access to Chromebook laptops. • We have a library/college & career center. • Our makerspace "Dream Lab" is accessible to all students. • We have a cafeteria team and MPR to accommodate the entire school. • We have central quad with stage. • Classrooms have a lot of natural light and are climate controlled, creating a supportive academic environment. • Regular safety drills supported by necessary all call equipment and bells. All safety procedures and materials are regularly regulated. 	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Like all SUHSD schools EPAA participates in the annual Williams Act review, to ensure all students have access to curriculum and learning tools necessary to maximize their learning. Additionally, administration meets regularly with department chairs and Advisory leads to allocate resources and discuss any materials requests. Finally, the EPAA Charter Advisory Board and the EPAA Foundation meet quarterly to revisit the budget and to ensure all EPAA students, teachers and staff have the required materials to meet the rigorous academic and social emotional goals.</p>	<ul style="list-style-type: none"> • Budget • Annual Williams Act Review • Facilities Walkthrough tool

<ul style="list-style-type: none"> • Access to CANVAS, Google Classroom suite, Infinite Campus, School City and other online resources. • Consumable materials budget for core academic departments, Advisory, and exhibition. • Makerspace Dream Lab materials for all students and teachers to access. • Access to the SUHSD refresh grant for hardware (e.g., for new printers) • School hardware inventoried and repaired regularly by site-based technology team. • Access to SUHSD software, supplies and materials 	
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Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>Staff of EPAA are employees of the Sequoia Union High School District. With the support and assistance of SUHSD, East Palo Alto Academy continues to recruit professional, effective, and qualified personnel to serve in administrative, instructional support and other capacities. Personnel meet all requirements for employment set forth in applicable provisions of law, including California credential requirements.</p> <p>The hiring process at SUHSD and the school site will ensure that staff members have met all qualifications for the position sought, including specific qualifications needed to meet the charter school's goals as outlined by the educational program. Specific qualifications include:</p> <ul style="list-style-type: none"> • Possession of a clear or preliminary California Teaching Credential or other credential relevant to the position held; • Dedication to putting in time, energy, and effort in developing the school's program; • Commitment to working with parents as educational partners; • Willingness to become a learner as well as teacher/coach in the school; • Knowledge of or willingness to become knowledgeable about the developmental needs of EPAA students, including language needs and social-emotional needs; • Sensitivity to social as well as academic needs of the students; • Willingness and ability to plan cooperatively with other teachers; • Willingness to be trained in the use of different curricula, instructional strategies and technologies in the classroom; • Willingness to be an active participant in staff meetings; 	<ul style="list-style-type: none"> • Link to basic SUHSD HR Info. • New teacher orientation • EPAA PD Calendar • AVID training roster and PD • SUHSD Professional Development • PD for Instructional Aides • Contracts with Enid Lee, Shane Safir, Kelly Smith, etc.

<ul style="list-style-type: none"> • Willingness to work closely with the Student Study Team coordinator by providing any information regarding a student's behavior change, attitude, and/or classroom performance; • Willingness to take a leadership role in some aspect of the school's development; and • Willingness to continue education through additional courses and training, workshops, seminars, and staff development. • Staff will be recommended for hiring through a site committee process that includes interviews and demonstration lessons, and ensures full understanding of the unique features of the EPAA program. Staff will be hired in accordance with SUHSD processes and protocols. <p>New staff to EPAA receive on-boarding support through a separate professional development session, in addition to that offered by SUHSD. The training is geared towards orienting around basic school operations, in addition to programs unique to EPAA, such as Advisory and Exhibition. Additionally new staff are supported with a mentor who is a more veteran member of the EPAA staff.</p> <p>Ongoing professional development and nurturing the continued growth of a well-qualified staff for all programs are also priorities for our seasoned teachers. Three times a year, the EPAA staff participates in schoolwide teacher professional development days. We work closely with contracted professionals. All EPAA staff work with experts in their fields:</p> <ul style="list-style-type: none"> • Shane Safir & Dr. Jamila Dugan around effective collaboration and shared leadership • Enid Lee for equity centered teaching strategies for planning, implementation and reflection • Kelly Smith for effective standards aligned planning and implementation, with a focus on engaged learning. <p>Additionally, administration work monthly with department chairs to lead ongoing professional development for their departments. Department chairs then coordinate with their team to schedule release days for peer observations, or targeted professional development on topics such as tech implementation, designed and coordinated in collaboration with the district-wide technology lead. Teachers are also supported through funds and support for sub-release days to participate in AVID training, EL Achieve, BUCK Institute PBL training, Hollyhock Fellowship and CTE trainings made possible through our partnership with Stanford University. Like all SUHSD teachers, EPAA teachers also participate in district-wide professional development, such as the PD days offered in the fall and spring. Some also participate in the optional professional development workshops offered regularly at the district office.</p>	
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Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control

Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>LCAP goals are deliberately aligned to our vision, mission and goals, with regular reference in professional development and planning meetings. We work together to ensure the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college and career readiness indicators and standards, and schoolwide learner outcomes.</p> <p>Priorities focused on moving us towards our LCAP goals are integral parts of weekly Advisory team meetings (where all teachers are present), in addition to the bi-weekly Leadership Team meetings and monthly department team and parent SSC/ELAC meetings. All of which are with the presence of school administration. When a financial need is significant enough to warrant action, the proposal is brought to the governing bodies.</p> <p>Some examples of how we have aligned LCAP Goals with site resources decisions include:</p> <ul style="list-style-type: none"> • The addition of English Language Development teacher, along with a Literacy Specialist, to provide instructional and curricular support to ELL students and colleagues requesting supports. The ELD teacher offers support classes for ELL Levels 1-4. • Monthly department lead meetings focused on Depth of Knowledge (DOK) work, with opportunities for paid department team collaboration, time to work with district level coaches and walkthroughs at neighboring schools. • A master schedule that is inclusive of A-G courses and fully staff the course offerings. While A-G courses are our priority in the master schedule, and we have eliminated electives that are not A-G, those that have additional value remain, such as Student Government and BUILD. • Offering alternative electives that fulfill credit recovery (and A-G elective credit), such as Creative Writing and Race, Immigration and Ethnicity in the US, in addition to a partnership with A-Learn that helps fund credit recovery in Math over the summer. • Parent meetings to speak to families about A-G requirements for college eligibility. 	<p>LCAP</p>

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>Through regular meetings with various stakeholders, the administration works most closely with the Leadership and Guidance Teams for hiring needs that align to our long-term vision, as it relates to providing a master schedule that both supports students with significant academic needs and a rigorous college going curriculum.</p> <p>Based on our school vision and goals, school financial needs are surfaced as part of regular weekly Advisory team meetings with administrative presence, in addition to the bi-weekly leadership team meetings and monthly department team and parent SSC/ELAC meetings, all of which are in the presence of school administration. When a financial need is significant enough to warrant action, the proposal is brought to the governing bodies.</p> <p>Financial needs are discussed regularly as part of the Charter Advisory Board and East Palo Alto Academy Foundation Board meetings that happen every quarter. Budget decisions then impacted by such meetings are presented to the SUHSD business office and the SUHSD Board of Trustees for final approval.</p> <p>EPAA operates as a "direct funded" charter school, as that term is defined in Education Code section 47651. EPAA continues to receive funding from the state directly, pursuant to Education Code section 47651. SUHSD complies with Education Code section 47635 in providing EPAA with its share of local funding.</p> <p>SUHSD authorizes EPAA to pursue additional sources of funding. Any application for funding by EPAA that depends on the support or creditworthiness of SUHSD shall be presented to SUHSD for its prior written approval.</p>	<ul style="list-style-type: none"> • SSC/ELAC Meeting agendas and notes • CAB Agenda • EPAAF Board • Regular Admin. & Guidance Agendas • EPAA Leadership Team Mtg. Agendas & Notes

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting,

and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
EPAA works closely with the SUHSD business office with the oversight of the SUHSD CFO, Superintendent, accounting department and ultimately the SUHSD Board of Trustees. We have additional supports via EPAAF's accounting team for budget building support at the site level. In addition, EPAA's annual independent audit is performed as part of the District's audit process.	<ul style="list-style-type: none"> Budget approval through SUHSD trustees SUHSD Board of Trustees

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>All fiscal policies, procedures, and contracts follow the SUHSD and EPAA CAB process for approval. Institutional funds may only be released with the appropriate approvals of the SUHSD team that includes CFO, Supt. and Board of Trustees approval.</p> <p>SUHSD acts as fiscal agent for EPAA, based on the budget submitted by the principal, with advice and input from the CAB, and approved by the District Board of Trustees. Additional budget procedures between the district and EPAA are outlined in a separate memorandum of understanding.</p> <p>SUHSD governs and operates EPAA and, therefore, is ultimately responsible for its debts and liabilities. EPAA is insured under SUHSD policies. The exceptions are funds supported by EPAA Foundation, which must follow procedures that include EPAAF Board approval.</p>	<ul style="list-style-type: none"> SUHSD Board of Trustees EPAAF Board notes

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
As part of the SUHSD we have full transparency and oversight in budgeting, as presented bi-annually for the annual budget, SPSA and LCAP review, in collaboration with the SUHSD business office. Meetings are open to the public with all agendas and notes available on the SUHSD website.	<ul style="list-style-type: none"> CAB notes EPAAF notes SUHSD Board of Trustees

Additionally the budget is shared with the EPAA SSC/ELAC parent meetings, Leadership Team, the quarterly CAB, and EPAAF Board meetings.	
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Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>As part of SUHSD, a basic aid district, we have competitive salaries and benefits for all employees. Over the last several years, staff benefited from annual step and column increases in addition to raises that have occurred each year for the last few years in the amount of 3.5-5%. We continue to maintain a regular reserve between 3%-8% over the last four years in anticipation of increases in salaries and benefits.</p> <p>We continue to have the annual support of EPAAF, in the amount of 16% of our budget, to compliment our staffing needs in the areas of administration, technology support, wraparound school mental health services, and our college-going team.</p>	<ul style="list-style-type: none"> • SUHSD Certificated Salary Schedule • SUHSD HR • Budget, EPAAF contributions • EPAAF Board notes

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>The EPAA recruitment process is designed to enroll students who have been traditionally underserved in the education system, and who will be the first in their families to attend college. The primary recruitment focus is on students who are in 8th grade at the local middle schools, primarily in East Palo Alto, eastern Menlo Park, and eastern Redwood City.</p> <p>Recruitment begins with our traditional feeder schools, in addition to word of mouth, as many students are "legacy students" whose family members and neighbors were EPAA graduates who went on to college.</p>	<ul style="list-style-type: none"> • Recruitment Materials (flyers, brochures) • Social Media • EPAA Website

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

East Palo Alto Academy ACS WASC/CDE Self-Study Report

Findings	Supporting Evidence
<p>Based on our school vision and goals, school financial needs are surfaced as part of regular weekly Advisory team meetings with administrative presence, in addition to the bi-weekly Leadership Team meetings, monthly department team meetings, and parent SSC/ELAC meetings, all of which are with the presence of school administration. When a financial need is significant enough to warrant action, the proposal is brought to the governing bodies.</p> <p>Financial needs are discussed regularly as part of the Charter Advisory Board and East Palo Alto Academy Foundation Board meetings that happen every quarter. Budget decisions then impacted by such meetings are presented to the SUHSD business office and the SUHSD Board of Trustees for final approval.</p> <p>EPAA operates as a “direct funded” charter school, as that term is defined in Education Code section 47651. We continue to receive funding from the State directly, pursuant to Education Code section 47651. The district complies with Education Code section 47635 in providing EPAA with its share of local funding.</p> <p>The district authorizes EPAA to pursue additional sources of funding. Any application for funding by EPAA that depends on the support or creditworthiness of the district is presented to the district for its prior written approval.</p>	<ul style="list-style-type: none"> • EPAAF Board notes • CAB meeting notes/agendas • SUHSD Board of Trustees agendas & minutes • SSC/ELAC

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Since joining the Sequoia Union High School District (SUHSD), EPAA has benefited from the resources and support of a larger well established district. We are now able to access the resources of the business office, maintenance, student services, human resources, professional development, special education, data and governance through the management of the office of the superintendent and the board of trustees. The SUHSD team has been incredibly helpful and supportive in all of our efforts. The board of trustees and office of the superintendent specifically charged us (EPAA) with innovating and sharing what it takes to help students such as ours (qualified for free and reduced lunch and English language learners) to be prepared and qualify for college and graduate at a higher rate than students with similar demographics in the larger comprehensive high schools.

EPAA has also benefited from the support of EPAA Foundation (EPAAF). Through the foundation, we are able to staff according to our significant needs, with the addition of our college going team, technology support, administration and school mental health support. More importantly, through the support of EPAAF, we are able to continue with top-quality, ongoing professional development through contracts, supported over the years. The good work we continue to engage in with leaders such as Enid Lee to support multicultural education, Kelly Smith for standards based engaging instruction, and Shane Safir, supporting communicating effectively for collaboration, is all made possible through the generous support of EPAAF.

As a practice, the EPAA team of classified and certificated staff and students have a variety of opportunities to connect and collaborate. Through a variety of regularly scheduled meetings and surveys, we are able to share and reflect on information and data to help inform our work. Additionally, the parents and community partners are regularly connecting through such structures as the quarterly CAB meetings and the monthly parent meetings. While we are energized by this level of involvement, we continue to push for more involvement from our African American and Pacific Islander parents. We are also eager to include, in our WASC goals for the next six years, to more diligently refer to data in our reflections and analysis of our efforts towards our ambitious goals.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Engaging community partners: for curriculum, partners & funding
- Communication with students and parents: with Canvas, Infinite Campus, SLC's, Advisory, annual parent grade-level meetings, community cultural events, two monthly parent meetings, Parent Project course
- Strong EPAA Foundation support for special programs, charter fidelity and scholarships
- Strong support from key stakeholders: SUHSD, Charter Advisory Board & EPAA Foundation Board of very dedicated members over the years
- High retention of highly qualified teachers and staff

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- A system to encourage and develop more shared leadership (Leadership Team, Department Chairs, Advisory Liaisons, Exhibition Leads, etc.), with potential opportunities to alternate and encourage more broad-based participation from all colleagues
- More involvement from parents, especially our African American and Pacific Islander parents
- In an effort to truly maximize our many resources, we are working to have more systems for communication at all levels, to encourage that all colleagues are aware of and able to connect to resources to help reach our ambitious goals.
- A system to ensure an iterative process of inquiry where data is collected, assessed, and results are monitored with stakeholders
- EPAA continues to struggle with students who come to EPAA credit deficient as transfers, or placed in our college-going school, when a placement in an alternative setting, specifically for students with IEPs who may be more suited to an ILS (Independent Living Skills, e.g., students with known IEP needs around Intellectual Disabilities), would be more appropriate.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Teachers employ a number of research based strategies in order to plan and implement engaging and relatable content. Because teachers at the school do not use textbooks or canned curriculum, we create and design much of the material for our classes based on pedagogy that supports our students' abilities to realize the school's vision. Therefore, it is important that we use educational research that is current and meaningful. To this end, teachers across various departments continue to seek professional development (PD) opportunities. For example, the self study has identified a desire for more schoolwide professional development on backwards planning. However, teachers have participated in and even led various professional development opportunities.</p> <p>Professional Development:</p> <p>Carol Dweck's work on the importance of "Growth Mindset" has been an ongoing influence on the work that we do, from the development of The Bulldog Way (see B1.3) to the methods used by teachers in their practice. While this influence can be observed in the classrooms of multiple teachers and across various disciplines, we are continuing to make progress toward developing more ways to adapt our curriculum so that it captures this work. For instance, over the years, staff has participated in multiple in-house PD on ways to incorporate more mindset practices into our curriculum.</p> <p>Math and Social Science teachers are members of the Hollyhock Fellowship through Stanford, a program that supports teachers' development of content-specific instructional practices to create equitable opportunities for all students. By the end of this year, at least one teacher from every department will have participated in the district's EL Achieve series of workshops on "Constructing Meaning" giving teachers strategies for integrate language supports into their classes to improve achievement of all students.</p> <p>Teachers design project-based learning (PBL) experiences</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • PD on Growth Mindset (Actionable Items) • PD on Growth Mindset (Empowering our Students) • PD on Growth Mindset (Incorporating Practices) • Participation of EPAA teachers in the Hollyhock Fellowship • PD on "Constructing Meaning" • PD on PBL with Buck Institute • PD on PBL Design Standards • PD on Equity in the Classroom (with Enid Lee) • Agenda for Math PD with Barbara Reklis <p>Department Scopes & Sequences:</p> <ol style="list-style-type: none"> Social Science English Math Science Spanish <p>Curricular examples:</p> <ol style="list-style-type: none"> Social Science: <ul style="list-style-type: none"> • Structured Academic

<p>influenced by the training that Envision Learning Partners provided to staff in past PD. These PBL design standards incorporate inquiry, choice, backwards planning, reflection, and a public product. PBL exists both in content classes and in the annual grade-level exhibitions. Teachers report that projects exist across disciplines. For example, in Spanish, projects are designed in collaboration with many community members, including a professor at Stanford University, to give students' projects a real world audience for the work that they do. An area of growth is to disseminate standards for project design as they come to our school. And next year, teachers will participate in the Buck Institute's PBL World to receive PD on developing more projects with these best practices.</p> <p>Three years ago, teachers developed a standards-aligned scope and sequence with Kelly Smith of Elevated Achievement, a literacy consultant who specializes in engagement and backwards planning, for big picture support. With these scopes and sequences, we have created units that are culturally relevant and accessible for second-language learners to reach those rigorous, standards-based objectives. Additionally, Enid Lee, an anti-racist professional development consultant, presented the staff with strategies based on her research to ensuring that the curricula at EPAA is culturally responsive. Each department carries out this work in its own way.</p> <p>Department Curriculum:</p> <p>A. Social Science</p> <p>The department is most excited about using the research they examined during the Hollyhock Fellowship during the summer of 2018 to re-write their World History and U.S. history curricula. Both teachers are committed to using the resources gained during the fellowship which include but are not limited to coaching, research based unit planning tools and group reflection.</p> <p>B. English</p> <p>In the English department, teachers use the backwards planning model to create curriculum maps to help students develop the skills required to master the standards. With culturally relevant pedagogy, teachers create essential and guiding questions, choose the appropriate texts, and design learning experiences that will help their students engage with the content and access the materials. With inspiration from our continued workshops with Enid Lee, teachers approach curriculum planning with an intentional lens for equity. Thematic concepts explored in English classes across the grade-levels cover civil rights, social justice, literacy, genocide, power, perspective, and identity.</p> <p>C. Math</p> <p>In the Mathematics department, teachers use the Big Ideas Math and CPM textbooks to create curriculum maps that are planned backwards to help students develop the skills required to master the standards. The department also uses supplemental curriculum from</p>	<p>Conversation in World History</p> <p>2. English:</p> <ul style="list-style-type: none"> • Argumentative Essay on Literacy and the Cycle of Poverty <p>3. Math</p> <ul style="list-style-type: none"> • Sample of Complex Instruction from Algebra 1 <p>4. Science:</p> <ul style="list-style-type: none"> • Assessment using Claim-Evidence-Reasoning format and linking to real life experiences • Assessment relating real life experiences to the concept of air pressure <p>5. Spanish:</p> <ul style="list-style-type: none"> • Member, contributor, participant and presenter of ACTFL. Work was published by: http://www.aausc.org/. • Collaborate with Sequoia District: WL SAC. • Collaborate and co teach with Stanford Spanish Professor and its Department. http://www.epaahs.org/Academics/Stanford-Collaboration/index.html • Collaborate with Berkeley and Stanford World Language Program
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Jo Boaler's YouCubed, 3 Act Math tasks, Mathematics Assessment Project, Khan Academy, as well as strategies from AVID to support student learning. Teachers regularly attend math professional development from the district such as Number Talk Workshops, CAASPP trainings, as well as the Constructing Meaning Institute. We partnered with our districts' instructional technology specialist, Barbara Reklis to better integrate technology in our classrooms, using sites such as Desmos, Canvas, and Geogebra. In Canvas, we explored apps such as CK-12, Flipgrid, and how to create quizzes. In Desmos, we explored the Polygraph and Card Sort tool.

Through the Hollyhock fellowship, one of our math teachers gained insight of how the 8 math practices were applicable to math tasks and students' work was looked at purely through the lens of the 8 math practices and Algebra content standards. One of the key books from the training was *The 5 Practices of Orchestrating Productive Discussion*. This book is the foundation behind the Hollyhock fellowship and coaching throughout the 2 years.

D. Science

All three science courses heavily utilize the Next Generation Science Standards. Some have explicitly listed the performance expectation for each unit in their syllabus, including the description of the performance expectation. Current research suggests that the focus on investigation and inquiry rather than content memorization helps students learn skills more deeply (Osbourne 2017). The science classes also emphasize the skill of writing argumentation from evidence in a Claim-Evidence-Reasoning format. Engaging students in writing arguments from evidence helps them build literacy skills while also building skills in critical analysis, interpreting data, and observation (Osbourne 2010).

Teachers also use the Science Capital teaching approach from the University College London Institute of Education, a social justice-oriented approach meant to engage more students in science and promote accessibility to science. The Science Capital teaching approach encourages relating content to students' possible real life experiences with scientific phenomena outside of the classroom, showing students that science is a subject for anyone, and using this as a foundation to build students' science capital. For example, the chemistry teachers' introduction to the "What is heat and how does it affect things?" unit has students listing what they know "creates" heat as well as what they know heat does to things.

E. Spanish

Our Spanish speaking program gives students an opportunity to enhance their oral fluency and acquire literacy skills through a culturally affirming curriculum. Our program is important because it helps students build self-esteem, a sense of identity, and facilitates the learning of a second language. As Native Speaker teachers, we value, respect and engage their lives, cultures and traditions. In our classrooms, they feel empowered knowing that their native

language and history enriches us all. By interacting in a myriad of topics and projects, students realize that their native language is not only the language spoken in the field or the kitchen but it is also a language to speak about the beauty of poetry, the mesmerizing Silicon Valley, the craziness of politics, the environment and other globe issues. Alas, they feel safe, they feel confident and proud; they begin to believe that being bilingual is an asset that will empower them and increase their chances of acquiring the necessary college-ready and 21st century skills which are difficult for students who are experiencing an achievement gap and are traditionally disenfranchised by mainstream culture.

F. Visual & Performing Arts (VPA)

A variety of educational research guides the creation of the unique VPA programs offered at EPAA. Gardner's theory of multiple intelligences is at the foundation of how class routines and major assessments are structured. This connects to research on the most effective ways to implement Project-Based Learning in the classroom, which are also utilized when developing major assessments. Research on structured student dialogue is employed in designing procedures for the discussion-based foundation of the class. Current research in linguistics - such as that conducted by H. Samy Alim concerning how language in schools is framed in ways that often alienate students from school as a place that values them, their families, and their cultures - guides the ways in which language is taught in the VPA classroom. Intersectional feminism, and the more general concept of intersectionality that has followed its development, guides curricular design. Each lesson, unit, essential question, and assessment is viewed critically through the lenses of culturally relevant pedagogy, and further, culturally sustaining pedagogy (CSP).

Culturally relevant and sustaining pedagogy is at the heart of curricular design in VPA at EPAA. The distinction between culturally relevant and sustaining pedagogy is an important one. CSP seeks to actively sustain the cultures of the communities being served, specifically those often erased in school settings. Using the philosophies and foundations of university Ethnic Studies curricula, as well as intersectional feminism, VPA units and assessments are specifically designed to bring narratives, stories, language, history, and modes of expression that have traditionally been excluded from public high school curricula. According to the authors who developed the theory, H Samy Alim and Django Paris, culturally sustaining pedagogy "seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization". This includes the selection of texts, the creation of assessments, the creation of classroom norms, the language that is used in everything from the course syllabus to project assignment sheets.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators

or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>EPAA is committed to providing an instructional program that is aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in different content areas. We especially support acceleration of English language proficiency for English learners as well as mastery of academic language across content areas for all students. As 9th graders, all students are enrolled in an A-G schedule that will give them access to 4-year universities if they earn Cs or better. Students who enter high school as newcomers will enroll in our English Language Development (ELD) courses, of which there are three (ELD 1-3). In the last three years, we have added new core and elective courses to our offerings that have also received A-G approval (e.g. ELD 3, Mobile Apps Development, AP Computer Science Principles, Drama 3 (Acting), Spanish III, Creative Writing, and Race, Immigration & Ethnicity in the US).</p> <p>When the school consulted Kelly Smith to work with departments to develop CCSS aligned scope and sequence for all courses, teachers analyzed their curriculum and adjusted as necessary for alignment.</p> <p>Social Science: The social studies courses offered at EPAA are: World History, U.S. History, Government, Economics, and as of the 2017-2018 school year, Race, Immigration & Ethnicity in the US. The addition of this course provides the department with our only A-G elective, while all other courses are A-G requirements. All of the courses share a foundation in the CCSS ELA Literacy in History/Social Science & Technical Subject standards.</p> <p>English: Through the work with Kelly Smith, the English department developed a scope and sequence that is vertically aligned and spans all four years. Through this work, teachers also received professional development to write daily objectives using the Common Core State Standards and student-friendly language specifying the tasks that students will do to meet those objectives.</p> <p>In the 11th grade, curriculum maps are designed to prepare students for the CAASPP by giving students opportunities to demonstrate mastery of standards on assessments that mirror the performance tasks in an effort to help them gain college-readiness. Teachers have continued this effort through training from the CAASPP-Institute at the Sacramento County Office of Education. In 2018-2019, two English teachers attended the conference. To</p>	<p>Department Scopes & Sequences:</p> <ul style="list-style-type: none"> • Social Science • English • Math • Science • Spanish • Advisory Scope and Sequence <p>Classroom Samples:</p> <ul style="list-style-type: none"> • Race, Immigration and Ethnic Studies in the US Syllabus • Sample Daily Objectives and Standards in English • English I Syllabus • AS English I Syllabus • AS English II Syllabus with CCSS • Chemistry Syllabus with NGSS Standards <p>SAT Prep:</p> <ul style="list-style-type: none"> • SAT ELA Prep Training • SAT Math Prep Training • Sample SAT Prep

continue preparing students for college, teachers incorporate SAT test prep into their daily routines (e.g. Do Nows) that serve as mini-lessons on foundational skills, which can then be practiced by students.

Math:

The teachers in the math department use standards aligned textbooks and EPAA developed scope and sequence as reference to create their curriculum. By creating their own curriculum, teachers have the flexibility to respond to the needs of the students while still meeting the CCSS standards. This year, half of our department will be attending another CAASPP Institute to support teaching and learning of the CAASPP System.

Science:

The science department grounds their curriculum in the Next Generation Science Standards, with focus on building the science & engineering practices in order to meet the performance expectations. The science department starts with backwards planning to plan each unit and lessons within, starting with the performance expectations. In these lessons, students also engage in the science practice of planning and carrying out investigations, utilizing the campus makerspace for wet labs and building projects.

Spanish:

Two of the teachers have participated in The Stanford World Language: **The 2018-2019 SEMINARS FOR WORLD LANGUAGE TEACHERS:** World Language Content Standards & the Common Core for the 21st Century Language Classroom. The Spanish courses offered at EPAA are: Spanish 1, 2, Spanish for Native Speakers 1, 2, AP Spanish.

Visual & Performing Arts:

The preferred course sequence for VPA is take Drama 1 (Introduction to Performing Arts), then Drama 2 (Advanced Performing Arts) and/or Acting (Drama 3). Traditionally, either Drama 2 or Acting has been offered each year, not both. Due to the realities of scheduling a small school, some students are placed in Acting or Drama 2 without having taken Drama 1. All three courses have been state-approved as A-G college preparatory classes.

Advisory:

Last year, staff took the American School Counselor Association (ASCA) standards and selected which standards to use in the three areas of Advisory (i.e. Social-Emotional Learning, Academic Monitoring, and College-and-Career Counseling). Lead Advisors for each grade-level then vertically aligned the set of standards in each of the three areas. Advisors in the lower house (9th & 10th) and the upper house (11th & 12th) will now design benchmark assessments for Advisory that are backwards mapped to these standards.

SEL curriculum (e.g. Growth Mindset)

<p>In the past, upper house advisors have taught SAT prep through outside sources like College Spring, which provided our students with opportunities for Diagnostic Tests and targeted lessons for teachers to deliver support on foundational skills in reading, writing, and math. Teachers supplemented these lessons with individual practice on Khan Academy. This year, advisors have begun to use materials from AJ Tutoring to provide more relevant test prep.</p>	
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>When the staff evaluated the effectiveness of its overall program at the end of the academic year of 2016-2017, teachers and administrators came to consensus on the need for help our students develop habits of mind that would enable them, not only to succeed in their content classes, but also to bridge the gap between success in their content specific standards with our overall Five Habits, or Schoolwide Learner Outcomes (SLOs). This work culminated in the development of what we call The Bulldog Way, a philosophy that we instill in our students through our relationships, our coaching, our classroom expectations, and also our curriculum. In 2017-2018, we began the work of developing curriculum to teach the different components of the Bulldog Way (i.e. Bulldog Love, Bulldog Attitude, Bulldog Mindset, Bulldog Grit, and Bulldog Power). That work remains ongoing, but it has provided teachers with a means to have conversations with students regarding their attitude and performance.</p> <p>Teachers ensure consistency and congruence between the Five Habits, from which we developed our SLOs, and the concepts and skills taught through the rubrics that are used to assess student work. Currently, we use calibrated rubrics to assess students on their annual exhibition projects. These rubrics assess students in each area of the Five Habits. And the projects were developed to align curriculum and instruction to the standards of each respective discipline. An area of growth is for teachers to develop more vertically aligned rubrics. The science and English departments used release days this year for this purpose. Currently, the Five Habits, or SLOs, are assessed in various content classes but with varied weights and through more content-specific means.</p> <p>Core departments have an aligned definition of each habit so that teachers can assess their students' mastery of the curriculum through the lens of their content area. This work culminated in the creation of department specific Five Habits posters. Teachers assign each project, exam, or assignment in their gradebook to one</p>	<p>The Bulldog Way</p> <ul style="list-style-type: none"> • The Bulldog Way Poster • PD on the Bulldog Way • Sample Bulldog Way Curriculum <p>The Five Habits</p> <ul style="list-style-type: none"> • Five Habits Posters • Gradebook Snapshot of English III • Gradebook Snapshot of Chemistry <p>Academic Standards & SLOs</p> <ul style="list-style-type: none"> • PD on Rigor & Standards • 9th Grade Exhibition Rubric • 10th Grade Exhibition Rubric • 11th Grade Exhibition Rubric • 12th Grade Exhibition Rubric

<p>or more habits in order to assess student performance in each category. Teachers design rubrics to assess students on their performance against the expected learning outcomes for mastery in each of the Five Habits, which is then recorded in the gradebook under different the different assignment categories.</p> <p>For example, each class in the Science department sorts assessments and evaluations within the Five Habits. Investigations and inquiries in which students use multiple NGSS Science & Engineering Practices are counted in the Habit of Critical and Creative Thinking. Assessments in which students build skills in argumentation from evidence are counted within the Communication Habit. While it could be argued that all written arguments should be counted within Communication, arguments from evidence as a summative assessment can also include an Application of Knowledge grade, since students apply the content knowledge they have gained throughout the unit in order to synthesize a larger argument. The Five Habits are a natural framework for assessment of the NGSS. Teachers integrate the NGSS Performance Expectation into their syllabus or their daily board configuration, with some teachers referencing the standard throughout the lesson. Daily objectives for each lesson include both content to be learned and a practice students will use to learn or to apply their knowledge.</p> <p>Because the scope and sequences in each department were teacher developed, the coherence between curricular content and assessment is high. However, the self-study has identified a need for individual departments to have more agreed-upon structures and frameworks to build consistency in curricular mapping. New teachers have communicated that these would could serve as helpful roadmaps for teachers who need to plan curriculum on their own because they are the only teacher who teaches that class.</p>	
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Throughout all grade-levels, EPAA shows a clear example of cross-curricular collaboration in our exhibitions, one of which exists at each grade level. These exhibitions have been adapted over time to create authentic and relevant experiences for students. Each exhibition, regardless of content, culminates in a presentation to an audience that assesses students in their communication skills. The exhibition content areas include Math, Art, Science, English, and Social Science, and exhibition teams are comprised of teachers from various disciplines, albeit teams are not grade-level specific, yet. Therefore, while this is a concerted effort to create more</p>	<p>Exhibitions</p> <ul style="list-style-type: none"> • Exhibition Descriptions • Exhibition Teams <p>Evidence of Advisory Circuits</p> <ul style="list-style-type: none"> • Advisory Calendar • FutureProfits • Neuroscience of Addiction • Sample of Health

<p>interdisciplinary work for students at each grade level, an area of growth is to see more cross-curricular work in students' classes at each grade level to strengthen the interdisciplinary teaching of skills. Currently, exhibition projects include:</p> <ul style="list-style-type: none"> • 9th Grade: In this STEM exhibition with an emphasis in physics, math, and engineering, students design and build their own catapults, using projectile motion. • 10th Grade: This exhibition is joint project between World History and English on the topic of genocide and its' impact on both the individual and the world with an emphasis in social studies and English. • 11th Grade: Students examine social movements and historical examples of how the disenfranchised have organized to make change. • 12th Grade: Seniors start by surveying their community for authentic needs, and then in teams they develop a project designed to help the community meet those needs. Groups then pilot their project in the community and end the semester by presenting their proposal and reflection to a panel of community judges. <p>EPAA also partners with multiple organizations to offer outsourced curriculum, both in content classes and Advisory. For example, in biology, which students typically take in their sophomore year, educators from Health Connected, a sexual health education program, come into classrooms to teach their Teen Talk curriculum. This comprehensive curriculum includes not only reproductive anatomy, STI protection, and birth control, but also sexual orientation, gender identity, personal values, and maintaining boundaries. Additionally, our Advisory program also relies heavily on the work and curriculum of outside organizations to support our students' social-emotional needs. These Advisory circuits range from FutureProfits through Able Works, Break Free from Depression through the Stanford Mental Health team, and Neuroscience of Addiction through Addiction Education Society.</p>	<p>Connect curriculum</p>
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>The school school counselor goes to several middle schools each year, which include both public and private schools in East Palo Alto and neighboring cities. Our inclusion in the Sequoia District four years ago has increased our articulation with the schools as there is regular contact and joint professional development. This year, the Ravenswood district is moving from a K-8 school model to a separate middle school, which we are hoping will encourage an</p>	<p>Articulation for incoming students:</p> <ul style="list-style-type: none"> • Counselor Meetings with Feeder Schools • Feeder School Articulation Panel • Summer Bridge Notes

easier path to direct articulation. Administration has facilitated visits from middle school teachers to our campus, wherein they got a chance to tour classrooms and hear from student and teacher panels about the work we do at EPAA. An area of growth, however, can be to work with the feeder districts to align curriculum and practices to facilitate a smoother transition for 8th graders.

Summer Bridge

Before the start of their 9th grade year, incoming freshmen participate in our Summer Bridge program, which typically begins a week after the end of the school year. Summer Bridge is taught by EPAA teachers and students receive instruction on the Bulldog Way and the Five Habits. The purpose of Summer Bridge is to acculturate the students to our school culture and familiarize them with the expectations of high school, while giving our staff an opportunity to build relationships with students before even their first day of school.

Early College & Counseling

Our Early College program, in which two college classes are taught on our campus by community college professors, allows for specific and direct articulation between our school and one of the local community colleges, Foothill College. By taking courses in dual enrollment, students are earning college credit and high school credit, while at the same time they are learning the demands and pace of a college-level course, which will help students with their transition into post-secondary education. Not only would students who enroll in Foothill College already be registered, they may also earn transferable general education credits, subject to articulation agreements between Foothill College and transfer college. The college counselors work closely with current seniors to ensure a smooth transition to local community colleges by providing guidance on appointments for placement tests, meetings with the disability resource center, college registration, and college counselor meetings. EPAAF is working to support this transition after students graduate from the high school.

East Palo Alto Academy Foundation (EPAAF)

While we do not formally track the progress of our graduates in college, advisors and teachers frequently receive updates from their students informally and anecdotally. The more robust work of graduate follow up is done by the team at the East Palo Alto Academy Foundation (EPAAF). EPAAF works with many of our graduates through the college scholarship program. As a non-profit foundation, they collect data on how their scholars are performing in college. This year, we are hoping to expand the data to include all graduates, not just the ones receiving scholarship money. The foundation has expanded the program to include college-support for all students who apply, regardless of whether they will attend a community college or a 4-year university. The senior seminar teacher also collected data on the class of 2016's first year out of high school. We have used both of these sets of data to inform both

- [Summer Bridge Class Photo](#)

Follow Up with seniors and graduates:

- [Early College Partnership with Foothill College](#)
- [Community College Disability Resource Center meetings](#)
- [Counseling Community College Transitions Meetings](#)
- [East Palo Alto Academy Foundation \(EPAAF\)](#)

some curricular decisions and to give advice to current students of what colleges provide the best programs for first generation students. An area of growth is to find a way for to partner with EPAAF to gather more college matriculation data to better inform our practices.	
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B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>EPAA students will have the opportunity to prepare for college and careers through the completion of college preparatory classes, access to free community college courses and college readiness preparation through the Advisory and Senior Seminar classes.</p> <p>Prior to senior year, all students receive college and career readiness preparation in Advisory. All students attend an annual "College Day" field trip, where each grade level visits a different school, alternating between Universities of California (UCs) and California State Universities (CSUs) each year. In the 9th and 10th grades, students combine their exploration of college and career options with research and field trips. Every year, students in the 10th grade participate in a field trip to colleges in Southern California to visit schools that they may have researched. Once students become juniors and enter the upper house, the focus of Advisory is for students to find a pathway that feels right to them. These possible options include JobTrain (a vocational training facility in nearby Menlo Park), apprenticeships, the military, police academy, a community college certificate, an associate's degree, a bachelor's degree, and beyond. In Advisory, students research and explore careers made possible through each pathway in order to find the pathway they desire to choose. This school year, we began the process of planning and implementing Advisory benchmarks at each grade level to facilitate the vertical alignment of these goals.</p> <p>Senior Seminar is a course that was initially designed in 2014 to support 4-year bound seniors through the complicated college application process. However, since then, the program has evolved to include college and career readiness preparation for all students.</p>	<p>Advisory:</p> <ul style="list-style-type: none"> • Advisory Benchmark planning document • SAT Diagnostic Calendar and Logistics <p>Senior Seminar:</p> <ul style="list-style-type: none"> • Senior Seminar syllabus • CRLP 7 syllabus • Sample curriculum exploring post-secondary options from senior seminar <p>Other:</p> <ul style="list-style-type: none"> • College Day 2018-2019 • CTE Job Posting

<p>In addition to helping students apply to college, Senior Seminar now includes helping students evaluate their own values and life goals to lead them through the process of career exploration and research, which culminates in the goal of helping each graduating senior create a post-secondary plan (e.g. 4-year university, community college associate's and certificate programs, vocational schools like JobTrain, etc.). This work takes place in our Dual Enrollment course, which is actually a Foothill College class taught by a college professor. The course is "CRLP: Self-Assessment," and its description states that the aim of the course is to provide students with an "exploration of individual skills, interests, values, and personality style as they relate to career choice [which] includes testing, values clarification, skills identification, lifestyle assessment, decision making and goal-setting techniques."</p> <p>All 10th and 11th graders take the PSAT to prepare them for standardized tests required for college admission. Students who have elected to pursue admission to a 4-year university receive direct test-preparation for the SAT in the 11th grade and first semester of 12th grade. Last year, teachers partnered with CollegeSpring. This year, they have explored working with AJ tutoring to provide test preparation.</p> <p>An area of growth identified by administration is the need to provide students with more career and technical pathways. Administration has committed to hiring a full-time CTE teacher for the upcoming school year and we are currently in the process of hiring. We will be adding to the master schedule an engineering strand, which will include Product Design & Innovation, two Engineering Design classes, for the next school year to provide students with more elective offerings. These courses will be open to students from all grade-levels.</p>	
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Students have access to a range of A-G course offerings. Advisors and counselors analyze transcripts with students yearly to ensure that students know the A-G requirements and their success level at meeting them. Two courses have been added to the master schedule, Creative Writing and Race, Immigration & Ethnicity in the US, that help students make-up English or social science requirements. Summer school is available for students needing to improve their grades in order to satisfy A-G requirements.</p> <p>For the last two years, we have offered a class called BUILD for our 9th graders. BUILD projects, such as the Class Business, are</p>	<p>Master Schedule</p> <ul style="list-style-type: none"> • A-G Course List • Transcript Evaluation lesson <p>Makerspace</p> <ul style="list-style-type: none"> • Link for makerspace lunch offerings • Design Showcase at Stanford • Picture of Student Working on 9th Grade

<p>designed to practice the design process (empathize, define, ideate, prototype, and test) and use Spark Skills (collaboration, communication, problem solving, innovation, grit, self-management). The Class Business is a "goodie bag" selling project that is phased into 6 days of activities that provide are multiple opportunities to apply the design process and reflect on each phase of a project and focus lessons on the Spark Skills we are targeting most. Students will plan together to create their business name, logos, sales pitches, and focus on essential BUILD math skills and practices such as calculating cost of goods sold (COGS) and COGS per unit. Students will be exposed to business vocabulary like COGS, profit, revenue, target market, and learn about setting prices and experience creating and marketing a branded product to a target market. The experience of creating and running a business demystifies and breaks through barriers of understanding the business world. Students have a chance to make connections and understand principles that they take for granted such as the arbitrary nature of prices, economic principles of supply and demand, and they learn through reflection how business relies so much on thinking critically about strategy. Above all, students get a chance to work as a team and actually make a profit.</p> <p>Furthermore, the curriculum in all science classes employs real world phenomena outside of the classroom. For science phenomena that may be hard to experience outside of the classroom, phenomena or simulations are brought into the classroom. For example, heat can be experienced in many ways outside of the classroom, but in order to bring a concrete experience that students can witness with their own eyes, teachers heat a metal ball in order to expand it so much that the ball does not fit into a ring it fit into when it was cold. Another example was the wire and wax experiment, where wax melted after heating up a piece of wire (i.e., transfer of heat).</p> <p>In order to build skills in argumentation from evidence, students first argue about debatable things they may have opinions over in real life. For example, students build skills in argumentation first by debating each other over whether In-N-Out is better than Wingstop or if Reese's are better than Kit Kats. After developing skills in argument for these subjects, students apply those skills in scientific argumentation using evidence, like whether or not climate change is real. In other curricular areas, students also practice the skill of argumentation, whether through Structured Academic Controversies in Social Science or a Mock Trial in English. Teachers in our Spanish department invite real life authors and students from Stanford University and to take part in developing student work for display at an annual Spanish Gala.</p> <p>The addition of the makerspace has allowed greater connection to real world experiences and applications. Students have utilized the makerspace for projects such as building a working model of the digestive system in biology. Last year, our STEAM</p>	<ul style="list-style-type: none"> • Exhibition • Another Picture of Student Working on 9th Grade Exhibition <p>BUILD</p> <ul style="list-style-type: none"> • BUILD Showcase photo 17-18 • BUILD Showcase photo 18-19 <p>Other:</p> <ul style="list-style-type: none"> • Spanish Gala
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<p>Director/Makerspace Manager worked with students on a design project that culminated in a Design for Social Good Showcase held at Stanford University, where the team of five students was selected as a finalist. Students also utilize the makerspace for their freshman exhibition in which they design, build, and analyze a projectile launch mechanism.</p> <p>Students in grades 10-12 engage in an education program called FutureProfits that partners with local organizations and public high schools in Northern California to provide 24 hours of curriculum in a school year. FutureProfits targets under-resourced high school students at-risk of being caught in generational cycles of poverty. Through this program, we equip youth with fundamental financial paradigms and life and decision-making skills to support their paths towards success and self-determination.</p>	
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>An integral component of our Advisory program is the partnership that develops among the teacher (advisor), student, and parent/guardian. The student-led conferences (SLCs) are a hallmark of the relationship building aspect of our Advisory program, particularly under the strand of academic monitoring. Every week, students monitor their grades, create S.M.A.R.T. goals, reflect on their progress towards meeting those goals, and their daily attendance to prepare a script that they present to a parent or guardian and their advisor during bi-yearly SLCs. Students receive a substantial Advisory grade for the completion of each SLC. Understandably, some families are unable to attend an SLC, and in these cases advisors can employ creativity to maintain clear communication with the student and their parent or guardian. For example, a student might use their script to write a letter to their parent or guardian that outlines the student's progress. The student would get the letter signed and return it to their advisor. In lieu of SLCs, 12th-graders and their families can attend regular parent meetings which may be hosted by the College Team and/or 12th-grade advisors as well as administrators. The counseling and administrative team hold three way meetings (with students and parents) for students at risk of not graduating, to discuss options for credit recovery and graduation progress.</p> <p>Parents, students and staff are all members of the IEP team. The team works together at least once per year (more if needed) to develop and revise individualized learning plans which include academic, behavioral (if needed), and college and career readiness goals. Teachers collaborate as they monitor and discuss student</p>	<p>Advisory Curriculum Samples</p> <ul style="list-style-type: none"> • SLC Script example • Statement of Intent • Advisory Academic Self-Improvement Plan planner

progress throughout the year. Students and parents receive progress reports each semester on IEP goals.	
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The Senior Seminar program facilitates an authentic, student-centered college and career exploration for students so that they can create their own postsecondary plans. This includes visiting the local community colleges with their students, meeting with college counselors, registering for their summer or fall classes, and in some cases registering students with IEPs in the disability services particular to the college the student will attend. Because we understand that success means more than just enrolling in a college, the school works closely with the East Palo Alto Academy Foundation (EPAAF) to help students in the transition from high school to college. An outcome of this work was the creation of additional supports for our graduates. This year, in addition to supporting scholars as a part of their long-standing senior and alumni scholarship programs, the Foundation has opened a new pathway for community college students to receive college support. The “College Success Program” is reserved solely for community college students and they will receive mentorship, check-ins, advising, as well as access to other resources.</p> <p>During senior year Advisory, students will complete two benchmark assessments that help them reflect on their transition out of high school and into college or the workforce. The development of these assessments has been a professional development priority this current school year. For example, during the fall the students will be answering the question “who and what do I value?” In the spring, the plan is to have students answer the question “How am I effectively prepared for a productive life after high school?” That work can be seen in our Advisory benchmark planning. Throughout several lessons, students will investigate how they want to spend their time so that when they have more freedom, they will already know what their priorities are and make better choices.</p>	<p>Community College Transitions Meetings</p> <p>East Palo Alto Academy Foundation work:</p> <ul style="list-style-type: none"> • EPAAF and EPAA College Team Meeting Notes • EPAAF Programs supporting College Transitions <p>Advisory:</p> <ul style="list-style-type: none"> • Advisory Benchmark Planning Document • Senior Advisory S1 Benchmark Assignment • Seniors Advisory S1 Benchmark Student Samples

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Teachers and staff at EPAA have continued to rely on research-based best practices to meet the needs of their learners. This work has been furthered by ongoing professional development on equity practices, engagement strategies, and culturally-responsive pedagogy, all of which aim to target and develop the students' mindsets on education. A-G curriculum is designed to connect to students' lives and experiences and serve as an entry point for further instruction and coaching. Opportunities for teachers to collaborate cross-curricularly seek to further that connection. To transfer and realize classroom learning into students' own lives, the Advisory curriculum has begun to form a vertically-aligned experience that will guide students throughout their four years at EPAA toward a rewarding life.

While the framework for curriculum at EPAA allows for the strengths mentioned above, the self-study has identified that more work can be done to further improve the efficiency and authenticity of that work. One way to build on current strengths is to broaden the implementation of culturally responsive practices into all areas of the school, including classrooms that currently focus less on it. We find that, while cross-curricular planning is embedded in the current model for Exhibitions, the projects themselves need more revision to truly align to the design standards of effective and authentic project-based learning. Current time spent in cross-curricular planning focuses less on the design aspect of the projects themselves and more heavily on the delegation and explanation of tasks. Another way for PBL to reflect more authenticity within existing curricular units is to have them serve as assessments of units that are truly backwards mapped. Department and cross-curricular planning can also be the means by which teams develop more horizontal and vertical alignment of standards and learning outcomes. PBL is one mode of providing students with more authentic and real-world learning experiences, and the self-study has identified the need for more opportunities to exist within the students' school day so as to more adequately meet the diverse interests and needs of all our students.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Attention to culturally responsive pedagogy with content relevant to students' experiences
- Curriculum that includes standards and content-specific skills
- Opportunities for professional development that use current research-based strategies to support language acquisition
- Exploration of post high school options and pathways
- Development of a more robust and comprehensive Advisory curriculum through the use of ASCA standards and dedicated planning time
- Exhibition program that allows for cross-curricular collaboration
- Access to A-G curriculum for all students, including the addition of 7 more course offerings

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Structural implementation of consistent culturally responsive and sustaining pedagogy
- Authentic interdisciplinary collaboration and integration of PBL design standards and implementation in cross-curricular classrooms
- Horizontal and vertical cohesion amongst departments (e.g. rubrics)
- Expansion of elective offerings for diverse student needs
- More articulation and communication with middle school districts and collection of postsecondary data
- Increased fidelity and adherence to principles of “Understanding by Design” across all departments

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>At EPAA, all students engage in work that is both challenging and aligned to the schoolwide learner outcomes, academic standards, and indicators for college- and career-readiness as well as relevant to them, based on their experiences, perspectives, understandings, and personal goals.</p> <p>Students have engaged in higher-level thinking and developed deeper levels of understanding of the content, in alignment with the level of thinking students are now expected to demonstrate on NGSS/CCSS-based assessments and on the SAT. In science, social studies, and English classes, students have been developing their abilities to analyze primary and secondary source evidence, construct their own claims based on evidence, and defend those claims using critical thinking and the structure of Claim-Evidence-Reasoning (CER). Examples of student work include CER paragraphs, essays, in-class debates, Socratic seminars, presentation slides, as well as formal presentations given for the Exhibition projects. In addition, students in Geometry have been using similar critical thinking and argumentation skills to develop proofs for theorems and postulates.</p> <p>In science classes, students have engaged more deeply with NGSS' science and engineering practices and crosscutting concepts, in addition to learning the disciplinary core ideas of their respective courses. In Physics, students have analyzed and interpreted data to construct their own explanations and derive the equations for the relationships among quantities. In Biology, students have developed and used models to predict and show relationships among variables between systems. In Chemistry, students have often asked questions, inspired by their curiosity and observations of natural phenomena, to drive their discovery and understanding of models, theories, and principles.</p> <p>Students have engaged in work across their content classes that</p>	<p>C1.1 Evidence Folder</p> <ul style="list-style-type: none"> • AP Spanish scores • CER (science, social studies, English) • Geometry proofs • Physics Centripetal Force Lab • Ecosystem in a Bottle • Arguing the Model of the Atom • ELA Socratic Seminars • ELA Writing Assignments • ELA Vocabulary Study Chart • Math Problems • Projectile Motion Problems • Converting Units Assignment • Career Exploration Assignment • SAT Prep • 11th Grade Advisory Breakout Groups

<p>has aimed to meet the CCSS and prepare them for the CAASPP. To meet the writing standards, students have written arguments on discipline-specific content and informative/explanatory text, conducted short as well as more sustained research to answer a question or solve a problem, and produced clear and coherent writing that is appropriate to task, purpose, and audience. Examples of student work that address other ELA standards include discussions and Socratic Seminars to practice Speaking and Listening standards, Sustained Silent Reading (SSR), vocabulary student charts, summary writing, and inference mapping to build on Reading standards, and grammar practice to build on Language standards. Students have also engaged in work to meet the math standards, in both their math and science classes. In Physics, students have developed their abilities to use and write expressions in equivalent forms to solve both single and multi-step problems. In both Physics and Chemistry, students have also used units to understand problems and guide their solution of multi-step problems. Students have extensively engaged in work that addresses many of the math standards that correspond to their respective courses.</p> <p>In Advisory classes, students have engaged in a variety of college- and career-readiness activities that are aligned to the school's own Advisory standards, based on the American School Counselor Association (ASCA) National Student Standards, which the staff has worked to develop and vertically align over the past couple of years. Students have engaged in both college and career exploration, exploration of their own interests, values, and strengths, the development of personal, academic, social, and emotional skills and habits that have been identified as important to their preparation for life after high school, and preparation for the SAT. Students' personal post-high school and career goals drive the work they engage in, especially at the 11th and 12th grade levels. Structures have been utilized to support students' preparation for their different goals and ensure that the work they have engaged in is relevant and meaningful to them.</p> <p>Teachers have recognized that students, at times, have struggled to take more ownership of and connect more meaningfully with their learning. They have identified as an area of growth the need to enhance the authentic learning experiences in the classroom that can improve student ownership, motivation, independence, literacy, numeracy, higher-level thinking, and overall performance. One of the ways the school hopes to address this need is by incorporating more Project-Based Learning (PBL) in the classroom, which teachers will receive professional development for in the coming school year.</p>	
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Over the past few years, teachers have engaged in focused professional development with Kelly Smith on how to more effectively communicate learning objectives and standards to students so that students better understand the goal of the lesson and how they will demonstrate mastery of that goal. Strategies teachers have used vary from explicitly incorporating the standards into their objectives, teaching and checking for student understanding of the meaning of the objectives prior to and while engaging in the lesson, and reiterating and reminding students of the objectives throughout the lesson by including the objectives on the bottom of slides, periodically referring back to the objectives slide, and/or having the objectives posted throughout the lesson for reference using common board configurations.</p> <p>To ensure that students understand and meet critical Advisory standards, grade-level Advisory teams have worked to vertically align which standards and the extent to which those standards are covered at each level and have also developed and implemented benchmark assessments that students must complete and pass in order to pass the course.</p> <p>In alignment with the school's charter, the language of student performance levels used for communicating grades to students promotes a focus on the level to which students master the standard(s) being assessed (refer to D1.2). This language supports students' understanding of the expected performance levels that they must achieve to demonstrate proficiency as well as guides teachers' aligning of the performance levels to the standards. Teachers and students utilize rubrics to assess students' mastery of the standard(s) and determine their performance level.</p> <p>In English and math classes, teachers incorporate sample questions from the CAASPP into their lessons, in the form of Warm-up, Checking for Understanding, homework, or assessment questions, which supports student understanding of what they must be able to do to demonstrate proficiency of the standards.</p> <p>This year, more teachers have implemented AVID strategies, as a result of PD received last summer. A schoolwide focus this year has been the use of AVID's focused-note taking process. As part of this process, students are expected to write down the essential question and objective(s) prior to taking notes. This procedure has also supported student understanding of the standards and objectives.</p>	<p>C1.2 Evidence Folder</p> <ul style="list-style-type: none"> • Examples of learning objectives • Samples of objectives on bottom of slides • Photos of common board configurations (w/ standards written) • Advisory scope & sequence • Advisory benchmark planning • Samples of rubrics (also refer to links below) • Use of CAASPP sample questions in lessons • Focused-note taking samples • Qualitative rubrics across multiple content levels using EPAA grading codes: English 1, English 2, Science, History 1, History 2 • Exhibition rubrics: Senior Exhibition 2017, Sophomore Exhibition 2018 • Exhibition Rubrics with a COM section similar to CCSS Speaking/Listening standards • Schoolwide discussion of AVID focused note-taking, a precursor to rubric for focused note-taking • Sample 10th grade Advisory benchmark rubric

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>EPAA teachers have utilized a variety of strategies to differentiate instruction to address the wide range of needs of all their students, including students with IEPs and 504s and low-level ELs. Teachers differentiate in: 1) how they provide instruction, scaffolds, and supports to students, to ensure that all students meet critical learning objectives, 2) the forms of assessment they give, to enable students to demonstrate mastery in multiple ways and accommodate for their preferred learning modalities, and 3) the levels of expectation they set, when appropriate, to accommodate for students' varying skill levels and needs and ensure that all students grow. In addition, teachers also provide students with options, when possible, to allow for student choice. The degree to which teachers differentiate varies from teacher to teacher and from unit to unit, which is one reason why differentiation has been identified as another area of growth in instruction.</p> <p>Teachers have incorporated instructional scaffolds that provide additional support for all of their students. Some of these include sentence frames, essay writing frames, EL Achieve writing templates, focused-note taking, word banks, access to definitions, equations, calculators, samples, and/or notes, chunked reading with guiding questions, argument developers, discussion guides, and other graphic organizers.</p> <p>Teachers have also utilized classroom structures that encourage students to learn from and support each other. Some of these include homogeneous and heterogeneous groupings, collaborative learning strategies like Think-Pair-Share, Turn and Talk, Clock Appointments, Whip Around, Trading Cards, Sage and Scribe, Jigsaw, Literature Circles, and Structured Academic Controversy, and peer tutors.</p> <p>Teachers have also provided students with multiple opportunities to learn and/or demonstrate mastery as well as revise projects or essays and retake summative assessments, as not all students attain mastery at the same rate. Formative assessments are commonly used to check for understanding, provide students with feedback on their level of proficiency, and also inform what further differentiation might be needed.</p> <p>Some teachers have also utilized a variety of forms of assessment and provided students with the option to choose their preferred assessment. For example, in English, students were given options for how to demonstrate their ability to develop a summary, which included writing a paragraph, creating a timeline of events, and developing a series of Instagram posts. In Spanish, students have been given the option between an oral and a visual form of</p>	<p>C1.3 Evidence Folder</p> <ul style="list-style-type: none"> • Sentence frames • Essay writing frames • EL Achieve writing templates • Focused-note using • Word banks • Samples/models to guide students • Chunked reading • Argument developers • Discussion guides • Graphic organizers • Use of formative assessments (Checking for Understanding) • English Summary Assessment options • Student choice on assessments • Extension or challenge questions on assessments • Scaffolded versions of assessments • Opportunities to move through lesson at individual pace • Science video-based assignments • Digital-based assignments (presentations, videos, screen or audio recordings, brochures, etc.)

<p>assessment.</p> <p>Teachers have also provided students with opportunities to both develop and demonstrate varied levels of proficiency, based on students' skill levels and zones of proximal development. English teachers utilize leveled reading, allowing students to read books that are more aligned to their reading level and/or interests. Some teachers have provided extension or challenge questions on assessments to push higher performing students, given opportunities for students to move at different paces through the curriculum or have extended time on assessments, and/or provided scaffolded versions of assessments.</p> <p>Teachers have also utilized technology and media to increase student access to learning. Every classroom is equipped with interactive boards. In science classes, students are given access to instructional videos that they can watch/rewatch at their own pace and/or with subtitles in their primary languages. Students are provided with digital copies of presentations, notes, examples, instructions, or other online resources that they can access when needed in their Google Classroom or in Canvas. Almost all classrooms are now equipped with their own set of Chromebooks. If not, additional Chromebooks can be reserved, if needed, on any given day. This access to Chromebooks has enabled students to complete a variety of digital-based assignments that include making presentations, videos, screen and audio recordings, digital posters/brochures, and other visual products as well as using online resources for research, learning or assessment tools, and supplementing in-class materials.</p> <p>While teachers have incorporated differentiation in a multitude of ways, there is room for growth in the consistency and degree to which teachers differentiate, both in their own classrooms and across classrooms. Classroom teachers have worked closely with support staff to best meet the needs of the lowest performing students, which is vital to their success, but this is not always enough. While most students have been successful in at least satisfactorily meeting the learning objectives and in demonstrating substantial academic growth, some students are still not as successful as they could be. As was mentioned before, for this reason, differentiation has been identified as an area of growth in instruction.</p>	
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>EPAA teachers have aligned their curriculum and developed scopes and sequences for all of their courses based on the most current, adopted state standards (NGSS and CCSS). With the ongoing developments that have been occurring, particularly in the areas of science, current events, and politics, both science and social studies teachers have made efforts to ensure that any new and relevant information is also incorporated in their lessons so that what is taught is current and accurate and that students can connect with what they are learning in a more meaningful and authentic way. When the SAT was redesigned in 2016, teachers that provided SAT prep promptly learned of the changes that were made and adjusted their instruction to align with the new version of the test.</p> <p>EPAA teachers have engaged in a variety of both school/district- and professionally-led PD around instruction and the integration of technology in the classroom that have impacted their instruction in the classroom. A team of teachers participated in an AVID conference last summer to develop strategies for boosting student engagement and performance, which have since been shared and further developed with the rest of the staff in several staff meetings this year. Small groups of teachers have participated in various other PD's that include EL Achieve, to develop language building and structured student-talk strategies, Hollyhock, to develop equity and inclusive-based learning strategies, and FlipGrid, to incorporate an online tool that allows students to easily create and share recordings in the classroom.</p> <p>Teachers have worked directly with and learned from professional consultants who are arguably among the best in their fields. Math teachers have worked with Dr. Jo Boaler on research-based methods that effectively bring about high levels of engagement and student achievement in math classes. A group of teachers attended a workshop led by Dr. Carol Dweck on her research on mindset and how best to cultivate and sustain our students' growth mindsets. Teachers that provide SAT prep during Advisory participated in a full-day PD with AJ Tutoring on the most effective strategies for preparing students for the SAT.</p> <p>This year, the entire staff has engaged in ongoing PD with Shane Shafir, on creating the conditions for equitable school transformation, as well as Enid Lee, on anti-racist and equitable education. The past few years, the staff has worked with Kelly Smith</p>	<p>C2.1 Evidence Folder</p> <ul style="list-style-type: none"> • Updating content based on recent developments or current events • Changes on SAT • AVID conference materials/AVID PD • EL Achieve PD • Hollyhock • PD on structured student-talk strategies • FlipGrid PD • Dr. Jo Boaler • Dr. Carol Dweck • AJ Tutoring SAT training • Shane Safir • Enid Lee • Kelly Smith • Julie Adams

<p>on communicating objectives, aligning curriculum to standards, improving literacy, and increasing student engagement through collaborative learning structures. Prior to that, the staff participated in ongoing PD with Julie Adams on literacy strategies.</p> <p>Many teachers have been utilizing Google Suite (Classroom, Docs, Sheets, Slides, Forms) and Canvas to assign, collect, and organize student work, provide access to digital resources, and encourage student collaboration and peer feedback. The use of Google Classroom in particular has empowered teachers with greater access to monitor students' progress on assignments.</p> <p>Collectively, teachers have acquired a wealth of understanding on research-based instructional methodology over the years. That said, the extent to which teachers have implemented these strategies has varied. Implementation has been stronger for strategies that have been acquired through ongoing, whole staff PD, especially when accountability and follow through have also been included. Changes in staffing over the years has also hurt the retention of the institutional memory of past PD received and, therefore, the continuity of the implementation of some strategies. For these reasons, the schoolwide follow through for instructional PD that encourages opportunities for reflection, accountability, and feedback and measures its progress and effectiveness has been identified as another area of growth in instruction.</p>	
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers have used coaching strategies to facilitate learning for all students on a regular basis. Guided and independent practice, collaborative learning, and other non-didactic techniques to engage students in their own learning are regularly incorporated into lessons, especially given the 90-minute blocks that students have four out of five days of the week and the time limits to which they can effectively receive and internalize new information, especially in the form of teacher-led instruction. In all classrooms, students sit with a partner or in a small group, which facilitates their engagement in collaborative learning structures. With that said, teachers have identified that incorporating more PBL into their curriculum is an area of growth.</p> <p>During teacher-led instruction, teachers have used equitable questioning strategies to ensure that they are checking for understanding for and encouraging the participation and inclusion of all students. These strategies include using equity cards or sticks or calling on students based on a random shared criteria, like where</p>	<p>C2.2 Evidence Folder</p> <ul style="list-style-type: none"> • Collaborative learning • Guided practice • Independent practice • Equitable questioning strategies (equity cards/sticks, strategic or random calling) • Math lesson structure of "I do, we do, you do" • Lit Circles • Reciprocal teaching • Peer editing • Peer tutoring • Small group or whole class challenges (independent learning communities)

<p>they are seated or the color of the shoes they are wearing. In smaller classes, some teachers make an effort to call on all students at least once.</p> <p>Many teachers, especially in math, have incorporated the “I do, we do, you do” structure, in which teachers coach students by gradually encouraging them to answer questions or solve problems on their own.</p> <p>During student-centered instruction, which includes independent, pair, and small group work, teachers have used collaborative learning and structured student-talk strategies that include Think-Pair-Share, Turn and Talk, Clock Appointments, Whip Around, Trading Cards, Sage and Scribe, Jigsaw, Literature Circles, and Structured Academic Controversy.</p> <p>Teachers have encouraged students to support and provide feedback to one another using structures that include reciprocal teaching, in which students take turns teaching each other, peer editing, which students examine and give feedback on each other’s work, and peer tutoring, in which students who have a stronger understanding of a concept support those who don’t.</p> <p>When working with individual students or small groups, teachers and instructional aides have made an effort to encourage students to arrive at their own understandings by asking them questions as opposed to telling them answers or giving them guidance without telling them the way. Some teachers have also empowered and encouraged students to take more ownership of their learning, even if it means struggling to find answers on their own, by assigning them the task of completing a challenge in small groups or even as a whole class, with very limited support or instruction from the teacher.</p>	
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Application of knowledge is essential to learning at EPAA. It makes up one of the schoolwide learner outcomes and is an emphasized category for grading in almost all classes. It is also an area of focus because so many of our students struggle with it. It is, therefore, both an area of focus as well as an area of growth.</p> <p>Examples that illustrate the extent to which students can apply</p>	<p>C2.3 Evidence Folder</p> <ul style="list-style-type: none"> • Arguments in science • Student-led scientific investigations • Tommy Smith research project • Discovery-based

<p>acquired knowledge and skills at higher cognitive levels to extend learning opportunities include:</p> <ul style="list-style-type: none"> • In science classes, students have developed their own arguments to defend what they believe to be true or false based on prior knowledge they've acquired and their critical thinking. Students have also developed their own scientific investigations following the scientific method. • In P.E., students completed a research project on Tommy Smith. • In Geometry, students have engaged in a discovery-based approach to developing their understanding of geometric theorems and postulates. • In Chemistry, students have also engaged in a discovery-based approach to developing their understanding of what we now believe to be true about atoms. • In math classes, students have engaged in MARS tasks in which students have had to apply their understandings learned in class to develop solutions to real-world problems. • In English classes, students have used context clues to develop their understanding of the meaning of individual words and bodies of text. • The Exhibition projects for all grade levels have pushed students to research, inquire, discover, and invent knowledge on their own and communicate this (described in more depth in C2.4) 	<p>approach for geometric theorems and postulates</p> <ul style="list-style-type: none"> • Arguing the Model of the Atom • MARS tasks • Using context clues • Exhibition projects
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Including more opportunities for higher-order thinking in instruction has been an increasing focus for teachers the past few years. This has been driven by changes in standards like NGSS and CCSS and the expectations for the SAT coupled with the struggles many of our students have had with higher-level thinking assessments like the CAASPP and the SAT. Department teams have done some work around DOK and increasing the level of thinking and critical thinking asked of students, but more work needs to be done.</p> <p>Examples that illustrate the extent to which students demonstrate that they are able to think, reason, and problem solve in group and individual activities include:</p> <ul style="list-style-type: none"> • In most classes, students have used AVID's Focused Note-Taking strategy to take notes, which has pushed students to engage in higher-level thinking when note taking. 	<p>C2.4 Evidence Folder</p> <ul style="list-style-type: none"> • Focused note taking • Let's Race Challenge • Thinking like a historian • Thinking like a writer • Drama written/performance pieces • In-class debates • Crucible Mock Trial • Ecosystem in a Bottle • MARS Tasks • Exhibition projects

<ul style="list-style-type: none"> • In senior Physics, students completed a challenge in which the entire class worked as one team to figure out how to solve a very difficult, multi-step kinematics problems, completely on their own. • In social studies classes, students have been asked to think like a historian in analyzing the rationale behind key events and in analyzing primary source documents, their biases, and their impact on the way history has been passed on. • In English classes, students have been asked to think like a writer, especially in analyzing the purpose and choice of mode by which the message was conveyed. • In Drama 1, students have written and performed pieces that aimed to connect with an audience and effectively convey a message. • In many classes, including Chemistry, English, History, and Economics, students have engaged in debates in which they've had to develop and defend their arguments with evidence and reasoning. • In Biology, students have created and analyzed models that accurately illustrate real world phenomena and discoveries. • In math classes, students have engaged in MARS tasks in which students have had to solve more complex, real-world problems using mathematical concepts and quantitative reasoning. • In Spanish, students researched a specific company in order to develop a presentation and a pitch. • The Exhibition projects for all grade levels have pushed our students to think, reason, and problem solve in multiple ways. Ninth graders have had to solve the problem of how to engineer a marble launcher that consistently hits a target. Tenth graders have had to dissect the reasons behind and impacts of a genocide through multiple lenses and the analysis of memoirs of actual survivors. Eleventh graders have had to develop and present an argument for what they believe was the most impactful component of a social movement. Twelfth graders have had to develop and implement an action-based project that could actually (and compassionately) make an impact and help solve a real world problem that they've identified in their community. 	
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
Many teachers heavily rely on the use of technology to support the learning of their students. All classrooms are equipped with interactive whiteboards and almost all have their own Chromebook carts. Students frequently use Google apps, like Classroom, Docs, Sheets, and Slides, and Canvas, the school's web-based grading program, for completing and submitting a variety of both individual and team-based assignments. Especially in science and math classes, student use of technology also includes the use of graphing	C2.5 Evidence Folder <ul style="list-style-type: none"> • FlipGrid/Screencastify examples • PocketLabs and photogates in Physics • Google Classroom • Google-based

<p>calculators and science probes. With access to an on-site makerspace called, The Dream Lab, many classes, including history, science, Spanish, and BUILD, have used digital fabrication and other makerspace technology for classroom projects that encourage students to apply in-class learning in more innovative and creative ways.</p> <p>Examples that illustrate the extent to which students demonstrate that they use technology to assist them in achieving the SLO's and academic standards include:</p> <ul style="list-style-type: none"> • In Spanish, Advisory, Chemistry, English, and Economics, students have used web-based, digital recording software like Flipgrid and Screencastify to make video or screen recordings. Students have used these projects, not only to demonstrate learning, but to also share that learning with their peers as well as receive peer feedback. • In Physics, students have used Pocket Labs to measure the acceleration experienced by their egg drop devices as they crashed into the pavement to develop a more quantitative relationship between acceleration and the degree to which their eggs cracked. • Also in Physics, students used photogates to determine the initial velocity of a projectile in order to calculate how far away the projectile would land and compare their theoretical results to their actual measurements. • In all classes, students have used Google apps to create written documents, presentations, charts (or graphs). • The use of Google Classroom in many classes have allowed students to receive more detailed and timely feedback on assignments. It has also facilitated the exchange of materials between students and teachers. Teachers can readily share digital resources such as presentation slides, websites, and video links for easy student access. • In Chemistry and Physics, short educational videos are often used to introduce new concepts. This is beneficial for multiple reasons: 1) the video materials are done really well and provide a wealth of visuals, including animations and videos, that enable our students to process information more effectively than from still pictures or text, 2) students can watch or rewatch the videos at their own pace, allowing students who finish early opportunities to extend their learning, 3) students can use captions in their primary language, which is super helpful for ELs, and 4) it gives the teacher more opportunities to provide individualized support for students who need it most. • In English, Math, and Social Studies classes, students have used online assessment tools like Kahoot, PadLet, and Canvas. • Also in English, students have used web-based tools for developing reading and literacy skills, in a targeted and personalized way, like Read 180 and NewsELA. Read 180 	<p>assignments</p> <ul style="list-style-type: none"> • Science video-based assignments • Kahoot/PadLet/Canvas • Read 180 • NewsELA • Makerspace projects in history and Spanish • Marble launchers
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<p>allows teachers to monitor what skills students are working on, their progress, and where additional supports may be needed.</p> <ul style="list-style-type: none"> • In Spanish and World History, students have used makerspace technology to develop creative products to showcase their learning or deepen their understanding and appreciation of what they learned in class. • In Physics, students have used makerspace technology and other more traditional woodworking tools to engineer their own marble launchers. 	
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>The unique needs and high expectations of our students challenge EPAA teachers to develop creative and thoughtful ways to effectively and efficiently support their students' learning. Most of our students start at EPAA below grade level in their literacy and math skills. Many district-adopted textbooks don't present information in ways that our students can readily access or authentically connect with. For these reasons, a majority of teachers primarily use a variety of materials and resources beyond the textbook for instruction. These materials include but are not limited to newspapers and online articles, digital and printed primary and secondary source documents, and other printed non-text media, as well as videos. In some classes, online videos, including TED Ed, TED Talks, documentaries, and many other educational YouTube videos, are used often to provide instruction or make connections between students' prior knowledge, current events, and the real world to their learning. Many of these examples have already been highlighted in the previous sections. This being said, teachers recognize the need to still equip students with the skills for accessing information from textbooks and other expository text, as they will definitely need this skill to be successful in college. In some classes, textbooks are therefore used as a supplemental tool for developing students' literacy skills and not so much as the primary source of delivering content knowledge.</p>	<p>Please refer to evidence from previous sections.</p>

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Starting in the 9th grade, EPAA's Advisory program leads students through a series of benchmark assessments designed to give students opportunities to explore college- and career-interests. The</p>	<p>C2.7 Evidence Folder</p> <ul style="list-style-type: none"> • Sample Advisory Community College

<p>vertical alignment of that work has begun this year, and continues to make progress with the ultimate goal of providing students with a four-year long, streamlined experiences in college and career exploration.</p> <p>Throughout their four years at EPAA, students have access to a wide-range of community service opportunities to meet the 100-hour graduation requirement. This is designed to give students an opportunity to take their classroom learning into the real world, where they get the opportunity to make an impact on the real world. Opportunities are communicated to students regularly by the College and Career Center. Students can access the website to look for more community service opportunities. In addition, the CCC hosts an annual Summer Programs Fair, wherein local community organizations are invited to table on our campus so that they can share their enrichment opportunities with students. In the 12th grade, community service work culminates with the senior exhibition, a semester-long community service project wherein students survey the needs of their community and design a project, implement it, and reflect on their impact it made on their community, fully realizing the EPAA vision statement before they graduate.</p> <p>In the 2018-2019 school year, that work took the form of Foothill College course. In the 12th grade, seniors enrolled in a Foothill College course named CRLP7: Self-Assessment. This 4-unit course guided students through an exploration of individual skills, interests, values, and personality style as they relate to career choice. It included testing, values clarification, skills identification, lifestyle assessment, decision making and goal-setting techniques. In the second semester, the EPAA College Team guides students on their postsecondary pathways through various field trips. To give students more exposure to on-the-job training and regional occupational programs, the College Team takes students to visit the programs and facilities at our local JobTrain, as well as Year Up, a local non-profit whose mission is to close the opportunity divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education.</p>	<ul style="list-style-type: none"> • Exploration Project • Sample Advisory • Community College • Research Project • Sample Advisory Career • Exploration Project • Sample Advisory Career • Exploration Project • Sample Advisory Career • Exploration Project • Sample Advisory Career • Exploration Project • Summer Programs Fair • Invitation • Community Service • Opportunities • Senior Exhibition • Assignment Sheet • CRLP 7 Syllabus • Year Up and Job Train • Field Trip
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

The quality of instruction at EPAA has continued to develop through the years to better meet the needs of our students and incorporate the recent changes to learning expectations driven by the adoption of CCSS and NGSS and changes for the SAT. Our higher graduation, retention, A-G completion, and CAASPP growth performance rates for students from underrepresented backgrounds as compared to other comprehensive schools in the district suggest that we are on the right track, but we still have ways to go. Our instruction has been strongly guided by our SLO's as well as challenging academic and college-readiness standards. Teachers have been intentional and clear in communicating what students are learning, why they are learning it, and how they will show that they've learned it. Instruction has also been designed with our students in mind, from what they learn to how they learn it. We, ongoingly, have tried to find ways to get our students from where they are coming from to where they need to go. Even so, this is a very big area of growth. Our students are still very much underperforming on rigorous, higher-level thinking assessments like the CAASPP and the SAT, especially in math. In the classroom, there is room to increase the levels of student motivation, engagement, ownership, and independence of their learning. While instruction has effectively engaged students in a variety of ways, from using technology, applying and creating their own knowledge, pushing their higher-level thinking, and utilizing a variety of other materials and resources, there is room to do this more consistently within and across teachers' classrooms. Our teachers have frequently and effectively coached and supported students in their own learning using practices that promote equity, but it hasn't been always consistent nor has it been enough to support all of our students' needs, particularly our EL's and students with 504s and IEPs. For this reason, building more equitable learning environments and differentiating instruction are areas of improvement that we plan to continue working on. While the support that teachers have received from having a unified and sustained focus around instructional PD has been strong, there is still a need to improve the accountability of the implementation and evaluation of the effectiveness of that professional development.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Instruction that considers students' needs, backgrounds, experiences, and interests
- Comprehensive instruction that incorporates a variety of strategies and materials beyond the textbook
- Schoolwide focus and whole staff participation around instructional PD
- Use of engagement, collaborative learning, and structured student-talk strategies that promote equity in the classroom and the learning of all students
- Communication of essential questions, learning objectives, and standards.
- Use of technology to enhance and support student learning
- Exhibition projects that incorporate a variety of essential design elements that make for effective project-based learning

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Enhancement of authentic learning experiences in the classroom (including PBL) that improve student ownership, motivation, independence, literacy, numeracy, higher-level thinking, and overall performance for all students
- Sustained student engagement throughout the entire class period
- Differentiation of instruction and development of support systems to increase student access to learning for all students, especially EL's and students with IEPs and 504s
- Schoolwide follow through for instructional PD that encourages opportunities for reflection, accountability, and feedback and measures its progress and effectiveness
- Vertical and horizontal alignment of instructional practices and expectations

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>In our transition to being a part of the Sequoia Union High School District (SUHSD), East Palo Alto Academy (EPAA) adopted district-wide data and assessment processes. Our most prominent tool to collect and analyze data is Infinite Campus, which houses assessment data from the students' middle and high school years. The data included in the Assessment tab of Infinite Campus includes the following assessments:</p> <ol style="list-style-type: none"> 1. California Assessment of Student Performance (CAASPP) - administered during spring of 11th grade to understand college-readiness and progress on Common Core standards. CAASPP scores from middle school are also included in this tab. 2. Gates-MacGinitie Reading Tests (GMRT) - administered during the fall semester of the 8th grade year to help track students' placement in English support courses in the 9th grade. 3. English Language Proficiency Assessments for California (ELPAC), formerly California English Language Development Test (CELDT) - administered during the spring to reclassify English Learners. This test is also utilized during new student registration to determine placement in English Language Development (ELD) courses, if applicable. 4. Let's Go Learn - administered during the fall semester of the 8th grade year to help track students' placement in English support courses in the 9th grade. 5. Diagnostic Online Reading Assessment (DORA) - administered during the 8th grade year to understand students placement in English support courses in the 9th 	<ol style="list-style-type: none"> 1. Screenshot of Infinite Campus Assessment tab 2. Sequoia Union High School District English and Math placement chart 3. EPAA Assessment Master Plan 4. Slides to disseminate GPA information to families in English and Spanish 5. Screenshot of IC transcript credit summary 6. SUHSD Dashboard generated on 12/3/18 7. Data analysis of Panorama Survey 8. Search Institute DAP and A&B

<p>grade.</p> <ol style="list-style-type: none"> 6. Mathematics Diagnostic Testing Project (MDTP) - administered during the 8th grade year to understand students' math ability. The test results were used in the past to determine Math support placement. 7. Scholastic Reading Inventory (SRI) - administered during English support courses to understand students' reading ability and to determine retention or removal in an English support class. 8. Physical Fitness Testing (PFT) - administered during the spring of 9th grade year. 9. Lexile scores used to determine retention or removal from an English support class <p>Because test results are shared in the Assessment tab, teachers can readily access this assessment data to inform instruction, such as by way of seating charts and groupings. Results of the ELPAC and CAASPP assessments are also mailed home to parents. Although the importance of the CAASPP / SBAC and ELPAC are discussed during grade-level parent meetings, Cafecitos (parent/guardian coffees), and SSC / ELAC meetings, the results are not disaggregated and analyzed to the parents.</p> <p>Student performance data as it relates to graduation status is also available for staff review in the Infinite Campus Transcript and Credit Summary tabs. The transcript tab allows EPAA to generate unofficial and official transcripts with four types of GPA:</p> <ol style="list-style-type: none"> 1. Cumulative GPA (Weighted) - reported to private colleges and scholarship organizations 2. Cumulative GPA (Unweighted) - reported to private colleges and scholarship organizations 3. CA Cal Grant GPA - reported to the California Student Aid Commission (CSAC) for financial aid 4. Weighted 10-12 A-G GPA - reported to California State Universities (CSUs) and Universities of California (UCs) <p>The transcript and credit summary also details student progress on graduation requirements by subject area, as well as total credit count. This information is relayed to students and parents, when applicable, during graduation status meetings.</p> <p>Sequoia Union High School District (SUHSD) also collects various data on its dashboard. These include A-G completion rates, graduation rates, and attendance. This information is often disaggregated by race and zip code. As of last year, the district also began asking students to take the Panorama Survey, which assesses school culture and student belonging. Results from that survey are disaggregated by ethnic groups and SES, and were analyzed in our leadership team to understand critical factors in the school culture. The district also hosted a community engagement event on our site where families, students, community partners, EPAA staff, and district staff reflected on our areas of growth;</p>	
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<p>because we ranked in the bottom 20% for student engagement, the questions in the community engagement event asked stakeholders to identify what resources would be needed to create more avenues of engagement.</p> <p>In addition to individual student performance data, EPAA also collects social-emotional performance data. This data is collected anonymously and is analyzed for trends across grade-levels and school. The assessment tool comes from the Search Institute and the 40 Developmental Assets; students take the following two assessments in the Spring of each year:</p> <ol style="list-style-type: none"> 1. Developmental Assets Profile (DAP) 2. Attitudes and Behavior survey (A&B) <p>The information from the Search Institute is not currently shared with parents, but is referenced in staff meetings and Mental Health team meetings to drive interventions for students. The whole-child nature of our assessment data supports our desire to understand how students are progressing in each of the 5 Habits.</p>	
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Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>EPAA uses grading codes that indicate a student's mastery of a skill or content in a way that is subjective and indicates skill rather than a purely numeric assessment. These grading codes make up our unique, schoolwide performance levels. Since the last WASC, the nomenclature of some of these codes have changed to more accurately capture the level of mastery indicated by the codes.</p> <p>Previous WASC: XS- Exceeding the Standard MS- Meeting the Standard AS- Approaching the Standard EC- Emerging Competency NE- No Evidence</p> <p>Current WASC: XS- Exceeding the Standard (equivalent to A) MS- Mastery of the Standard (equivalent to B) CS- Competency in the Standard (equivalent to C) EC- Emerging Competency (equivalent to D) NU- Not enough Understanding (equivalent to F)</p> <p>Although the scale and corresponding grading codes are consistent</p>	<ol style="list-style-type: none"> 1. Qualitative rubrics across multiple content levels using EPAA grading codes: English 1, English 2, Science, History 1, History 2 2. Exhibition rubrics: Senior Exhibition 2017, Sophomore Exhibition 2018 3. Exhibition rubrics change over time: Junior Exhibition in 2016 vs in 2019 4. Exhibition Rubrics with a COM section similar to CCSS Speaking/Listening standards 5. Schoolwide discussion of AVID focused note-taking, a precursor to rubric for focused note-taking 6. Sample 10th grade Advisory benchmark rubric 7. Social Science Department 5 Habits poster for AK 8. Science Department poster aligning weighting of 5

<p>across the school, the embodiment of each of these performance levels will vary across assignments, grade levels, and content, as shown in the rubrics attached.</p> <p>While these grading codes may vary across classes, the staff (administrators, teachers, counselors, and support staff) has the opportunity to ensure some clarity of the meaning of each performance level when we engage in our four exhibition calibration days. Calibration may even include the presence of community judges to communicate the standards to all judging parties.</p> <p>Calibration manifests in different ways depending on the structure of the exhibition. However, the general structure of Exhibition calibration is as follows:</p> <p>During calibration, a student group will present their exhibition in part or in its entirety. The exhibition content teachers will act as a panel of judges by marking the students' performance on a rubric and will explain their rationale for doing so from the center of a fishbowl. In this way, the rest of the staff/exhibition judges can get an idea of what a certain score "looks like" or what the expectations "look like" within an exhibition.</p> <p>Calibration also becomes a time where calibration judges can receive feedback on their rubrics so that they can modify those rubrics to become more precise or authentic assessment tools on the day of actual exhibition. Because of this show-and-explain process, our exhibition rubrics also build upon each other, and expectations increase over the students' four years of high school.</p> <p>Exhibition rubrics are developed by each grade level exhibition team and broken down into the 5 Habits of Mind: Personal Responsibility (PR), Social Responsibility (SR), Communication (COM), Application of Knowledge (AK), and Critical and Creative Thinking (CCT). In particular, the skills assessed in the categories of PR, SR, and COM are agreed upon by the entire school/staff as they are not tied to any particular content but instead are tied to the school's understanding of SLO's.</p> <p>The performance levels in these categories are determined by Common Core State Standards. COM levels come from the CCSS Speaking and Listening standards and as such uses some common language and assesses some of the same skills (See comparison between sample Exhibition rubric and Common Core Language Standards).</p> <p>The AK and CCT sections of exhibition rubrics vary the most widely across grade levels and content foci. While these sections are loosely influenced by the school's understanding of the cognitive skills outlined by the SLO's, how this manifests in each exhibition can be radically different.</p>	<p>Habits</p> <ol style="list-style-type: none"> 9. Staff meeting minutes regarding Interim Comprehensive Assessments administration 10. Reminder from Assistant Superintendent that our students need to focus on Listening and Interpreting 11. Sample social science Document Based Question assignment and rubric; sample social science Socratic Seminar assignment and rubric 12. Sample science claim evidence reasoning
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Like with PR, SR, and COM, the AK and CCT sections of exhibition rubrics are written to be more rigorous in the 11th and 12th grade levels than they are in 9th and 10th grade. In this way, the rubrics hold students to academic growth over time.

Another EPAA program that uses these same performance levels is Advisory. We are trying to create consistency in two ways: focused note-taking and benchmark assessments. Although both are newer initiatives, we have spent significant PD time in the last one or two years towards these items.

With EPAA's foray into AVID, the site team determined that focused note-taking and note-taking would be one of the primary schoolwide initiatives. Our next steps will be to find a method of assessing student notes that will be aligned across grade levels. Ideally, advisors will be able to recognize mastery of focused note-taking by examining student work and creating a grade level-aligned rubric that assesses student ability to create and organize their notes by going through the focused note-taking process. In this way, performance levels for focused note-taking will be discussed as a whole staff.

We are also currently in the process of creating Advisory benchmark assessments by grade level that are aligned to our staff-created Advisory standards. By doing so, we hope to vertically align our Advisory grading, performance levels, and eventually curriculum.

Departments are also on the road to aligning performance levels because each has defined the manifestation of the 5 Habits in their specific content courses. While departments are aligned in their content-specific expectations of the 5 Habits in their classrooms, an area of growth is to develop aligned rubrics and an aligned understanding of these performance levels for the respective Habits.

Beyond using internal means to determine performance levels, EPAA also looks to statewide SBAC questions to accurately align performance levels. We are obligated by our district to administer the SBAC at the 11th grade. Additionally, 10th grade ELA and Math content teachers are expected to administer Interim Comprehensive Assessments before students are expected to take the full-length SBAC assessment.

Teachers at EPAA have undergone multiple trainings both as a whole team and in content level teams to become familiar with the test administration and interface. These trainings have provided aligned materials, curricula, and interim assessments. As such, content teachers can align their understanding of varying performance levels to the types of questions offered on these assessments. Furthermore, in one of those trainings, a member from the district office came to highlight that a weakness at our

<p>school and across the district is Listening, as determined by SBAC scores. This discovery prompted teachers to evaluate how they were actively practicing and assessing this skill.</p> <p>In addition to our attempts to move towards alignment of performance levels in the Common Core State Standards in English and Math, our science and social science teachers also seek to align performance levels for the Common Core Literacy Standards for Science and Social Studies.</p> <p>The Social Studies department has been continuing work in aligning to Common Core Literacy Standards by using shared rubrics and outlines for standardized, language-based performance tasks (for example, prompts or tasks based on Document Based Questions from AP History tests). The science department uses a Claim-Evidence-Reasoning process to deliver many of the Next Generation Science Standards with an emphasis on literacy, and horizontally aligns around the Claim-Evidence-Reasoning process. A next step is for the department to create vertically aligned rubrics to assess Claim-Evidence-Reasoning, which would solidify alignment of performance levels for this task.</p>	
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>In regards to determining and monitoring students' growth and progress in the SLOs, the school does so primarily through individual content classes. For example, across multiple content areas, the school understands that Critical and Creative Thinking (CCT) and Application of Knowledge (AK) can in part be assessed by how effectively students can connect or apply their learning to the real world. Because these SLOs, or 5 Habits, make up our grading categories in the gradebook, a student's performance level is reflected in their grades.</p> <p>However, these data points are not systematically analyzed and compared across subjects and across the students' years of high school to understand student growth over time. We have yet to develop a schoolwide approach by which we monitor each student's status in each of the 5 Habits / SLOs, nor monitor improvement over time.</p> <p>In regards to determining and monitoring students' growth and progress in the academic standards, formative assessments are</p>	<ol style="list-style-type: none"> 1. CCT in Spanish, AK in Science 2. Formative assessments: homework in math, exit ticket in science 3. Résumé lesson handout in 10th grade Advisory 4. Intro to PSAT 10 lesson in 10th grade Advisory 5. Game plan for how to administer and analyze SAT practice tests 6. SMART Goals template from AVID and other sources 7. Screenshot of senior receiving feedback on Personal Insight Question (college essay) in 12th grade English

used as part of our school wide culture of pedagogy. These may take the form of participation, classwork, homework, exit tickets, observations of student talk, white -boards, quick checks for understanding like fist to five or thumbs up - thumbs down.

A combination of summative and formative assessments are also used in content classes to determine growth in academic standards. In math, students are given group tests on difficult material, which is then reviewed as a class, prior to an individual test on the same content standards. This gradual release of assessment allows both teacher and student to understand how the student is improving in that academic standard. Over the last two years, the district has also pushed for the use of School City. Although we do not currently use this to create assessments, we have seen improvements, so this is also one possible avenue with which we can begin creating benchmark assessments for data analysis.

In regards to determining and monitoring students' growth and progress in the college and career standards, the school leans mostly on work in Advisory. There, students work on cover letters and resume writing, once during the Lower House, and once during the Upper House. The revision of these documents supports our students' growth in the area of career standards.

In Advisory, students are also informed about standardized tests related to college, such as: PSAT 10 / NMSQT / SAT / ACT / CAASPP. Advisory lessons are designed to analyze PSAT / SAT / ACT / SBAC and GPA data in relation to CSU college-readiness and eligibility index. Additionally, students preview, practice, and have discussions about the PSAT and SAT in Advisory. For the last two years, we also administered diagnostic SAT tests on several Saturdays over the school year as part of the CollegeSpring programming, during which we could discuss growth in scores. We have since parted ways with CollegeSpring, and have begun partnering with AJ Tutoring through their Social Outreach Program. AJ Tutoring trained several of our English, Math, and Science teachers to teach SAT prep; we currently use AJ Tutoring curriculum during Advisory, prepping them one to two times a week during Spring Semester of junior year, and one to two times a week during Fall Semester of senior year. In September, January, and April, we also plan on administering AJ Tutoring diagnostic SAT tests with our students, and will analyze those results internally to help us drive which topics to emphasize during SAT prep in Advisory.

One of our pillars of Advisory is academic monitoring, and we have systems in place in Advisory such as SMART goals and grade checks. These are conducted in a way that is student driven, and where the teacher checks their work. Each Advisory team created their own system for these tasks, and the successful creation of SMART goals and the metacognitive practice of grade checks is assigned a Personal Responsibility (PR) grade.

8. Slides for 9th grade mandatory [parent meeting](#)
9. Counseling's presentations to 9th grade students on [A-G requirements](#) and [graduation requirements](#)
10. Student-Led Conferences (SLCs) template in [10th grade](#) and [11th grade](#)
11. Sample Canvas [gradebook](#)
12. [SST](#) template

<p>Beyond Advisory, writing assessments from English class may also have a practical use in helping determine progress towards college and career standards, such as the writing of personal statements and college essays in the 11th and 12th grades.</p> <p>Overall, the expectations around academic, career, and college standards is communicated at mandatory evening parent meetings at each grade level, in which data and information is shared with students and parents together concerning grade appropriate assessments, their importance, and steps for preparation. Progress reports and current transcripts are also printed for each family at these meetings so that each family can assess how closely the student is meeting the standards for career and college readiness.</p> <p>Parents are also informed about their child's progress in smaller, more personal meetings through our Student Led Conferences or SLC's, between student, parent, and advisor. In these meetings the students themselves share data with their parents concerning their grades, GPA, SMART goals, community service, A-G requirements for CSU, and their future plans with steps necessary to accomplish these. Beyond the big picture, parents and students have their own passwords to log into our online data system called Canvas. This system allows access to the teacher's calendar and gradebook minimally, but some teachers also post links, PDFs of assignments, use online quizzes or assignments, or group chat functions. This is the second year using this new system, so there is ongoing growth in this area. We recognize that we need to utilize this more in weekly progress reports, student monitoring, data collection, and parent and student communication, as we think Canvas has data features that track growth or drops that we do not currently use.</p> <p>Growth and progress for our special education students is also monitored and communicated with parents during IEP, or Individual Education Plan, meetings. Also, a number of students have an SST, or Student Study Team, which is initiated by a staff member who has concerns about a student's progress and needs. This process brings together educators with parents and the student to devise a plan or strategy to address the concerns.</p>	
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Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
We assess our program areas through our administrator / counselor meetings or our department head meetings. Agenda items can be proposed by any member of the team because of our school's	1. Slides that accompanied science department's proposal to change

<p>shared leadership model, and the changes we have made after assessing our program areas have fallen mostly in departmental changes.</p> <p>Four years ago, the science department re-evaluated its science sequence. The sequence used to be Biology > Physiology > Chemistry > Physics. However, science department members felt that Physiology was less aligned to and less emphasized in the new NGSS standards. They also hoped that a freshman science course that could be more connected to Algebra 1 would support our students' development of numeracy skills. As such, the idea of freshman Physics was introduced, so the sequence became Physics > Biology > Chemistry > Senior Engineering. This change was initiated first in department meeting, then later brought to administrators before approved and put into action.</p> <p>The English department also introduced Advanced Standing (AS) English in 2017-2018. This change was brought about because department members felt that higher skilled students were not challenged enough in their A-G English course. This process was initiated by members of the English department, and was decided upon by Head Counselor, Instructional Vice Principal, and district's Information Services Manager when they were building the master schedule for 2017-2018. The English department then met with the Head Counselor and Instructional Vice Principal to discuss how to place students in AS English and how this would lead to the possibility of students taking AP English. Because the addition of AS English is a relatively new change, this remains an open point of discussion because we are still trying to assess the effectiveness of our placement criteria in how we move students up from English to AS English, or move students down from AS English to English. A similar assessment of placement criteria is also underway in regards to placing students in English Support at the freshman year. These conversations involve members of the department, Head Counselor, and administrators.</p> <p>The Math department also assessed its sequence, switching from Algebra 1 > Geometry > Algebra 2 > Math Analysis / Trigonometry, to an integrated math model, and then back. The initial change to integrated math was spurred by new administration, but the switch back to Algebra 1 was initiated by members of the Math department who felt that the integrated math's College Preparatory Math (CPM) textbook moved our students too quickly into Geometry topics without a solid foundation in Algebra 1. They also felt that without reverting to Algebra 1 > Geometry > Algebra 2, etc., higher skilled students would not be able to double block Algebra 1 and Geometry, and therefore would not be able to take Calculus in their senior year. It was ultimately approved by administrators, and the change was made official during a master schedule meeting between administrators, Head Counselor, and district's Information Services Manager.</p>	<p>course sequence</p> <ol style="list-style-type: none"> 2. English department's meeting notes to discuss introduction of and placement criteria for AS English 3. Master schedule meeting notes confirming change from integrated math back to Algebra 1 4. August 2014 PD to align 5 Habits by department
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<p>The school also assessed its grading habits by attempting to vertically align the meaning and weights of the 5 Habits by department. This occurred during a PD led in August of 2014 by members of the Leadership Team, where department teams made 5 Habits posters that broke down the meaning of 3 of the 5 Habits (Critical and Creative Thinking, Application of Knowledge, and Communication) in their specific department. Departments then agreed on how to weight each of the habits in their gradebook. Departments shared their conclusions with each other to ensure some amount of consistency around our grading practices.</p>	
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Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>During our last WASC cycle, we examined data that indicated our African American students were underperforming, which inspired culturally responsive teaching PD with Enid Lee. During our Black Student Engagement Task Force meetings this year, similar observations were brought up via anecdotes from teachers. No formal data was examined at this time, and we recognize the need to examine more qualitative or quantitative data on this matter.</p> <p>The district also helped drive some of our professional development in response to CAASPP (California Assessment of Student Performance and Progress) data. They noted that students district-wide struggled with their listening scores and we learned that they needed more practice with their active listening skills. As a result, we started to implement focused note-taking schoolwide. Focused note-taking is similar to AVID's "focused note-taking" but we wanted to emphasize that the deed doesn't just end at taking their notes, they have to write them, process them, and then use them. This strategy helps students write down what they believe is important from what is said in the classroom. They then have the opportunity to compare notes with their peers and add information that they missed or delete information that is not important. It allows them to use their active listening skills to gather and evaluate information while stressing the frequent review of notes to understand the concepts better.</p> <p>Search Institute, with its developmental assets and attitudes and behavior data shows that students do not feel empowered externally or internally. As a result, we built and incorporated exhibitions to have a more empowerment, real-world application, and social justice focus. During the exhibitions, students are learning about the basics of different topics (depending on their grade level), researching, and evaluating/ giving a recommendation. Each</p>	<ol style="list-style-type: none"> 1. Black Student Engagement Task Force minutes discussing underperformance of African American students 2. Schoolwide discussion of AVID focused note-taking 3. Panorama Survey results 4. New pep rally breakout sessions 5. Bulldog News (https://www.youtube.com/watch?v=Ae1EdkyMhx4) 6. Poster of Bulldog Way 7. Picture of Bulletin Board outside Office 8. Minutes from Kelly Smith PD around standards-based objectives

exhibition tries to empower students by giving them information about a past event that has occurred and having them evaluate using a social justice point of view. The sophomore exhibition is about genocide, the junior exhibition is about social movements, and the senior exhibition is a compassion project wherein students research a need in the community and then design a multi-week project or workshop to address that need.

The school realized that our students with IEPs need more support in their classes so in response, we offer Study Skills class where they learn different strategies that will help them be stronger students. Similar to our realization that African American students are underperforming, no official data has been examined to understand the exact types of study skills that our students with IEPs would most benefit from.

The lack of technology access at home has pushed our team to have a 1 to 1 technology availability on campus. There is a strong need to make students technologically savvy because its a 21st century skill that all students are going to need in order to be successful in the future. Some of the district and state assessments also require students to be tech savvy in order to successfully take high-stakes assessments through online interfaces. Without the knowledge of how to use a computer or the specific tools with which to use the online interfaces, it is difficult for students to not only figure out the answers, but also input answers once they have solved the problem.

In response to our need to improve culture and climate, as provided to us through our Panorama Survey data, we decided to change the structure of our pep rallies so that students are more involved and engaged in the activities. The school also started the "Bulldog News" to inform students about clubs on campus, important upcoming dates, birthday shoutouts, and any other announcements. The News is delivered by students, for students. We also have bulletins around campus (outside our front office and one on each of the stairways in the new building) that have flyers with upcoming events so that students see it around campus as they move from class to class.

In order to improve management and culture inside of classrooms we have developed the Bulldog Way as our core values for EPAA. The Bulldog Way helps teachers use common language for expectations and redirections.

We are also using SMART goals because we are noticing that students lack study skills. Students set their SMART Goals, plan for the following weeks, and reflect after the time period has ended to set new SMART goals.

Based off of the data regarding behavior, we have developed

<p>schoolwide rules that will create a more consistent environment and therefore eliminate these behaviors from classrooms.</p> <p>In order to vertically and horizontally align in Advisory, we started to have Advisory PD to create standardized assessments to evaluate Advisory curriculum and its effectiveness.</p> <p>Since we wanted to use our PD time strategically, we have started to vertically align and use Kelly Smith to lead PDs with our new staff to make sure we align with classroom expectations. Kelly Smith's PD helps us create standards-based objectives, align curriculum to objectives, develop a scope and sequence, use effective instructional strategies and engagement routines, and monitor feedback during class.</p> <p>Results from PSAT, SAT, and SBAC have pushed upper grades to do more explicit standardized testing practices. In order to make students familiar with the language and structure of standardized tests, we use the same language for our Do Nows, quiz and test questions, and Wrap Ups. On a more departmental level, our English department also used SBAC scores to figure out that students were struggling with structure and wording. As a result, they have created more learning experiences that would help them feel and be more familiar with the exam structure and wording. They have also used the shift to CCSS to vertically align the writing assessments that are being used in each of the grade levels.</p>	
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D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Transcript data is used in a variety of ways to inform curricular and schoolwide decisions. Counselors formally complete transcript evaluations with students in order to monitor student progress towards A-G eligibility and graduation; advisors and administrators informally review transcripts with students to track these same factors. On a larger scale, these transcript evaluations drive summer school offerings, master schedule, and staffing to ensure students get the classes they need for graduation and credit recovery. In this way, transcripts are the basis for reviewing and assessing the effectiveness of not only our credits and course completion, but also our course offerings.</p> <p>In order to assess curricula for relevance, coherence, and rigor, Kelly Smith was first brought in during the 2015-2016 year to facilitate the creation of a scope and sequence for each of our courses. As a result, our published scope and sequences are fully aligned to state standards. This year, Kelly Smith is back at EPAA, leading classroom walkthroughs to facilitate evaluation of progress</p>	<ol style="list-style-type: none"> 1. Transcript evaluations done via graduation check report, also used to evaluate A-G eligibility 2. Minutes from Kelly Smith PD around standards-based objectives 3. Minutes from Enid Lee PD around equity 4. PDF of CARE team referral form 5. SST form 6. PDF of SLC tracker 7. Sample Admin / Counseling agenda 8. Minutes and slides from 2014 staff discussion on qualitative grading

<p>in area of coherent and rigorous curricula.</p> <p>In order to assess curricula for cultural responsiveness and relevance, Enid Lee was also brought to EPAA during the 2015-2016 year to facilitate our metacognitive assessment of this area. She provided us with a stack of cards called "Checking & Changing my Systems of Equity." This year, Enid Lee is back for two half-day PD sessions to encourage us to metacognitively reflect on relevant and responsive curriculum again.</p> <p>Internally, our evaluation cycles are used to assess rigor, coherence, and relevance of curriculum. Administrators observe teachers twice a year, and are additionally available upon teachers' request for further observation and feedback.</p> <p>Behavioral data is also analyzed to inform staff meetings and professional development. This year, staff meeting time throughout the year is devoted to PBIS (Positive Behavior Intervention and Supports) training with the goal of addressing behavioral concerns. When implemented, PBIS can positively impact course completion and graduation rates. This, in conjunction with our CARE team meetings, SSTs, IEPs, 504s, and SLCs can help plan for individual students and ensure student success in their classes.</p> <p>Administration and Counseling teams meet once a month to evaluate policies and master schedule offerings to support students towards attaining enough credits to graduate.</p> <p>For many years, the staff engaged in discussions during staff meetings around grading and homework policies. In regards to grading, there was a lot of discussion between the use of qualitative and quantitative grading. For several years, the vast majority of staff graded qualitatively; however with the addition of Canvas and its inability to define letter grades, many staff reverted back to quantitative grading. There was also debate over the grading scale, as staff could not align on using either the 50-100 scale, a 0-100 scale, or something in between.</p> <p>Regarding homework policies, there were heated debates around how much homework was appropriate to assign. Some believed that assigning homework was an equity concern because of lack of quiet spaces at home or lack of internet access, while others believed that not giving homework meant that we were not preparing students for college.</p>	<p>9. Minutes from 2015 staff discussion on changing grading scale to merge qualitative and quantitative grading</p> <p>10. Minutes from 2017 staff meeting where we learned Canvas could not as easily support qualitative grading</p>
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>We currently do not have regular processes in which we analyze student work, and recognize this as an area of growth.</p> <p>The school received one PD from the district regarding a district-wide deficiency in the Common Core area of Listening, as determined by CAASPP scores. Following that PD, some teachers tried to individually incorporate more Listening instruction and assessments into their classrooms, but we have yet to engage in a schoolwide analysis of student work as it relates to listening or other categories of Common Core.</p>	<ol style="list-style-type: none"> 1. Reminder from Assistant Superintendent that our students need to focus on Listening and Interpreting

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>A variety of formative and summative assessments are used at EPAA to inform curricular and instructional approaches. Teachers across departments use rubrics to assess student learning. While departments might vary in the specific language of assessment rubrics, all rubrics reflect the 5 Habits, and grading of assessments and other assignments is based on the 5 habits. We use a wide range of summative assessments, including:</p> <ol style="list-style-type: none"> 1. Essays and Research papers 2. Portfolio Projects 3. Exhibition 4. Socratic Seminars / Structured Academic Controversy 5. CAASPP 6. SBAC Interim <p>Teachers use a variety of formative assessment data to determine students' mastery of standards. Common formative assessments used at EPAA include exit tickets, warm-up questions, check-ins (first to five, temperature check), and whiteboard activities. These help teachers gauge what materials need to be retaught. We recognize that while individual teachers examine student work to adjust practices and curriculum, student work is not currently examined in grade level or department teams.</p>	<ol style="list-style-type: none"> 1. Qualitative rubrics across multiple content levels using EPAA grading codes: English 1, English 2, Science, History 1, History 2 2. Sample summative assessments: English quiz, English timed writing, History Socratic Seminar, History Structured Academic Controversy 3. Sample formative assessments 4. Screenshot of Canvas assessment analysis: histogram and question analysis 5. Draft of Advisory benchmark assessment planning document based on scope and sequence

<p>Many teachers on campus use Canvas to administer assessments. Canvas analyzes assessment data and provides teachers with detailed feedback about which specific concepts to revisit with students. Teachers also use Google Classroom to collect assessment data.</p> <p>Advisory teams are in the process of creating benchmark assessments for each semester to assess students' mastery of key Advisory standards at each grade level. This allows for further vertical and horizontal alignment.</p>	
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Students are provided feedback through numerous connections with their teachers. Many assignments are given through Google Docs. This enables a teacher to give immediate feedback while a student is working on their document, essay, or presentation. There is also a feature in Canvas in which there could be a group chat or a comment section. Canvas is also used for messaging to keep entire classes up to date on assignments and supports.</p> <p>Some of our students receive feedback and support through more specialized meetings called SST/IEP/504, in which individual needs and subsequent goals and supports are determined.</p> <p>All of our classroom teachers hold regular office hours in which they provide support and feedback to students in a more informal atmosphere. Students also receive feedback from various rubrics that are used across the content areas, and through email contact with their teachers.</p> <p>The process of exhibition provides the students with endless feedback and support from their exhibition team throughout the process, and from their judging team at the culmination of their project.</p> <p>The College and Career Center (CCC) provides weekly emails to the entire student body as well as a weekly bulletin called Bulldog Announcements to inform student about the various happenings in the CCC such as college representative visits, seminars, and field</p>	<ol style="list-style-type: none"> 1. Screenshot of teachers giving comments on student work via Google Doc in English 2. Screenshot of Canvas class announcement in English and History 3. SST data concerning numbers and frequency, SST form 4. Office Hour and tutorial schedule sign-in sheet 5. Emails from CCC about college rep visits, scholarships, and internships 6. EPAA and Foothill College Early College partnership 7. SMART Goals template from AVID and other sources 8. Student-Led Conferences (SLCs) template in 10th grade and 11th grade 9. Exhibition rubrics and student samples of feedback 10. Logs from Infinite Campus detailing mental health sessions from 2015-present with EPAA Manager of Social Services and Stanford Mental Health Team

<p>trips. The CCC also informs students about various opportunities from scholarships to internships, to programs at local companies and universities like Google, Facebook, and Stanford.</p> <p>EPAA teachers work in conjunction with Foothill College professors to provide our students the opportunity to experience the rigors of college classes through a dual enrollment program here at EPAA.</p> <p>Advisory has many facets which support our students and provide personal feedback. Advisors act as mentors to their students. Advisors regularly engage in community circles in which students reflect upon numerous topics. Advisors also conduct regular check-ins with their advisees concerning their academic and social-emotional progress. Part of these check-ins are reviewing the students' SMART goals in which students work towards short term (2-4 week) goals usually around changing their routines, behavior, effort, etc. Each semester through their advisor, the student conducts an SLC, Student Led Conference, with their parents. This gives the student the power to lead a meeting with their parent concerning their progress and needs. It is very reflective as well as informational, but a key part of it is the feedback from the parent and advisor to the student about their foreseen needs and supports available to them.</p> <p>All students receive support from their school counselor concerning their progress and goals, and a number of students also see a therapist to assist them with their social-emotional growth. We have a psychology fellow and psychology externs who regularly meet with our students to provide them with feedback on their goals and progress as well.</p> <p>As a whole, although EPAA provides many avenues for feedback, we have yet to track student understanding of the feedback given to them at these times, nor the improvements in progress following these feedback sessions.</p>	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Assessments at EPAA continue to be grounded in our 5 Habits of Mind, as these appear across our programs: content courses, Exhibitions, and Advisory. Teachers regularly use both formative and summative assessments to measure student learning, and students receive feedback through different technological integrations, including the more established Google Suite and newer Canvas system. The school-wide data we examine also blends more established modes of assessments such as A-G completion rates and GMRT scores, with newer forms of assessments such as the CAASPP.

Through this self-study, we learned that while we often look at assessment results and take surveys to collect feedback, we currently do not analyze the assessment results to identify how to improve our programs and determine next steps. The lack of analysis makes this a very large area of growth because we currently lack the expertise and protocols to effectively and strategically analyze data with purpose. To that end, we hope to develop systems of data analysis that will help inform our school-wide initiatives as well as instruction and curriculum. In addition to defined data structures, we also recognize that a secondary area of growth is consistent and aligned grading practices and assessments within content areas.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- In-house creation of own assessments to measure student learning
- Revision model for designing Exhibitions to incorporate a multifaceted nature of assessing students in both the final presentation and content knowledge throughout the process
- Staff adaptation of 5 Habits in grading
- Use of technology to give feedback on student work
- Goal-setting in Advisory during academic monitoring: evaluation, reflection, and determination of goals based on academic data

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Systematic and consistent analysis of student performance data to determine effectiveness of our programs
- Use of data to determine the allocation of resources to support the achievement of underperforming groups
- Alignment of the weighting of 5 Habits by departments
- Alignment of rubrics and grading practices by departments
- Analysis of student work as a staff through protocols and to determine next steps
- Determining PD topics based on data that has been analyzed as a staff

East Palo Alto Academy ACS WASC/CDE Self-Study Report

- Streamlined process of calibrating exhibition rubrics
- Standardized benchmark assessments by course
- Consistent and data-based placement of students in English Support, English, and AS English courses

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>EPAA offers families multiple venues for involvement. The SSC/ELAC meets on the last Thursday of every month. In addition, we have monthly Principal/Cafecitos in the morning.</p> <p>There are also a number of community events to which parents and families are invited to participate. Some highlights of community events include:</p> <ul style="list-style-type: none"> • Parent Involvement: In addition to the School Site Council (SSC) / English Learner Advisory Council (ELAC) meetings that include parents as well as students in decision making, the principal also holds monthly “Cafecitos,” or morning coffees, where parents are invited to share concerns and hear updates about the school. • International Cultural Day: An event that we host annually to celebrate the vast array of cultures that are represented on our campus. It provides an opportunity for families to bring food to share with the entire school, students to perform traditional dances and wear traditional garb. We invite all families to participate. • The Parent Project: A 12-week course that is offered in English/Spanish to EPAA parents. Each class is scheduled one day per week for three hours. Parents learn parenting skills, outside resources, and parental support from other parents. Skills learned are as follows: appropriate ways to discipline, learning ways to support to stop the use of substance use, improving communication skills, support in learning to improve grades and school attendance. This is the second year EPAA is offering the program. • Cash for College: A workshop, hosted by the College & Career Center, that provides families support in completing important financial aid documents for their students’ college funding, whether it be through the Free Application for Federal Student Aid (FAFSA) or the California Dream Act 	<ul style="list-style-type: none"> • Monthly Parent Meeting Schedule • SSC/ELAC Agendas meeting minutes • International Culture Day • Parent Project Website • Cash for College Presentation • DogCity Showcase Flyer • DogCity Showcase Video • La Posada Flyer • BSU Family Dinner • School Messenger Report • Positive Phone Calls Home List

<p>(CADAA). The support is offered in both English and Spanish. Then in March/April, we review and explain financial aid packages with students/parents, in English and Spanish (the majority in Spanish), so families understand award letter.</p> <ul style="list-style-type: none"> • Dog City Showcase of Culture and Leadership: An annual event that brings together students, parents, teachers, staff, and community members. Students share poems, songs, cultural dances, and other performances. This has also included visual art “pop-up” galleries built with support from the community organization EPACenter Arts. This evening event invites all parents, guardians, and community members to come celebrate the cultures and creativities of EPAA students. More recently, this has grown to include the local Boys and Girls Club, and is organized in collaboration with their high school programs. • Goblin Walk: A Halloween carnival where our students and staff can bring the younger members of our community to EPAA for safe, holiday fun. • La Posada: An annual tradition that welcomes our students and their families to campus for a winter holiday dinner celebration. Families bring food and participate in crafts, games and an informal holiday program. A highlight of the event is a visit from Santa. • Family Dinner: An annual gathering, presented by the Black Student Union, for our African American students, families and allies to celebrate culture and history that takes place at the culmination of Black History Month. • School Messenger: the district system for communicating with families regarding attendance as well as announcements regarding school events, programs and parent meetings. Using this platform, we are able to communicate with parents via phone call, email and text message. This platform also provides us with important data regarding what parents we are reaching as well as the students for whom we need updated contact information. <p>The examples above highlight events on campus the invite all our families, English and non-English speaking, into building culture of our school. We rely heavily on our Parent Liaison to communicate regularly with parents, regarding these community events but also messages that teachers might have regarding a student’s learning. Our Parent Liaison is able to communicate both in English and Spanish. While we have regular means of reaching out to families, both for enrichment and educational purposes, an area of growth is to leverage parent participation into boosting the engagement of students overall.</p>	
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise*

and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<p>EPAA partners with multiple community organizations to broaden the services and education offered to students on campus. Some of these opportunities include:</p> <ul style="list-style-type: none"> • BUILD: EPAA is on its third year partnering with BUILD Bay Area, a non-profit with a curriculum for an elective class for freshmen at EPAA. BUILD aligns with EPAA's mission to graduate every student college- and career-ready and provides an entrepreneurship experience that exposes students to design thinking, spark skills, and hands-on experience running a business. Almost one-third of EPAA students have now been exposed to the BUILD entrepreneurship. • Lucile Packard Mental Health Team: This service consists of having one licensed psychologist, three psychology externs, one psychiatrist, and a psychiatrist fellow to collaborate with the school manager of social services and provide mental health services and counseling to the students and staff. The team also pushes into Advisory to lend their expertise to co-teach two topics: <ul style="list-style-type: none"> ○ Break Free from Depression: A 3-session 9th grade psychoeducation course about what depression is, how to recognize it, and how to access resources when there are concerns. ○ Healthy, Empowered Relationships: A 4-session 10th grade course with strategies based in Trauma-Focused Cognitive Behavioral Therapy; it teaches students to recognize thoughts, feelings, and behaviors associated with being in romantic relationships and empowers students to make assertive statements to ensure their safety and happiness. • Lucile Packard Health Van (Stanford): Once a month, the health van provides medical services to students on an as-needed basis. A medical assistant, nurse practitioner, clinical social worker, and dietician are present for support. • Peninsula Conflict Resolution Center (PCRC): EPAA taps into PCRC primarily through its Restorative Justice framework because a Restorative Justice Coordinator works with students who have received referrals and requests for interventions. PCRC also facilitates restorative circles in content classes where harm was publicly done during class time, and has facilitated communication skills circles in Advisory classes. • Future Profits: Future Profits helps high school students prepare for their futures by equipping them with life skills and financial knowledge. Future Profits is an education program through AbleWorks that partners with local organizations and public high schools in Northern California to provide 24 hours of curriculum in a school year. Future 	<ul style="list-style-type: none"> • BUILD Slideshow • Health Van Commercial • Peninsula Conflict Resolution Center • Able Works Website • YCS • FLY • Addiction Education Society • AJ Tutoring • Brentwood Academy • Jobs For Youth • BGCP Website • Road to Legendary • College & Career Center Website • Weekly Bulletin with Club Meetings • Institute for Diversity in the Arts • SOOP Field Trip Photos • Dog City Showcase Flyer • Dream Lab • Sample Exhibition Rubric

<p>Profits targets under-resourced high school students at-risk of being caught in generational cycles of poverty. Through our partnership with this program in Advisory, we equip youth with fundamental financial paradigms and life and decision-making skills to support their paths towards success and self-determination.</p> <ul style="list-style-type: none"> • Youth Community Service (YCS): YCS' approach to students is primarily through teaching their 180° curriculum in Advisory courses to support students with social-emotional learning. Our current partnership with YCS also enables our students to work one-on-one with a YCS Social Emotional Learning Specialist to find community service opportunities to support the completion of their community service requirement. • Fresh Lifelines for Youth (FLY): FLY is a non-profit organization whose mission is to prevent juvenile crime and incarceration; they do this through a series of four legal education courses in the 9th grade, during which students run through scenarios with FLY staff and volunteer lawyers. Students who complete these four sessions have the option to join their Leadership Training, a program for high-risk youth to engage in community service and mentoring opportunities. • Addiction Education Society (Neuroscience of Addiction): Along with other schools in our district, our sophomores receive a four-session Neuroscience of Addiction curriculum during which they learn about how the brain responds to addiction and engage in discussions on how addiction impacts families and communities. In addition to using their curriculum, our Advisors also co-teach the lessons with Psychiatry fellows and medical doctors from Lucile Packard Children's Hospital • AJ Tutoring: Through AJ Tutoring's Social Outreach Program, several English, Math, and Science teachers were trained in using the AJ's curriculum to administer SAT prep. Advisors who administer SAT prep in the 11th and 12th grade have appreciated the specific test-taking strategies offered through this curriculum. We also use AJ's practice SAT test when we host our tri-annual practice SAT Saturdays. • Brentwood Academy: Brentwood is a K-5 school within walking distance of EPAA. Each Spring, EPAA seniors walk to Brentwood and mentor 5th grade students for about an hour a week for 6 weeks. The mentorship takes a different form every year, as it is driven by what focus the seniors are excited to teach. In recent years, these sessions have included reading buddies, self-esteem workshops, yoga, and transitioning to middle school workshops. Without Brentwood's partnership, our seniors would not have an authentic audience with which to serve and reflect upon. • Jobs for Youth: Jobs for Youth is an organization based out of the San Mateo County's Human Resources Department. They lead workshops in our Advisory program 	
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<p>to help students understand the importance and components of résumé, cover letter, and job search.</p> <ul style="list-style-type: none"> ● Stanford University's Community Engagement Learning courses: <ul style="list-style-type: none"> ○ SPANLANG 12SL (Second-Year Spanish: Emphasis on Service Learning): Students from this Stanford Spanish Language course partner with our EPAA Spanish for Native Speakers students to practice Spanish in both formal and informal settings. These contexts range from poetry, to skits, to more academic settings, and enables our students to have more avenues to practice Spanish, as well as allows our students to learn alongside college students. ○ HIST 258 (Sexual Violence in America): Students from this Stanford History / American Studies course design and co-teach a Healthy Relationships curriculum to our 9th grade students that begins first with understanding their own identity, and then understanding boundaries of friendships and romantic relationships. ○ EDUC 208B (Curriculum Construction): This course is a graduate level course from Stanford's Graduate School of Education (GSE). 2018-2019 was the first time we partnered with them, and they are in the process of developing a four-session social-emotional learning curriculum meant to instill motivation in our students; it is designed to be implemented in 10th grade Advisory. The team has also designed several shorter follow-up activities that can be used to refresh their motivation throughout the year. Unique to this team is that their curriculum is vetted through a team of GSE curriculum advisors. ● Other local organizations who offer our students community service opportunities during the school day to build their compassion and round out their service-learning experiences: <ul style="list-style-type: none"> ○ Youth United Community Action (YUCA): A grassroots youth community organizing group located within walking distance from EPAA. ○ Ecumenical Hunger Program (EHP): A food pantry that collects and distributes food within EPAA. ○ Canopy: A local organization that plants and take care of trees. <p>In addition to the services named above, we also offer the following resources to support student learning.</p> <ul style="list-style-type: none"> ● Boys and Girls Club of the Peninsula (BGCP): The BGCP meets 3 specific needs for students at EPAA: <ol style="list-style-type: none"> 1. Academic support - BGCP provides 1:1 academic support to access material and office hours/tutoring. 2. Academic case management and tutoring - There is 	
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<p>a full time, on-campus academic success counselor, Karina, who works with a group of 25 freshmen. Her position specifically provides academic case management, tutoring and advocacy. Their goal is to support students to achieve school success through providing intensive services such as bi-weekly check-ins where in students practice goal setting and accountability, and receive academic support that includes tutoring, guidance and extracurricular enrichment activities</p> <ol style="list-style-type: none"> 3. Afterschool Enrichment opportunities - BGCP provides opportunities for students to find their passion through clubs, and exposure to career paths. 4. Road to Legendary - In addition to these specific supports, our relationship with BGCP has grown to also meet other needs such as our Road to Legendary Conference that happens twice a year. This conference aims to address relevant issues to the students that may not find a place in the typical classroom curriculum, such as police brutality. BGCP also partners with Student Leadership to host events such as dances, student Showcases & sporting events. BGCP also helps with athletics, by facilitating practices and providing coaches. Finally, we deeply rely on the relationships that BGCP staff have with students and the mentorship that results and helps to foster positive character development. <ul style="list-style-type: none"> ● College and Career Center: Our College Information Specialist (CIS) reaches out to organizations to see how students can get involved in internships, community service, etc. Through this work, the CIS also finds community volunteers and builds the school's community resource network to meet student needs and support school events. EPA College Fair is organized in collaboration with community organizations and other local schools, which brings together around 50 universities from around the country, so students can learn about a variety of higher education opportunities, and what it takes to gain admission. The CIS also organizes field trips to visit businesses like Amazon or for events at Google, and maintains contact with local employers like Facebook, Google and Walgreens to provide job opportunities for students. Once a year, every student also attends a four-year college field trip to either local California State Universities (CSUs) or local Universities of California (UCs). As a result, by the end of a student's four years at EPAA, they will have at least visited two CSUs and two UCs. In the sophomore year, the CIS and a group of sophomore teachers also organize a college field trip to southern California to visit schools that are further away. We recently began, and hope to continue budgeting for, field trips to 	
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<p>community colleges and local certificate programs. These include a field trip to Foothill College, a local community college that we also partner with through our Early College program. We also visit JobTrain, a local career training program that offers certificates in construction, medical assistant, culinary arts, etc.; Year Up, a skills development program that partners students with Project Management or IT Support internships at Facebook; and 42 Silicon Valley, a coding school.</p> <ul style="list-style-type: none"> • Clubs at EPAA: Each year, clubs are started or continued based on students' interests. This year students are involved in the PRIDE club, French Club, CHAMPS club (addressing students interested in careers in science), Black Student Union, Poly Club, Pride Club, and Debate Club. In addition, EPAA partners with the Stanford Outdoor Outreach Program (SOOP) to provide camping trips, nature hikes, and rock climbing trips to our students. While these opportunities exist, student participation in clubs remains an area of growth. • Institute for Diversity in the Arts: Our performing arts program has built a longstanding relationship with the Institute for Diversity in the Arts at Stanford University. Beginning with continuing education for our performing arts instructor, this has grown to include other areas. Students have been able to audit Stanford University classes, as well as be presenters within these classes. A 3-year research project called the Arts in Education Project grew from this collaboration. This provided our performing arts program with tens of thousands in grant funding that fully funded all performing arts programs for 5 years. These funds were used to produce shows open to the community, as well as to bring a group of students to perform their original creations as featured performers in New York City. This relationship also led the creation of EPAA's Critical Feminisms club, which brought intersectional feminist leaders from around the world to work directly with EPAA students. • EPACenter Arts: EPAA has partnered with what is now called EPACenter Arts since its inception. Beginning with art workshops at lunch, this grew to include collaborating on the annual Dog City Showcase. Teaching artists from this organization have also come and conducted workshops with students in performing arts classes. Students who seek deeper and more extended arts opportunities continue working with these teaching artists on weekends. • Dream Lab: The Dream Lab is a creative space that allows for students to explore learning areas outside of their core content subjects. There are two afterschool programs that support this effort. The first is Design 101. Students choose a career track (i.e Designer, Engineer, and Artisan) and build projects that expose them to different skills and nuanced topics involved in that particular field. At the end of the semester, students present a final project demonstrating 	
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<p>the knowledge and skills they obtained during the program. The second program is a design for social good initiative called Project Invent. Students identify an issue in their community or society at large that they would like improve/combat. During the program students will partner with someone in the community that is affected by that issues and design a solution for them. This program incorporates design thinking, engineering , and social impact to give students an authentic experience in human-centered design. The program concludes with a final showcase where students present their ideas to a panel of venture capitalists to try and secure funding for their idea.</p> <p>Assessment of student projects and classroom presentations, particularly our annual exhibitions, is done by way of staff calibrated rubrics on the Five Habits, which directly relate to our Schoolwide Learner Outcomes.</p>	
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Mental and Physical Health:</p> <p>Through our Advisory program, we offer curriculum and resources to all students as a means of empowering them if ever they face or know someone facing life-threatening issues due to mental health or addiction. "Break Free from Depression" is a yearly psycho-education presentation to the Freshmen class which is broken down into three sections. Each section covers one full period. The presentation covers depression stigmas, psycho-educates, and encourages students to seek support for themselves and/or others. The "Neuroscience of Addiction" program was introduced during school year 17/18. It is a psycho-education presentation to the Senior class addressing substance use and how affects the brain function. Since its inception, we have begun to roll out this curriculum to service sophomores, juniors, and seniors. The Lucile Packard Health Van provides medical services to students on a monthly basis. A nurse practitioner, clinical manager of social</p>	<ul style="list-style-type: none"> • Break Free from Depression • Neuroscience of Addiction • Health Van • Restorative Justice Faculty Handbook • BSU Meeting • BSE Task Force • Family Dinner • Panorama Survey

services are present for support. Staff has also been briefed on the new forms of drug paraphernalia so that they can also be more vigilant in their classrooms.

Campus Wellbeing:

Now working with a full-time Restorative Justice coordinator, systems are in place to proactively and reactively support positive student behavior. We are working to proactively train the faculty and staff on implementation of restorative practices in their classrooms as well as holding community circles in Advisory. Community Circles are intended to connect students to the larger community by discussing issues on a personal level, in a structure way. Our Vice Principal, in collaboration with Peninsula Conflict Resolution Center, has worked to develop a discipline matrix that aligns with both state education codes and EPAA practices and philosophies in this area. The ongoing work to support students proactively is managed by the Restorative Justice Coordinator, the Vice-Principal, the CARE team that meets bi-weekly (Principal, Vice-Principal, RJ Coordinator, Manager of Social Services and Guidance Counselor). For further guidance we have also discussed some specific issues with the Charter Advisory Board. For example, the results of the 40 Developmental Assets for Adolescents Survey created by the Reach Institute were discussed with all stakeholder teams, as we work to develop next steps in meeting the needs of our students and further developing their assets as a group. Additionally, specific time has been set aside in our 2018-2019 professional development calendar to train and reflect with our staff on using a Positive Behavioral Intervention System. We began this work last year as grade-levels sought to create consistent norms and expectations in their classrooms; however, this is a practice that needs ongoing reinforcement, and the consistent reinforcement of norms and expectations, not to mention their development, remain an area of growth.

Additionally, the use of derogatory or hate speech has been an area of concern. EPAA tried to tackle this problem on two fronts. Last year, PCRC led staff through PD on internal biases, opening up the conversation to empower the adults at school as allies for victims of derogatory speech. Then, staff elected to invite Enid Lee to return this year to provide more focused PD on equity in the classroom as a hope to engender more compassion in our students. Furthermore, EPAA has started a Black Student Union (BSU)/Affinity Group with outside contracted facilitator Dr. Angie Birts. EPAA has also instituted a school policy of zero tolerance on hate speech. The BSU has created a new tradition called "Family Dinner" to honor the heritage and culture of our African American students. While progress has been made, more work remains. The Black Student Engagement Task Force, made up of a team of administrators and teachers who meet bi-weekly to address these issues, is in the process of creating a Town Hall meeting, wherein parents and families of African American students will be invited to share their perspectives and experiences. Not only is this an attempt to engage more families, but we have learned that listening is essential to

<p>building trust. The overall goal is for all students to feel safe and welcomed and celebrated. EPAA also seeks to decrease referrals for hate speech and/or harassment.</p> <p>Campus Safety: East Palo Alto Academy aligns with the Sequoia Union High School District in having a closed campus. Students are not permitted to leave campus during the school day, without explicit parent consent and only for reasons that are excusable, such as medical appointments, illness, etc.</p> <p>EPAA has two full-time Campus Security Officers. Not only do they monitor campus activity, they provide daily guidance, support and mentoring to students. Their job includes everything from ensuring safe entry and egress to connecting students to school resources and coaching our sports teams. Their presence as keepers of a safe campus and role models is essential for a positive school climate and culture. School safety among the highest scoring areas for annual Panorama Survey. However, students report less favorably in the areas of school belonging and school engagement. Without more information, it is unclear why students feel this way. Nevertheless, it is clear that school engagement remains an area of growth.</p> <p>Advisory Clean Up Rounds: In order to support the maintenance of a clean and safe campus, a calendar is created each year that shares the load for cleaning up the campus after lunch. A few times per year, each advisor leads their advisees in a cleanup of the quad and other common areas of campus.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Culturally responsive pedagogy has been a focus of classroom teachers for a few years now, as they continue to create curriculum that honors their students' prior experiences, heritages, and cultures. We seek to uphold this caring environment outside of the content classroom, as well. Our community events calendar includes an array of community celebrations highlighting various aspects of our students' and staff cultures. They include the Black History Month, the BSU Family Dinner, Fiestas Patrias, Latin American History Month, Polynesian History Month, Dia De Los Muertos (Curriculum in Spanish), Race & Ethnicity class, Performing Arts' use of Ethnic Studies curriculum.</p>	<ul style="list-style-type: none"> • RJ Community Circle Norms • Mental Health Referral form • Pre-SST Referrals • The Bulldog Way • Summer Bridge Bulldog Way Summative Assessment • Discipline Matrix • PD on Restorative Justice

In Advisory, advisors use an RJ practice called Community Circles not only to build community but also to allow students to bring their lives and experiences into the classroom. Circles, as they are called, seek to value the individual's experiences. They are an integral part of an advisor's ability to build relationships with students so as to serve as their go-to adult on campus for support. Advisory provides a space where one-on-one attention can be given while the need for additional supports can be identified and offered, including referrals for emotional, academic, and physical support. Advisors are in consistent communication with content area teachers to discuss supports necessary for specific students, as well as strategies for all students' growth and development. Advisors also meet in grade level teams at least once per week during a common prep to discuss supporting specific students, as well as plans to support the growth and development of all students through aligned lessons and responsive instructional strategies. Every student is assigned an Advisory teacher that will follow them for two years. The benefit of having an advisor is to work on the social dynamics and trust to help build a community.

As a trauma-informed school, EPAA actively seeks to support individual students on an ongoing and as-needed basis with support from the Mental Health Services, which include three counselor interns, a psychiatrist, a psychiatrist fellowship, and two supervisors, on top of one school counselor and one manager of social services. Mental Health services are school-based and were created to provide immediate support to students, staff (when necessary), and family, if appropriate and requested. Referrals to mental health services are often made by teachers and advisors. Manager of social services can support the student/family be connected to external services/support when additional acute mental health services support is needed. Student/family can also be supported with other needs such as, housing leads, food leads, and other needed services.

Pre-SST Referrals and bi-weekly CARE team meetings to respond to teacher referrals (link on weekly bulletin) to allow the team of SMHT, Guidance and Administration to triage support for students in need. If we do not have students on the CARE team referral list, we also review students due to truancy, low GPA and high number of office referrals.

EPAA seeks to teach the whole-child, and the creation of the Bulldog Way sought to systematize a set of values that would influence the way that we build community at EPAA. The five Bulldog Way components are:

1. Bulldog Love - Bulldogs protect the relationships within this community, show love to and respect one another and oneself, and have pride in who we are and where we come from.
2. Bulldog Attitude - Bulldog Attitude means understanding the value of education and personal development.

- [PBIS Basics](#)
- [PD on PBIS Ladder of Consequences](#)

<p>3. Bulldog Mindset - Bulldog Mindset is inspired by Carol Dweck's Growth Mindset and means practicing a growth mindset, understanding that failures and challenges are a crucial part of the process toward success, having the resilience and the courage to overcome our fear of failing, and believing that we are capable of doing anything we put our mind to.</p> <p>4. Bulldog Grit - Bulldog Grit means having that fighting spirit, the endurance, perseverance, & passion that keeps you going.</p> <p>5. Bulldog Power - Bulldog Power means feeling empowered to make change and create opportunities.</p> <p>The Bulldog Way has been adopted schoolwide. It is also explicitly taught to incoming freshman during Summer Bridge, where students focus on one of the five elements in each of classes. During the school year, there are posters located in each classroom that outline the Bulldog Way and grade level town halls that reinforce our commitment to the Bulldog Way.</p> <p>Teachers' classroom expectations and practices are developed through the lens of Positive Behavior Interventions and Supports (PBIS). A series of interventions are set up within the classroom to establish a positive learning environment, such as having a clear board configuration, clearly displayed Five Habits and norms, clear procedures for bathroom and water breaks, quiet signals, and schoolwide policies for electronic devices.</p>	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>The Bulldog Way Staff Norms Were created to further our goals for how we teach the norms, model for students and use them to focus our collaborative work as a staff. Based on our values, including equity of voice, respect for multiple perspectives and collective problem solving.</p> <p>The Leadership Team (LT) has made it a priority to create an atmosphere of trust, respect, and professionalism by partnering with experts like Enid Lee, who focuses on creating systems of equity for teachers and the implementation of culturally responsive pedagogy. The LT team also partnered with Shane Safir, who focuses on developing strong professional learning communities (PLCs) that listen deeply to colleagues and maximize relational capital. The decision to work with Shane Safir came after staff reflection and feedback on how we could collaborate more equitably and effectively amongst are various teams and structures. As a result, our 2018-2019 PD calendar is focused on improving collaboration</p>	<ul style="list-style-type: none"> • The Bulldog Way Staff Norms • Meeting agenda for Back to School PD • Work with Shane Safir • LT Meeting Notes • Sample 10th Grade Advisory Meeting Agenda

<p>and to promote a safer and more respectful environment both for students and staff as a proactive response to the underlying needs of our staff that were expressed via surveys and open discussions at staff meetings. We have also partnered with PCRC to give training to staff around the concept and practice of cultural humility and support with ongoing PBIS practices to make sure our students are receiving best practice interventions for behavior as well as mental health. Our staff has also dedicated a significant amount of time to create and revise staff norms that have gone through multiple iterations that have evolved to include our newly developed Bulldog Way cultural tenets. Every staff meetings begins with an opportunity for each staff member to set their intention for the work ahead through the lens of the Bulldog Way components. The process of creating norms involved staff members so we could have an authentic buy-in of the norms. We have also recognized that it is vital to our staff to have new staff members or members who were not able to participate in the communal process of creating the norms to have the opportunity to connect to the norms by integrating them into our staff meeting objectives and expectations. Furthermore, we are currently developing the role of process-meister for our staff meetings that is undergoing careful consideration for the level of training that is required for staff to execute the role to the degree that would best serve our staff's current needs as well as in the long run and ensure that staff feel capable of monitoring, observing, and sharing those observations to guide staff in dialogue that helps us uphold our agreements. For example, we understand that this role is going to grow with us as a staff and that it will develop as we put it into practice. Leadership staff has volunteered to pilot our initial understanding of being process meister to begin the process of implementing the role. It is important to highlight that the very fact that our staff is committed to having a process meister reveals the value of our school community of creating an environment of trust, respect, and professionalism. A tangible outcome of our work to collaborate more effectively this year has been seen in our Advisory teams, where grade-level Advisory Liaisons now instituted agendas and roles into their weekly team meetings.</p> <p>School mental health services partnered with Stanford in order to provide mental health support not only to the students but also to school staff. The purpose of the mental health services is for students to better understand their emotional needs as it might relate to their behaviors while in class. The support gives the students the opportunity to explore alternative ways to either recognize their needs, understand their needs or learn to seek support from others. Staff, then, also have the opportunity to better understand the needs and/or behaviors of students as it can create a healthier way to trust.</p>	
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support

services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Our Advisory program continues to be the avenue through which we ensure that all students can access the resources and services that are available to meet their needs. Because Advisors oversee their students' academic progress, social-emotional wellbeing, and college- and career-readiness, they are most equipped to advocate for students. Advisors utilize academic monitoring time to conduct one-on-one check-ins with students regarding attendance and academic progress, which can include transcript reviews for graduation progress. They also use this and community circle time to gather information on whether or not students are in need of any services beyond the classroom, having to do with mental health or physical health. Social-emotional wellbeing is often assessed in this way. Additionally, through the Mental Health Team, services are designed to psychoeducate and support students and staff. Psychoeducation is designed through class presentations (Break Free from Depression and Neuroscience of Addiction) during Advisory. Such presentations can benefit the students by having a better understanding of the emotional struggles either self and/or peers might be going through. Presentations are also designed for students to seek support for themselves or for others. In terms of college- and career-counseling, benchmark assessments in Advisory serve to inform Advisors of their students' college and career goals so that the Advisor might provide the student with more personalized attention. This often involves sharing with students scholarship or extracurricular opportunities in-line with the students' self-identified interests. It also allows Advisors to cater their program to meet the needs of the individual in the class. For instance, students choosing community college have vastly different needs and priorities than students choosing to apply to 4-year universities. The upper house advisors begin to disaggregate their students so as to cater lessons and programming to each group of students' interests. Advisors have access to school counselor referrals, CARE team referrals, mental health referrals, and health van referrals to make the necessary next steps when advocating for a student's academic and personal needs. Furthermore, the bi-annual Student-led Conference (SLC) is the Advisor's opportunity to gather this information on behalf of the student and share it with parents and families in order to get the student with even more support at home.</p>	<ul style="list-style-type: none"> • CARE Team Referral Form • Guidance Counselor Referral Form • Health Van Referral Form • Advisory Transcript Review Lesson • Advisory S.M.A.R.T. Goals PD • Advisory SLC form • Sample of Student Post-secondary Pathways Breakout Groups • Sample of Student Choice on Exhibition Project • After-school Tutoring • Teacher Office Hours Document

<p>Elsewhere in teachers' curricular planning, student choice often lends itself to more opportunities to provide more individualized support. For example, by providing student choice around topic of exhibition, small group support, and creating an alternative schedule to accommodate individual needs for each exhibition by grade level, necessary interventions and additional supports are provided whenever necessary. Teachers also stay late often after school to support students' academic needs. Students are strategically grouped to best support the learning of all students.</p> <p>Another way in which students receive more individualized attention takes place after the school day. After-school tutoring happens three days per week with a mix of tutors including Instructional Associates from the school, Boys and Girls Club mentors, and Stanford student volunteers in our College and Career Center (CCC). Saturday School happens once per week, as a collaboration with the local Boys and Girls Club, and also includes individualized support. Jose Heredia, the College Information Specialist who organizes and administers the CCC, also is able to provide 1-on-1 support for students' personal and academic goals (such as writing a resume, contacting an employer, signing up and preparing for SAT/ACT test, as well as supporting the Guidance team in their work. Regular Teacher Office Hours are another way that teachers make themselves available to support students and families. All students can count on a teacher being available on a weekly basis for additional support.</p> <p>Lucile Packard Health Van: the service is designed for the students to receive health support and referrals to external providers (medical and mental health). Services are also set up to provide medical support to students who may want services to be confidential. Services are beneficial to students as they have medical services available on a monthly basis.</p>	
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Based on our PBIS practices, the first tier of intervention and support happens within the classroom. Teachers employ a number of strategies, both environmental and interpersonal, to create a positive and healthy learning environment for the students, with common board configurations, clear rules and procedures, and in some cases, a clearly displayed ladder of consequences. Classroom teachers use differentiated instruction to help all students access grade level curriculum and provide additional accommodations to further support students with IEPs. When this is not enough, students with IEPs can receive modified work</p>	<ul style="list-style-type: none"> • PBIS Basics • IEP • CARE Team Referral Form • Guidance Counselor Referral Form • Health Van Referral Form • Advisory Transcript Review Lesson • Advisory S.M.A.R.T.

<p>(assignments are changed to meet student ability level) and be on a modified grading system. Instructional Assistants are present in the class to help struggling students. Special Education teachers collaborate with general education teachers and administrators to create behavior support plans and alternative models of instruction such as small group and one to one support.</p> <p>The next tier of interventions support is provided through Advisory, where Advisors utilize one-on-one check-ins, community circles, ongoing academic monitoring, and bi-annual Student-led Conferences to assess the students' need for more personalized services. This can result in a referral to any of the services offered by our school: school counselor, CARE team, mental health, health van, and teacher's office hours.</p> <p>Then, at weekly grade-level Advisory team meetings, a counselor or administrator is present to hear any of the teams' overwhelming concerns about a student. They can then follow-up with necessary next steps.</p> <p>The CARE team is dedicated to meeting the needs of our most at-risk students. Students are identified through the SST pre-referral process, Advisory grade level team meetings and/or referral reports generated using Infinite Campus. The CARE team meets bi-weekly to respond to Pre-SST referrals and other requests for support that are flagged through reports of truancy and/or a high number of referrals. Through the CARE team and administrative support of advisors, we are working to more quickly identify students in need and, when necessary, process their needs through the IAT process with district supports.</p>	<ul style="list-style-type: none"> • Goals PD • Advisory SLC form
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>Students are referred to mental health by school staff through a referral process. A referral is submitted through the CARE Team and assign to a counselor. According to the need of the student, time is provided either weekly or biweekly. Students also have the freedom to initiate their own check-ins when in need (students who don't have a counselor assigned).</p> <p>Students with IEPs are served in full inclusion mainstream classrooms by two full-time Special Education case managers as well as four full-time Instructional Associates (IAs). We are fortunate</p>	<ul style="list-style-type: none"> • CARE Team updates • IA Support Schedule

<p>to have four full-time instructional Associates that work with teachers and students in the classroom, three of which are actual EPAA alumni! The IAs support students in a myriad of ways, including small group work, one-on-one support and translation of curricular materials. In addition to their access to the core content, students with IEPs are enrolled in a study skills class that meets for a total of 235 minutes per week. This classes provides the academic and social-emotional skills training for students as well as additional time for focused one on one support. For 11th and 12th grade, additional support is given to college and career guidance and planning.</p> <p>Advisory provides a space where one-on-one attention can be given while the need for additional supports can be identified and offered, including referrals for emotional, academic, and physical support. Advisors are in consistent communication with content area teachers to discuss supports necessary for specific students, as well as strategies for all students' growth and development. Advisors also meet in grade level teams at least once per week during a common prep to discuss supporting specific students, as well as plans to support the growth and development of all students through aligned lessons and responsive instructional strategies. Every student will be assigned an Advisory teacher that will follow them for two years. The benefit of having an advisor is to work on the social dynamics and trust to help build a community.</p> <p>Aside from the CARE Team meetings, wherein interventions and follow-ups carried about by responsible parties is detailed in our information management system, we need to develop a system to examine the effectiveness and appropriateness of the decided-upon. In follow-up SST meetings, teachers comment on the strengths and growths of detailed action plans, but there currently does not exist a mode by which we can systematically analyze data collected from interventions to determine their effectiveness. This remains an area of growth.</p>	
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Starting in the 9th grade, all students are enrolled in an A-G course of study with teachers employing teaching strategies that are engaging and culturally relevant. From then on, students' course schedules are created by school counselors with consultation from individual student interviews. Course scheduling then depends on what courses students need for graduation credit recovery or A-G eligibility. In addition to the A-G Core classes, we offer a number of electives, both for enrichment purposes as well as credit recovery needs. Additionally, Early College courses are available to all</p>	<ul style="list-style-type: none"> • Guidance Counselor Appointments • Master Schedule • Foothill Syllabus • IA Support Schedule

<p>students through a partnership with Foothill College.</p> <p>Students with IEPs are served in full inclusion mainstream classrooms by two full time Special Education case managers as well as four instructional assistants, who provide push-in support. In addition to their access to the core content, students with IEPs are enrolled in a study skills class that meets for a total of 235 minutes per week. The IAs support students in a myriad of ways, including small group work, one-on-one support and translation of curricular materials.</p>	
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>EPAA requires that graduates complete 100 hours of community service over the course of their high school careers. Advisors monitor students' progress toward this requirement by having students create their own system for tracking community service hours. This document, as evidenced in the video, will be used by the student throughout their four years of high school and will travel with them regardless of who their advisor is.</p> <p>Through the encouragement of the College & Career Center, and through Advisor support, students are made aware of a range of opportunities to satisfy the community service requirement. A sample of extra- and co-curricular opportunities available to students include:</p> <ul style="list-style-type: none"> • Dream Lab: Provides a space that offers opportunities for students during lunch on Tuesdays and Thursdays and after school on Mondays and Tuesdays to develop skills and experience using modern makerspace equipment. QuickBytes are lessons during lunch that are planned with career and college engineering principles to expose students to apply the design thinking process in making a variety of everyday products such as stickers, dog tags, speakers, and skateboards using equipment like the laser cutter and 3D printer. The instructor provides 1:1 support if necessary and individualized opportunities to customize products. The after school program partners with Project Invent and Design 101. • College & Career Center (CCC): Organizes field trips to visit businesses like Amazon or for events at Google. It has contacts with local employers like Sports Authority, Walgreens, to provide job opportunities for students. It partners with Jobs for Youth to present to students how to 	<ul style="list-style-type: none"> • Community Service Tracker • CCC Community Service Bulletin Board • QuickBytes flyers/emails • CCC field trips • Summer Enrichment Opportunities Fair • College Day • Student Leadership • Performing Arts partnership with IDA • EPACenter Arts • EPAA Plays/Showcases • Spanish partnership with Stanford • Athletics • Community Service Tracker Video

<p>create a resume and perform job research.</p> <ul style="list-style-type: none"> • Summer Enrichment Opportunities Fair: Brings together community partners and businesses that can offer summer learning opportunities. • College Day: Each year, the entire student body is brought to a CSU or UC campus to explore varying educational opportunities. This is organized and facilitated by the CCC. All sophomores, after studying genocide for several months, have the opportunity to travel on an overnight trip to Los Angeles, to visit the Museum of Tolerance as well as three different public universities in Southern California. • Student Leadership: Student Leadership is a course that aims to build a positive and engaged school culture through creating and executing school wide events such as dances, rallies, spirit weeks and cultural celebrations. Student Leadership maximizes the leadership potential within students through providing weekly leadership lessons that focus on a certain facet of leadership each week. Student Leadership works to encourage and spread the Bulldog Way, mainly through encouraging collaboration, enforcing deadlines, and giving students a platform to exercise their voice. • IDA: Our performing arts program has built a longstanding relationship with the Institute for Diversity in the Arts at Stanford University. Beginning with continuing education for our performing arts instructor, this has grown to include other areas. Students have been able to audit Stanford University classes, as well as be presenters within these classes. A 3-year research project called the Arts in Education Project grew from this collaboration. This provided our performing arts program with tens of thousands in grant funding that fully funded all performing arts programs for 5 years. These funds were used to produce shows open to the community, as well as to bring a group of students to perform their original creations as featured performers in New York City. This relationship also led to the creation of EPAA's Critical Feminist club, which brought intersectional feminist leaders from around the world to work directly with EPAA students. • EPACenter Arts: EPAA has partnered with what is now called EPACenter Arts since its inception. Beginning with art workshops at lunch, this grew to include collaborating on the annual Dog City Showcase. Teaching artists from this organization have also come and conducted workshops with students in performing arts classes. Students who seek deeper and more extended arts opportunities continue working with these teaching artists on weekends. • Performing Arts Productions (Plays & Showcases): Each year, EPAA Performing Arts produces at least one show for the community. This has included student-written, poetry and hip hop based plays. These processes can sometimes include up to 6 months of after-school work to create, stage, and produce the show. These shows have also been 	
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<p>performed outside of school and the community. The plays have been performed at Stanford University, the Boys & Girls Club, and at the Poetic License theater festival in New York City. Student leaders in these productions have also helped to teach classes to undergraduates at Stanford University about the transformative and healing power of culturally relevant arts programs.</p> <ul style="list-style-type: none"> ● Stanford and Spanish for Native Speakers: Spanish for Native Speakers students visit Spanish class at Stanford twice each trimester. Both groups study the same curriculum and collectively work together to host three annual galas. ● Athletics at EPAA are a motivator for students to take care of business in the classroom. We often see student grades get better during certain sports seasons as students are highly motivated to compete and keep their place on their team. We have teams for both male and female students that include basketball, cross country, volleyball, track and soccer. <p>Each of the opportunities listed above provides students different avenues in which they can take classroom learning into the real world and make an impact on their community, simultaneously giving them a chance to carry out our vision statement and develop experience in the Five Habits of our Schoolwide Learner Outcomes.</p>	
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Our self-study showed us that our school culture around honoring and celebrating students' culture and heritage is strong. We work with a wealth of resources that share our similar goals and values, and we work to ensure that non-profit organizations provide meaningful relevant content to students in our community. To that effect, we hold numerous community events to honor their heritage, and we also provide a number of extra-curricular opportunities to enrich their experiences. Additionally, our Advisory program allows for strong relationship-building between students and teachers and among students. It also serves as an integral part of our interventions system, through which we can ensure that students in need receive the appropriate services and resources that will help them learn best. Our meetings with families are geared toward connecting families to school and community resources, and information to support their students academic and social emotional growth.

Our teachers at EPAA have the autonomy to create curriculum that is culturally relevant and responsive. Using a standards based scope and sequence, teachers work hard to provide content that students can relate to and authentically engage with. Nevertheless, we have also found a need to increase student education around the impact of derogatory language, and we have begun the work of inviting families into that discourse, but we know more work needs to be done to learn and hear from our students' families in order to enact our philosophy of equity and cultural responsiveness. An identified area of growth, if we hope to effect more positive change in our community, is to empower our staff with the ability to gather and analyze data on the effectiveness of current practices and intervention strategies.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Support of the whole child (LPCH Van, wraparound services, RJ, PCRC, etc.)
- Advisory program (SLC's and parent connection, community agency circuits)
- Community supports/partnerships (BGCP, EPACenter Arts, Stanford (Spanish, Mental Health Team, IDA, and SLEE), and Cañada)
- Culturally responsive and relevant instruction (previous weakness) (tied to indicator 2.3)
- Community-building events and activities for the entire school to engage in
- Opportunities for parent education (Cash for College, Mandatory Parent nights, Parent Project, SSC/ELAC, Cafecito)

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Increased level of parent participation in parent leadership groups that is representative of EPAA's demographic
- Student engagement to increase school belonging

East Palo Alto Academy ACS WASC/CDE Self-Study Report

- Ongoing staff-engagement and student-education of the impact of derogatory and hate speech on the learning environment
- Effective and consistent system to analyze data from PBIS interventions

Prioritized Areas of Growth Needs from Categories A through E

The prioritized areas of growth needs from Categories A through E are the following:

- A - A system to encourage and develop more shared leadership (Leadership Team, Department Chairs, Advisory Liaisons, Exhibition Leads, etc.), with potential opportunities to alternate and encourage more broad-based participation from all colleagues
- A - A system to ensure an iterative process of inquiry where data is collected, assessed, and results are monitored with stakeholders
- B - Authentic interdisciplinary collaboration and integration of PBL design standards and implementation in cross-curricular classrooms
- B - Horizontal and vertical cohesion amongst departments (e.g. rubrics)
- C - Enhancement of authentic learning experiences in the classroom that improve student ownership, motivation, independence, literacy, numeracy, and higher-level thinking
- C - Differentiation of instruction and development of support systems to increase student access to learning for all students, especially EL's and students with IEPs and 504s
- D - Systematic and consistent analysis of student performance data to determine effectiveness of our programs
- D - Use of data to determine the allocation of resources to support the achievement of underperforming groups
- E - Increased level of parent participation in parent leadership groups that is representative of EPAA's demographic
- E - Effective and consistent system to analyze data from PBIS interventions

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

The identified critical student learning needs based on the analysis of data that we collected for chapter II were the following:

1. Improve our students' performance in their learning and school engagement overall, especially as it relates to measures of college-readiness in math and English.
2. Improve the differentiation of instruction and support of ELs and students with IEPs and 504s.
3. Improve our collection, use, and analysis of data to inform and improve our school's programs.

After carefully working in Focus Groups to analyze the five different aspects of our school, as we did for chapter III, we confirmed the critical student learning needs that were revealed from our data and also identified additional areas of growth that spoke to our need to engage more students in their learning by way of curriculum and instruction. This trend mirrors what we see in our school culture. Therefore, we found our areas of growth illuminated the critical student learning needs identified from our data analysis. Further discussions about both the critical student learning needs and the prioritized areas of growths followed, by way of a staff-wide vote, that resulted in a consensus of our school's three Action Plan Goals, which are to see a/an:

1. Development of systematic and consistent methods to analyze student (performance) data in order to determine measures of program effectiveness and make informed improvements
2. Enhancement of authentic learning experiences in the classroom that improve student ownership, motivation, independence, literacy, numeracy, higher-level thinking, and overall performance for all students
3. Authentic interdisciplinary collaboration and integration of PBL design standards and implementation in cross-curricular classrooms

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

See action plan on following pages, or click on [link](#) to access actual document.

Action Plan Goal 1: Development of systematic and consistent methods to analyze student (performance) data in order to determine measures of program effectiveness and make informed improvements				
<p>Rationale:</p> <p>We identified that we have many programs at our school, we also recognize that some programs result in more student improvement than others. Although we sometimes take surveys and look at results, we believe that our current modes of data analysis are insufficient to help us understand the value and effectiveness of our programs. Essentially, we seek more training and practice because we currently lack expertise and purpose in how to effectively analyze data. We would like to define assessment results as both standardized assessments (SBAC, PSAT, SAT, GMRT, etc.) and teachers' summative assessments in their classes. We recognize that it is not enough to simply analyze data and determine performance levels of certain sub-groups, including but not limited to ELs, African American students, and students with IEPs and 504s. We must invest resources (money, personnel, professional development, staff meeting time) towards identifying accountable and effective methods that can improve the performance of students in these sub-groups.</p> <p>Growth Targets:</p> <ul style="list-style-type: none"> • Development of methods for collecting and analyzing data from various programs more consistently • Creation of an online, school-wide database for organizing and preserving data analyses and their implications • Creation of a plan for allocating resources to best support the school's goal for analyzing and using data • Creation of a clear plan to evaluate and use student performance data in a timely manner • Training on how to interpret and analyze data in order to make data-informed decisions and improvement plans • Identification and creation of more sources to collect timely student performance data • Stronger and more consistent analysis of all data and systems for informing changes to improve our school's various programs (both in and out of the classroom) • Development of schoolwide and individual staff accountability measures as related to data-informed improvement plans 				
Task	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS
1.1. Leadership Team will agree on protocol to serve as ongoing method of data analysis, create an online, school-wide database for organizing and preserving what we will learn over time, and continue discussions on how to devote resources to effectively support the school's goal for analyzing and using data.	Principal and Vice Principal; Leadership Team	Leadership Team meetings	Fall 2019	Leadership Team members will test and adopt the use of a protocol for data analysis, create a school-wide database, and establish a plan for how to allocate resources to best support this goal for analyzing and using data.
1.2. Principal and Leadership Team will train staff on data analysis protocols to develop understanding for how to interact and interpret existing data, including quantitative and qualitative data.	Principal and Vice Principal; Leadership Team	Leadership Team meetings	Spring 2020	Staff will attend and participate in the training.
1.3. Principal and Vice Principal will deliver PD on what data is available to teachers for analysis to inform their individual inquiries.	Principal and Vice Principal	<p>AVID Assessment Data;</p> <p>Search Institute data;</p> <p>Panorama Survey data;</p> <p>SBAC and ICA data;</p> <p>CDE Dashboard data;</p> <p>and other forms of data yet to be determined</p>	Spring 2020	Teachers will know where and how to access relevant data.
1.4. Staff will be able to determine their own growth targets and data points for analysis of individual student performance in respective contexts.	Staff	Professional development time in staff meetings	Spring 2020-ongoing	Individual classroom teachers will identify their personal growth targets and accountability measures.
1.5. In PLCs, teachers will individually determine an area of focus and collect both quantitative and qualitative data.	Teachers	Professional development time in staff meetings	Spring 2020-ongoing	Each teacher will have an area of focus/growth for the school year that they've pre-determined and can use for feedback during evaluations, if they so choose.
1.6. Staff will develop protocols for regularly gathering and analyzing data to inform respective practices.	Staff	Professional development time in staff meetings	Spring 2020-ongoing	Staff will report out on use of the protocol and share insights and outcomes.
1.7. Staff will participate in an iterative process to collect and examine data to determine effectiveness of program(s) and create next steps for ongoing improvement.	Staff	Professional development time in staff meetings	Spring 2020-ongoing	Staff will see improvement in student achievement and performance.
1.8. Staff will increase the degree (depth and frequency) to which they analyze data over time as we become more proficient in using our data analysis protocols.	Staff	Professional development time in staff meetings	Spring 2020-ongoing	Staff will contribute their data analyses and findings to the school's database.
1.9. Staff will engage in structured discussions on practices related to their own data analysis and improvement plans.	Staff	Professional development time in staff meetings; Department meetings	2021-ongoing	Staff will share their practices and receive feedback from peers around analysis and decision-making.

Action Plan Goal 2: Enhancement of authentic learning experiences in the classroom that improve student ownership, motivation, independence, literacy, numeracy, higher-level thinking, and overall performance for all students

Rationale: We found that one of the biggest challenges that impede student learning is a lack of student connection and intrinsic buy-in to the material. Many students lack interest in and/or appreciation for what they are being asked to learn, which in turn affects their motivation, focus, effort, and grit to learn. Furthermore, many also lack the literacy, numeracy, and higher-level thinking skills to be more independent and have more ownership of their learning. A focus on this area of growth would promote focused and ongoing PD in the areas of PBL, literacy, numeracy, and building equitable and inclusive communities in the classroom, which are areas that we've started to tackle, with the help of End Lee, Kelly Smith, and AVID, and that we already plan to begin tackling next year, with the help of Buck Institute and the goal of enhancing students' PBL experiences in the classroom.

- Growth Targets:
- Improved student literacy, numeracy, and higher-level thinking skills, as measured by student performance on assessments (including classroom assessments, CAASPP, CAST, GMRT, and the SAT), cycles of inquiry, and student work analysis protocols.
 - Increased level of student engagement, ownership of learning, motivation, and independence in classrooms, as measured by walkthroughs, observations, and teacher/student feedback.
 - Increased incorporation of PBL projects, real world/student-centered connections to learning, and open-ended assignments that honor student choice, voice, and perspectives, in classroom instruction.
 - Ongoing incorporation of proven, effective teaching and engagement strategies into teachers' daily practices, as measured by walkthroughs, observations, and lesson plans.

Task	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS
2.1 Teachers participated in professional development on equity practices, engagement strategies, and how to create rigorous, standards-based objectives.	Principal; AVID Coordinator	Professional development calendar, End Lee, Kelly Smith, & AVID	2017-ongoing	PD notes/materials will be collected and shared.
2.2 Teachers received PD on Depth of Knowledge (DOK)/Costa's Levels of Thinking; departments will continue to incorporate this work into their instructional practices.	Principal; Department Chairs; AVID Coordinator	District PD on DOK; AVID	2017-ongoing	PD notes/materials will be collected and shared.
2.3 Teachers will increase their implementation of AVID strategies in content classes (Focused-Note Taking, WICOR, etc.).	AVID Coordinator; Department Chairs	AVID Summer Institute; ongoing PD	2018-ongoing	Teachers will collect and share student work samples.
2.4 Teachers will receive training around how to create authentic PBL experiences in content classes from the Buck Institute.	Principal and Vice Principal; AVID Coordinator	Buck Institute	August 2019	PD notes/materials will be collected and shared.
2.5 Leadership Team will develop a staff walkthrough tool and protocol for its use.	Principal and Vice Principal; Leadership Team; AVID Coordinator	Professional development time in staff meetings; Leadership Team meeting time; AVID	Fall 2019	Leadership Team will develop, test, and revise the walkthrough tool/protocol in preparation for whole staff use in the future.
2.6 Teachers will participate in Search Institute's REACH PD to develop a framework for deepening relationships with students in order to improve student motivation and engagement.	Advisory Lead	Search Institute; Staff meeting time	2019-2020	PD notes/materials will be collected and shared.
2.7 Teachers will regularly engage in cycles of inquiry/student work analysis protocols.	Principal and Vice Principal; Leadership Team; teachers	Staff meeting time; Leadership Team meeting times	2020-ongoing	Teachers will share out in PLCs the implications of the data they've collected from student-work analysis protocols to be captured in staff meeting notes/materials
2.8 Teachers will participate in the use of the walkthrough tool for peer evaluation and self-improvement.	Leadership Team; Department Teams; teachers	Staff meeting time; Dept. and Leadership Team meeting times	2021-ongoing	Teachers will use the walkthrough tool in guiding their daily lesson planning and for observing and giving feedback to each other.
2.9 All teachers will plan daily objectives and lessons that incorporate equity practices, engagement strategies, and higher levels of thinking.	Evaluators; teachers	Walkthrough tool; teacher prep periods	2022-ongoing	Teachers will conduct walkthroughs, collect and share lesson plans and student work, and share out on the effectiveness of these practices/strategies; evaluators will conduct observations.
2.10 Teachers will increase their implementation of AVID strategies in Advisory classes.	AVID Coordinator; Advisory Lead; grade-level Advisory Liaisons; teachers	AVID Summer Institute; ongoing PD	2022-ongoing	Teachers will collect and share student work samples.

Action Plan Goal 3: Authentic interdisciplinary collaboration and integration of PBL design standards and implementation in cross-curricular classrooms

Rationale:
We identified that while our exhibition teams are interdisciplinary and help students execute high stakes projects that require critical thinking, the development and implementation of projects like exhibition can happen more regularly throughout the school year inside teachers' own classrooms if we devote more time to letting teachers plan curriculum, projects, and assessments that require the cross-utilization (and thus instruction) of student skills. The focus of cross-curricular work teachers would be able to engage in would have students focus less on content and more on transferable skills and process-thinking.

- Growth Target:**
- Refinement of current exhibition projects to align with PBL Design Standards
 - Staff discussions for reexamining current exhibition structure and model
 - Increased teacher proficiency in developing a project-based learning experience within their own curriculum shown through the creation of one PBL project (including rubric)
 - Devotion of resources (e.g. _____ professional development time) to department
 - Devotion of resources (e.g. _____ professional development time) to cross-curricular collaboration
 - Implementation of cross-curricular, grade-level PBL projects that align to PBL design standards
 - Increased integration of project-based learning experiences in all content classes

Task	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS
3.1 Revise existing exhibitions to PBL design standards	Exhibition Lead Teachers	Professional development time; release days; Buck Institute Project Design Rubric	2018-2020	Exhibition teams will calibrate exhibition projects and rubrics with the staff that will detail the revisions they've made to past exhibition projects; all teachers will participate in end of year reflection.
3.2 Leadership Team and participating teachers will continue discussions for how to restructure exhibition model	Principal and Vice Principal; Leadership Team; Exhibition Lead Teachers	Leadership Team meeting time	2019-ongoing	LT will propose a calendar for professional development regarding exhibitions.
3.3 Teachers will receive and/or participate in professional development on PBL presented by the Buck Institute	Principal and Vice Principal; teachers from various disciplines	Buck Institute; participating teachers	August 2019	Staff will attend PD at Buck Institute or will receive training from participating teachers.
3.4 Teachers will work in department team PLCs to develop PBL projects for their own content areas	Evaluators; department chairs	Professional development time; department meetings	2019-2021	Teachers will share their project-based learning experiences with other members of their department PLCs. Teachers will create a shared folder consisting of PBL project examples from their own content areas.
3.5 PBL for students like ours via professor at CSUEB	Principal	G. T. Reyes, Ph.D	2020-2021	Staff will participate in professional development to incorporate the work of Professor Reyes into their curricular planning.
3.6 Teachers will collaborate in interdisciplinary, grade-level teams to adapt or create PBL projects for their grade-levels	Teachers	Professional development time; grade-level meetings	2021-2022	The school will develop a shared folder consisting of developed PBL projects for consolidation of references and resources.
3.7 Teachers will develop common rubrics to align practices and outcomes	Teachers	Professional development time; department and grade-level meetings	2021-2022	Teachers will use common rubrics to assess projects, and participate in shared student-work protocols.
3.8 PLCs will provide authentic assessment of each other's PBL projects to align with Buck Institute's "Gold Standard PBL: Essential Project Design Elements."	Teachers	PBL Design Standards rubric	2021-ongoing	Individual teachers will record and receive feedback on their PBL projects for the purpose of data collection and improvement plans.
3.9 Teachers will incorporate multiple PBL projects into their curriculum	Principal and Vice Principal; teachers	Professional development time; teacher prep periods	2022-ongoing	Teachers will organize the materials for their PBL projects in a shared folder to preserve institutional memory and share materials with current and future colleagues; teachers will use common rubrics to assess projects and participate in shared student-work analysis protocols.

Appendices [Folder HERE](#):

- A. Local Control and Accountability Plan (LCAP): [For EPAA](#)
- B. Results of student questionnaire/interviews (AG)
- C. Results of parent/community questionnaire/interviews(AG)
- D. [The most recent California Healthy Kids Survey](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC a–g approved course list](#)
- H. [Additional details of school programs](#)
- I. California School Dashboard performance indicators(AG)
- J. [EPAA SARC](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. [EPAA Public Budget](#)
- N. [Glossary of terms unique to the school.](#)
- O. SUHSD [Dashboard for EPAA](#)