

Planned Improvements in Student Performance

SCHOOL GOAL # 1: All students, in each AYP disaggregated group, will demonstrate increased proficiency on state measures.	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 9-11 for state content assessments and grades 9-12 for state language assessment.</p> <p>Disaggregated Target Groups are:</p> <ul style="list-style-type: none"> • English Learners • Hispanic/Latino students • Students eligible for free/reduced price meals 	<p>Anticipated annual performance growth for each group:</p> <ol style="list-style-type: none"> 1. Maintain the percentage of students who have achieved proficiency in the previous grade level and increase the number of students who are proficient on average by 10% in each disaggregated group. 2. Decrease the percent of students by 10% who are not proficient in each CST level in each disaggregated group. 3. Annual increase in CELDT level by one level for every student whose CELDT composite level is 1 or 2. 4. Annual increase in CELDT level by one level for at least 15% of students whose CELDT composite level is 3.
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • State STAR tests and common core assessments • CELDT test performance 	<p>Data to be collected to measure academic gains:</p> <p>Annual performance level data for STAR and CELDT assessments.</p>
SCHOOL GOAL # 2: All students will arrive at school on time. Because attendance has a tremendous impact on grades and academic performance, we know that this goal is essential to accomplishing Goal #1.	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 9-12.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Tardiness rates will decrease by 20% each year until stable at or below 10% of the student population demonstrating challenges with timely attendance.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Attendance reports will be run and shared with students, parents, staff, and community representatives throughout the year.</p>	<p>Data to be collected to measure academic gains:</p> <p>Attendance rates by quarter Relationship between attendance and grades (by quarter)</p>
SCHOOL GOAL # 3: Grade level enrollments will stabilize at 80 students per grade level by three years from now (2015-2016 school year). This is critical because stable enrollment numbers permit the acquisition of stable funding needed to provide essential programs that support Goals 1 & 2.	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 9-12.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Enrollments will stabilize at 80 students after early year attrition and transfers, beginning with the 9th grade class of 2012-2013 and on.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Enrollment reports.</p>	<p>Data to be collected to measure academic gains:</p> <p>Enrollment trends and reasons for transferring in or out of the school.</p>

For all estimated costs and funding sources, please see attached budget in Appendix C.

Specific Actions To Improve Student Achievement	Persons Involved and Timeline	Related Expenditures
<p><u>Alignment of instruction with content standards:</u></p> <ul style="list-style-type: none"> • Coaching of teachers around state and common core standards by peers, leadership, and Stanford faculty. • Monthly department meetings with focus on vertical alignment. • Ongoing training and coaching for teachers related to differentiated instruction with a focus on English Learners and students with special needs. • Individual teachers evolve their curricula in alignment with content standards. • Teachers have two formal and multiple informal evaluations throughout the year, a portion of which focus on the quality of their curriculum and instruction. 	<p>Principal, Vice Principal, Faculty Sponsor, Stanford faculty, Teachers, Director of Special Education, English Language Development Coach and Coordinator.</p> <p>Key work in late August, then during weekly PD throughout the year, along with some full days of PD and time scheduled between individuals.</p>	<p>Title I, Part A: \$74,118 in personnel costs; \$9,000 in materials and supplies.</p> <p>IDEA: \$2,921 in contracted services.</p> <p>Special Education: \$195,068 in personnel costs; \$20,000 in contracted services.</p>
<p><u>Use of standards-aligned instructional materials and strategies:</u></p> <ul style="list-style-type: none"> • Please see narrative on pages 7-9 for detail. • Exhibitions of student learning through intensive projects (one per grade level). • Students will engage in a wide range of assessments to build familiarity and stamina. 		<p>Child Nutrition: \$24,514 in personnel; \$110,000 in student food services; \$4,000 in contracted services.</p>
<p><u>Extended learning time:</u></p> <ul style="list-style-type: none"> • Summer Bridge program for rising 9th graders providing team building, cultural acclimation to high school, introduction to systems, and some academic support. • Summer School program for all students providing opportunities to take college courses, recover credit, or catch up on classes needed for graduation. • All teachers host office hours at least one afternoon per week. • Tutorpedia – This tutoring provider is piloting a small (15 students, 3 tutors) cohort program for upper classmen to support their progress toward graduation in a targeted way. Similar to advisory. 	<p>Principal, Vice Principal, Teachers, Director of Special Education, SPED teacher, English Language Development Coach and Coordinator, Tutorpedia program staff, Mural and Music Arts Program staff, Early College Director, Cañada College faculty, Students.</p>	<p>Lottery: \$6,431 in instructional materials.</p> <p>Restricted Private Donations: \$411,111 in personnel costs; \$27,000 in various materials, supplies, student meals; \$115,000 in contracted services.</p>

Specific Actions To Improve Student Achievement	Persons Involved and Timeline	Related Expenditures
<p><u>Increased access to technology:</u></p> <ul style="list-style-type: none"> • Staff and students use computers, ActivBoards, and other technologies extensively, including programs like ALEKS that help students measure and augment their math knowledge independently. • The school will increase instruction in the use of technology each year, offering classes in software applications from digital and web design to basic office suites. • By 2013-2014, the school will have launched a 1:1 computer program. 	Principal, Vice Principal, Teachers, Technology Director, Director of Special Programs, Students	Unrestricted: \$2,103,126 in personnel costs. \$59,200 in materials, supplies, and meals. \$39,500 in trips and student transportation. \$8,550 in conferences, membership and dues.
<p><u>Involvement of staff, parents, and community:</u></p> <ul style="list-style-type: none"> • In addition to following all procedures required by local, state, and federal government, EPAA maintains: <ul style="list-style-type: none"> ○ Monthly parent meetings – topics driven by parents’ interests, but also designed to include ways parents can support students and understand our schooling context ○ A School Site Council and ELAC ○ A school site Leadership Team comprised of teachers and staff ○ A Board of Directors with a parent representative (open sessions are posted and announced) ○ A biannual survey process for students, staff, and parents ○ A Council on Policy and Research, which includes community and staff members ○ Weekly professional development meetings with all teaching staff and relevant non-teaching staff (SPED, ELD, counseling, etc.) 	Board of Directors, Faculty Sponsor, Principal, Director of Special Programs, Vice Principal, Parents, Teachers & Staff, Mental Health team, Students, Stanford faculty, interested local community members.	\$97,160 in insurances and facilities costs. \$174,040 in infrastructural fees and related costs. \$4,500 in contracted services.
<p><u>Monitoring program effectiveness:</u></p> <p>Please see pages 9-13, and 16.</p> <p>EPAA plans to graduate at least 90% of its senior class every year. We anticipate that there may be some students who require additional support passing CAHSEE or who will need a fifth year to complete the credits required for graduation.</p>	Board of Directors, Faculty Sponsor, Principal, Director of Special Programs, Director of College Counseling, Vice Principal, Parents, Teachers & Staff, Students	

Specific Actions To Improve Student Achievement – ELD Emphasis	Persons Involved and Timeline	Related Expenditures
<u>Programs and Activities:</u> <ul style="list-style-type: none"> Grade 9 ELD Humanities class mimics the curriculum of English 9 while providing significant support for EL's whose proficiency level is not yet high enough to be in the mainstream English class. ELD Support class offers a space for work on all content that low proficiency EL's experience in grades 10-12. The school has a particular focus on literacy development through Drama, spoken word classes, an ELD college course, and its core classes, all of which are taught by CLAD credentialed teachers who receive ongoing training in SDAIE strategies and other differentiation techniques. Early year assessment using CELDT and ongoing assessment using grades, writing samples, teacher assessments, CELDT scores, and state ELA scores (STAR, CAHSEE), as well as Language Usage and Reading modules of the Measures of Academic Progress (MAP) test 	ELD Coordinator and Coach teaches ELD classes, provides ongoing monitoring of language development, facilitates CELDT testing, corresponds with parents , and coaches teachers so that they can differentiate effectively. Ongoing all year and during summer PD. Monitored by Principal, Vice Principal, and Director of Special Programs.	See pages 16-17.
<u>Accountability for Meeting AMAO's, measuring growth locally, etc.:</u> <ul style="list-style-type: none"> Please see above. Please note that and we emphasize SDAIE strategies as well as other differentiation strategies in every classroom. CELDT Testing is done annually for all eligible students. 	ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education	
<u>Parental and Community Participation:</u> <ul style="list-style-type: none"> Please see pages 11-12, 18. Parents are actively encouraged to participate in our classroom communities as guests, presenters, visitors, and chaperones. 	ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers	
<u>The effectiveness of the LEP programs will be determined by the increase in:</u> Please see School Goal #1	ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education	
<u>High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</u> Please see pages 4-8.	ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education, Stanford Faculty	

Specific Actions To Improve Student Achievement – ELD Emphasis	Persons Involved and Timeline	Related Expenditures
<u>Involvement of staff, parents, and community:</u> Please see pages 11-12 and 18-19.	Board of Directors, Faculty Sponsor, Principal, Director of Special Programs, Vice Principal, Parents, Teachers & Staff, Mental Health team, Students, Stanford faculty, interested local community members.	See pages 16-17.
<u>Improving ELD Instruction through educational technology and other materials, networks, and resources:</u> Please see pages 7-13.	ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education	
<u>Notification of Parent and Student Rights:</u> The school follows all applicable laws and procedures including: <ul style="list-style-type: none"> • Notification of EL program recommendation for returning students with and explanation of the program, its evolution, the processes for redesignation and monitoring, and the rights that parents and students have. (Letters are sent at year’s start, when CELDT scores are received, and in the midst of redesignation proceedings). Parents are invited to meet with the ELD Coordinator, advisor, and the principal to discuss their student’s academic program. • Sharing student academic progress through regular contact with advisors, parent meetings, communications with ELD coordinator, principal, and vice principal. 	ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education	

Planned Improvements: Safe and Drug Free Learning Environments

Please see pages 5-6 and 10-12.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation
<p>5.1 (High School Graduates)</p> <p>5.2 (Dropouts)</p> <p>5.3 (Advanced Placement)</p>	<p>Please see pages 6-12.</p> <p>EPAA plans to graduate at least 90% of its senior class every year. We anticipate that there may be some students who require additional support passing CAHSEE or who will need a fifth year to complete the credits required for graduation.</p> <p>Among the key activities that promote graduation and decrease the likelihood of students dropping out are:</p> <ul style="list-style-type: none"> ▪ 1st and 3rd quarter Student-Led Conferences. ▪ Quarterly progress reports with narrative comments for parents ▪ The Advisory system (advisory meets daily) ▪ Our small school and class sizes ▪ A commitment to personalized and differentiated learning ▪ Multiple opportunities to recover credit, including during summer ▪ Multiple opportunities to engage in advanced study (AP Spanish and our Early College program, as well as the Stanford EPGY program for eligible students) 	<p>All</p>	<p>All personnel support students year-round and throughout the summer.</p>	<ul style="list-style-type: none"> ▪ SLC's, Quarterly progress reports, Semester report cards, and Enrollment reports, Staff and teacher evaluations done by Principal and Vice Principal, Early College participation and success rates, graduation and mobility rates.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
<p>East Palo Alto Academy takes care to hire well-trained, fully credentialed teachers with the right values and dispositions to be of service to our students.</p> <p>These teachers typically have many years of experience in curriculum and pedagogy and have often received that experience in a similar school context.</p> <p>Teachers at EPAA are extremely dedicated.</p> <p>Within the school, with our current leadership, program, and teaching personnel, we are well-equipped to provide training in effective classroom management, innovative curriculum design, use of SDAIE and other differentiation strategies, and so on.</p>	<p>The school will benefit from (and has put into place) increased support preparing for our use of the Common Core standards and, as we move in that direction, increasing our capacity to differentiate instruction and improve the rigor that students experience in every class.</p> <p>The school has also prioritized increasing the integration of 21st century technologies and media into curriculum design both computer and non-computer based.</p>

Planned Improvements for Professional Development	Persons Involved/ Timeline	Related Expenditures
<p><u>Professional Development Aligned to Standards & Assessments:</u> Please see pages 4-8.</p> <p>Teachers spend an intensive two weeks in August gearing up for the school year. This time includes workshops and collaborative time around Advisory curriculum, subject area curriculum, pedagogy, student support, and goal setting for the year.</p> <p>Professional Development continues almost every Wednesday for the duration of the school year, again, with an emphasis on instructional practice to show the greatest possible student academic and personal gains.</p>	<p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education, Stanford faculty, Faculty Sponsor</p>	<p>See pages 16-17.</p>
<p><u>Emphasis on Best Practices:</u> Please see pages 6-13.</p>	<p>As above.</p>	
<p><u>Elimination of Achievement Gap:</u> Nearly all of our students are low income and belong to minority ethnic groups (99%). Our school exists specifically and is designed explicitly to increase these students' success and competitiveness during schooling and beyond.</p>	<p>As above.</p>	
<p><u>Coordination of PD Activities Across Programs:</u> The school takes an integrated approach to developing its staff because our work is deeply intertwined. Program staff, like the Director of College Counseling and ELD Coordinator spend a great deal of time supporting, designing, and informing the development of both teaching and non-teaching staff. Our goal is to support and educate the whole child from mental health to academic needs.</p>	<p>As above.</p>	
<p><u>PD Available to Personnel As Needed:</u> Among the supports EPAA is provided, beyond those described above are:</p> <ul style="list-style-type: none"> ▪ Subsidized administrative credential program for Vice Principal ▪ Release time for the art teacher to take classes at the Stanford School of Education one afternoon each week during Fall semester. ▪ Teacher release time to observe practitioners in other settings, as well as at the school site. ▪ Budgeted funds to allow participation in relevant training from technology use to teaching strategies. Peer teachers or the Director of Technology often do technology training. 	<p>All staff</p>	

Planned Improvements for Professional Development	Persons Involved/ Timeline	Related Expenditures
<u>High Access to Technology and Training in Its Use</u> Please see page 10.	All staff	See pages 16-17.
<u>Stakeholder Collaboration On PD and the SSD Plan:</u> <ul style="list-style-type: none"> ▪ The school is engaged in a WASC process and the needs assessment has been useful. ▪ The school maintains Parent Meetings and an SSC/ELAC that provide input on instruction and teacher quality that guides PD design. ▪ Bi-annual surveys help us to refine our educational strategies with input from students, parents, and staff. ▪ The Leadership Team provides guidance to the principal and Director of Special Programs related to training and development needs. ▪ Staff evaluations help determine where additional training and support are desired and needed. 	All Stakeholders	
<u>Differentiated Instruction, Social-Emotional Learning, Parent Involvement, and Data:</u> Please see pages 6-13.	All Stakeholders	
<u>Training Paraprofessionals:</u> Our paraprofessionals are invited to participate in ongoing PD alongside teachers.	Paraprofessional staff, Teachers, Principal, Vice Principal, Program Staff, Stanford faculty, Faculty Sponsor	