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SCHOOL AND COMMUNITY

East Palo Alto Academy High School (EPAA) is a small neighborhood public charter school serving approximately 360 students predominantly from East Palo Alto and eastern Menlo Park in grades 9-12. We are open to all students, have no admission requirements and do not charge tuition. As of July 1, 2014, East Palo Alto Academy High School is a dependent charter of the Sequoia Union High School District (SUHSD). East Palo Alto Academy is accredited by the Western Association of Schools and Colleges.

DEMOGRAPHICS

● 88.2% LATINX	● 6% PACIFIC ISLANDER
● 5% AFRICAN-AMERICAN	● .3% TWO OR MORE RACES
● 89% FREE/REDUCED LUNCH	● 35% ENGLISH LEARNERS
● 42.5% ATTENDED 4-YEAR COLLEGE (CLASS OF 2020)	● 30% ATTENDED COMMUNITY COLLEGE (CLASS OF 2020)

CURRICULUM

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

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

ADVANCED PLACEMENT AND EARLY COLLEGE PROGRAM

East Palo Alto Academy High School offers 3 AP classes, which are AP English (Language & Composition), AP Spanish and AP Calculus AB. EPAA offered AP Calculus for the first time during the 2019-2021 school year. The majority of students who enroll in AP Spanish are native-speakers. Students can take courses on campus through our Early College program offered by Foothill College for both high school and college credit.

GRADUATE PROFILE

The program at EPAA is designed to ensure that students graduate having mastered the skills and competencies in our Graduate Profile. Students demonstrate their mastery of these competencies each year in their Portfolio Defenses. During the Portfolio Defense, students use artifacts from their learning over the previous academic year to show a panel of teachers and community members they have mastered specific competencies on the Graduate Profile. The five competencies are Knowledge, Mindset, Critical and Creative Thinking, Collaboration, Communication, and Impact.

GRADING AND RANKING

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

Letter Grades

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

GPA CALCULATION AND TRANSCRIPT INFORMATION

CUMULATIVE GPA	All grades earned from 9th-12th grade.
CUMULATIVE WEIGHTED GPA	All grades earned from 9th-12th grade, with honors points. Reported on college applications.
CAL GRANT GPA	Specific grades earned during 10th & 11th grade.
9-12 A-G GPA	A-G courses taken during 10th & 11th grades only, with honors points. P = A-G approved course, HP = honors course
**COVID-19 Update: Due to a mandated shelter in place in mid-March, the SUHSD changed our grading system to Pass/No Pass for Spring and Summer of 2020. The grades of Pass/No Pass do not hold any weight and are not incorporated into the student's grade point average.	

SPECIAL PROGRAMS AND OPPORTUNITIES

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