

WASC

Focus on Learning Self-Study



EAST PALO ALTO ACADEMY

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Culture and Support – **Deborah Mar & Elvia Vazquez**
Curriculum – **Karyn Arle**

Instruction – **Philip Wong**
Leadership – **Larry Vilaubi**

EAST PALO ALTO ACADEMY

Staff List

School Administration and Staff

Larry Vilaubi	Principal	Elvia Vazquez	College & Guidance Counselor
Jeffrey Camarillo	Vice Principal	Maria Jose Flockhart	Social Worker
Jessica Salinas	Office Manager	Ricardo Bailon	Building Manager

Instructional Personnel

BY DEPARTMENT

Andy Robinson	Art (Drama)	Derek Ang	Science
		Jeanette Lok	Science
Linda MacKenzie	Early College (Director)	Amy Wong	Science
Karyn Arle	English	Irene Castillon	Social Science
Bronwyn LaMay	English	Makailah Perkins	Social Science
Caren McDonald	English		
Philip Wong	English	Misla Barco	Spanish
		Ventura Garcia-Ortiz	Spanish
Sofia Hibbs	Eng. Lang. Devel.		
		Deborah Mar	Special Education (Director)
Christy Halstead	Mathematics	Raquel Torres	Special Education
Kathy Lee	Mathematics		
Rafael Montelongo	Mathematics	Angela Cesena	Substitute Teacher
Pamela Ruiz	Mathematics	Diana Dean	Student Tchr, Soc. Sci.
		Laura Nuñez	Teachers' Aide

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John Lum, HR and Accounting Manager
Esmeralda Sanchez, District Information Administrator

Description of WASC process

EPAA began the WASC self-study in August of 2012. There were major changes in the leadership of the school with a new Principal and a new Chief Operating Officer for the 2012-2013 school year. The school scheduled ten days of professional development in August and much of that time was devoted to WASC. The first task was refining the Expected Schoolwide Learning Results and since the school has utilized a carefully constructed set of Five Habits to guide curriculum and instruction since its foundation, using the Habits as the basis for the ESLR's made the process fairly simple for the staff. Once a draft of the ESLR's was created, the staff was divided into focus groups and the focus group work began.

Because of a deep commitment to professional development and a consistent desire to improve our work, our bell schedule includes an early release day every Wednesday and that gives us three hours to collaborate as a staff. Throughout the fall, we used much of that time on the self-study with a concentration on focus group work and writing the sections. Additional full PD days furthered the process. Although this process was challenging as a large group, it was important for the entire staff to agree to the final product. In November on the second full-day PD, the staff read each of the focus group section and edited them for content. The focus groups spent the remaining Wednesdays applying these edits, adding feedback and suggestions from parents and other stakeholder groups and developing the section strengths and areas of growth.

In January, the first Wednesday was spent reviewing school-wide demographic and performance data. The same week, the focus group chairs met to draft the school-wide strengths and areas of growth. The next week, we used the data to develop the critical academic needs. In the same meeting, the staff was presented with the draft of the strengths and areas of growth, and with minor revisions, the lists were finalized. At the end of January, during a full-day PD, the staff drafted the outline of the action plan. Using the school-wide areas of growth and the critical academic needs, the staff determined six areas that they wanted to work on in the next six years, and then brainstormed ways to accomplish these tasks. The administration and the WASC chair synthesized these six areas into four action items and developed four to five objectives for each item. This outline of the action plan was presented to the staff in late February at a Wednesday meeting. The details of the action plan were then filled in by a small group of the leadership team and approved by the School Site Council.

COMMUNITY/ SCHOOL PROFILE



Student and Community Profile with Supporting Data and Findings

East Palo Alto Academy (EPAA) is a public charter high school located in a quiet residential neighborhood in Menlo Park that serves students primarily from the community of East Palo Alto. East Palo Alto has a long history of concentrated poverty and periodic violence, and at one time in the 90's was known as the murder capitol of America. While the demographics have shifted from predominantly African-American to predominantly Latino, most families in East Palo Alto continue to live well below the poverty line in a community that has high rates of immigration (which produces both in- and out-migration). Although many families are dedicated to finding better life for their children, significant rates of gang activity and violent crime produce a stressful environment in many parts of the community, and the majority of youth in East Palo Alto suffer from significant degrees of personal and family trauma.

In 1976 the Sequoia Union High School District, because of both declining enrollment and to address desegregation, closed Ravenswood High School, the only high school in the community. For the next 25 years, students from East Palo Alto were bused to comprehensive high schools within the SUHSD but far from the East Palo Alto community. The majority of these students were not served well by these schools -- dropout rates for students of color from East Palo Alto soared and very few youth from East Palo Alto were able to matriculate to college.

In 2001 a cooperative effort by Stanford University, the Ravenswood City School District (RCSD) and Aspire Public Schools, a Charter Management Organization, opened East Palo Alto High School in an effort to address these issues and better serve the youth of East Palo Alto. Stanford has been involved in operating a high school in this community since 2001, although the nature of the school has changed significantly in this time.

In accordance with a newly enacted state law requiring that schools must include grade levels offered by the district that authorizes the charter, a new K-12 charter was issued by the RCSD to the Stanford Schools Corporation (SSC) in 2005 and that charter was renewed in 2010. Between 2005 and 2010, in addition to the high school, SSC operated several elementary school grades but in 2010 the RCSD and SSC made the decision to discontinue operation of the elementary grades and to close the school, with the goal of launching a new high school, still serving the EPA community, in partnership with Sequoia Union High School District. A process was initiated to design a new high school program and obtain a charter for a new school serving grades 9-12, authorized by the Sequoia Union High School District. That new charter was authorized in the spring of 2012. The 2012 – 2013 school year has seen the launch

of the new school, with a new charter, a new CDS Code, a new Principal, a new Chief Operating Officer, significant changes in administrative and teacher staffing, as well as new educational programming. In particular, the new high school program emphasizes college and career readiness, with both an Early College program and a career pathway in the Health Sciences that includes high school as well as Early College courses. While we are a new school, this new undertaking is informed by learning from the past. Consequently, we made the decision to build on previous school level data and the lessons of previous accreditation processes in order to create the most authentic WASC experience.

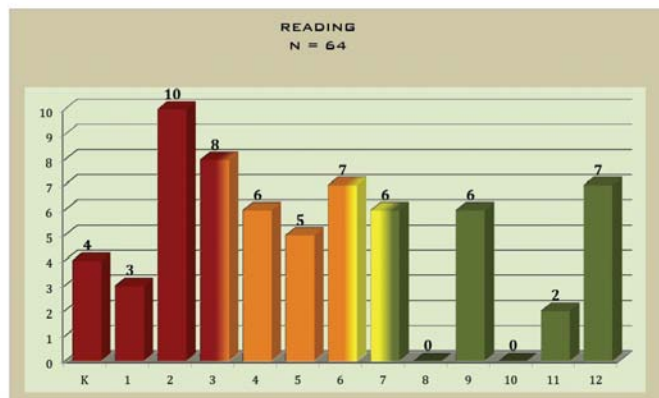
One important continuity in this history is that the school has never wavered from its mission to serve the youth of East Palo Alto by enabling them to learn 21st century skills, to be prepared for college and careers, and to graduate and attend college at high rates. EPAA uses a completely open admissions process and adamantly resists any kind of competitive process. As a public charter school, EPAA is open to all students, has no admission requirements, and does not charge tuition. Students are admitted by lottery when applications exceed the capacity of the school site.

Currently serving 240 students in grades nine through twelve, East Palo Alto Academy reflects the current 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 83% are English Language Learners and about 95% qualify for Free/Reduced Lunch status.

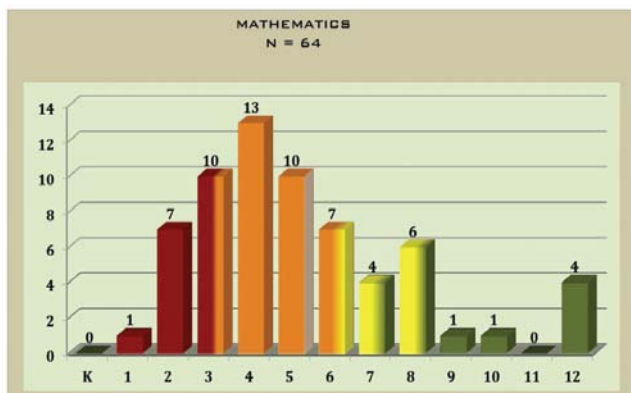
Many families are new immigrants from Mexico and other parts of Central and South America. School surveys indicate that approximately 75% of students' parents were born in a country other than the United States. About 2/3 of the parents have less than a high school education.

For many years, each incoming 9th grade has demonstrated an average academic competency at the 4th or 5th grade level – both in English and Mathematics – with a wide spectrum of competencies ranging from Kindergarten/1st grade level all the way up to 12th grade level. In addition, our school sees a high number of students who transfer in after the beginning of 9th grade. These students represent a range of academic experiences and accomplishments. Often, they tell us they seek a smaller, more personalized setting where they will receive more intensive academic support. In some cases, we also see additional family members joining our community.

MEASURES OF ACADEMIC PROGRESS (MAP) TEST
GRADE 9, FALL 2011
GRADE LEVEL PERFORMANCE FREQUENCIES IN MATHEMATICS AND READING



MEASURES OF ACADEMIC PROGRESS (MAP) TEST
GRADE 9, FALL 2011
GRADE LEVEL PERFORMANCE FREQUENCIES IN MATHEMATICS AND READING



Wherever students begin in their learning, EPAA has supported them to complete high school and to connect to college entrance and viable careers. As indicators of this progress:

- EPAA High School's graduation rates have consistently exceeded those of California State, and have been comparable to those of San Mateo County. In addition, in each academic year, we see over 90% of our senior class graduate.

Graduation Rates	2010	2011	2012
% of Senior Class Graduated	91.1%	91.5%	94.6%
Cohort Rate Reported by the State	82.1%	79.7%	TBD
State Graduation Rate Reported	80.5%	76.3%	TBD

- The high school has sent more than 90% of its graduates on to postsecondary education each year since the first graduating class in 2005.
- Graduates are regularly admitted to all of the University of California and California State University campuses, as well as to a wide range of public and private colleges across the country, such as Santa Clara University, Smith College, University of Colorado, Syracuse University, Whittier College, Northeastern University, Florida A & M, Howard, Tuskegee, St. Mary's College, Notre Dame de Namur, and more.
- With its Stanford partnership, SSC has provided more than \$500,000 in scholarships to its graduates.

There are a number of reasons that students at EPAA attain these levels of success. The high school makes this possible through intensive work with students and making use of:

- Extensive support in social and health services, with a full-time social worker, mental health services from the Lucille Packard Children's Hospital, and two days of service each month

from the Lucille Packard Children's Hospital Health Van.

- A college preparatory curriculum offered to all students, with numerous support services to enable student success
- Annual exhibitions requiring the development of research, writing and presentation skills
- Supportive counseling and advising
- Partnerships with a wide array of non-profit organizations that provide additional support for our students such as the Foundation for a College Education, College Track, One EPA, the Boys and Girls Club of the Peninsula, the Music, Mural and Arts Project of East Palo Alto and numerous others.

The high school also offers an ambitious Early College program, which provides college courses to students while they are still in high school.

- Currently, 90 students – one-third of the school's total student population -- are engaged in Early College courses on the high school campus.
- In 2011-2012, our students earned nearly 300 college credits among them.
- Some students have been able to start college with as much as a full year of college credit already completed.

Since its inception, East Palo Alto Academy has been a Stanford University partner school, participating in educational research, providing student teaching opportunities for the Stanford Teacher Education Program, and collaboration between university faculty and high school faculty. Stanford offers substantial resources and expertise in creating a learning environment of the highest caliber for East Palo Alto Academy students.

Part of the mission of the school is to serve as a professional development school partner with the Stanford Graduate School of Education. The Stanford Teacher Education Program places student teachers at EPAHS to experience their clinical practice while they pursue a Master's in Education. These student teachers are assigned for the school year to qualified cooperating teachers who provide guidance, modeling, and critical constructive criticism to enable them to become competent independent teachers. Additionally, teachers at EPAA are offered the opportunity to take university courses for their own professional development and Stanford faculty regularly provides professional development on site at EPAA for EPAA staff.

Quality of Teachers and Staff

East Palo Alto Academy High School employs and supports a diverse and dedicated staff. The teachers, classified staff, and paraprofessionals are all highly educated. A large majority of our teachers hold masters' degrees, and all are fully credentialed. All teachers have either an English language development (CLAD) credential or its equivalent. Many teachers are also bilingual Spanish speakers, a skill that is recognized in the compensation plan. Attention to diversity in hiring and staffing has resulted in a staff that is 75% (25 out of 33) teachers of color.

Our Mission

East Palo Alto Academy seeks to ensure that students are prepared for college and for the 21st century world and workplace by enabling them to graduate with the full array of knowledge, skills, and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives.

All East Palo Alto Academy students have access to a college preparatory curriculum, and they demonstrate mastery through performance assessments, presenting and defending their work to a graduation committee. The school's vision statement states:

East Palo Alto Academy students will be critical thinkers who are academically and socially prepared to be responsible citizens of a global society. The East Palo Alto High School community fosters self-confidence and creativity for students to be productive, ethical, responsible, and involved with school and community.

Our Values

We are committed to:

- ❖ 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 develop, assess, and disseminate innovative educational practices and serve as a resource for teacher preparation
- ❖ Involving and serving the larger East Palo Alto community

Program Design

The following features illustrate essential program design elements of EPAA and reflect EPAA's beliefs about how learning best occurs.

Small and personalized

Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EPAA serves students through its small size (250 – 350 students), small classes (most of them under 25 students), and an advisory program which ensures that students have a caring adult who knows them well, communicates with their parents, and monitors and guides their progress. Because EPAA Academy is a professional development school, additional teachers from Stanford's certification programs routinely work in classes team-teaching, working with small groups of students, and working with students individually.

Rigorous and relevant

EPAA students have the opportunity to prepare for college and careers through the completion of college preparatory classes and access to community college courses and career pathways. All students have access to the California A-G curriculum and to Early College courses. Graduates demonstrate mastery and growth through performance assessments and present and defend selected work to a committee. Students are supported with multiple strategies for active learning of academic skills, culturally responsive and differentiated teaching, and the opportunity to master a demanding curriculum with real world connections.

Flexible supports

A variety of supports help students negotiate the demands of challenging curriculum and assignments. These include in-school academic supports, such as ELD classes, mathematics foundations classes, and specialized reading classes, after school and weekend tutors, and advisors who are responsible for the progress of fewer than 20 students, with the goal of keeping these under 15.

Multiple paths to learning

Students have opportunities to engage in many different kinds of strategies in the classroom and a range of opportunities allowing them to learn in different ways, from independent and group work in high school and community college classes to on-line coursework, community service, and internships.

Highly qualified and supported teachers

The faculty consists of well-prepared and fully certified teachers. Professional development and teacher collaboration are scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment EPAA ensures collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Community engagement

Students engage with members of the community through classroom projects and through community service activities. Students also help build a productive and positive school community through their regular practice of the school habits of personal and social responsibility, their leadership of school community- building activities, and their participation in peer mediation.

Expected School Wide Learning Results (ESLR'S)

East Palo Alto Academy's Expected School Wide Learning Results – the ESLR's -- 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. (See Appendix I)

HABIT 1 – PERSONAL RESPONSIBILITY

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

- Manage time
- Find and use resources effectively
- Be mentally and physically present and prepared

EPAA students will demonstrate ownership of academic and personal success:

- Complete work that improves over time
- Self-advocate effectively
- Use reflection and feedback for personal growth

HABIT 2 – SOCIAL RESPONSIBILITY

EPAA students will effectively collaborate within their community by thinking critically and interacting respectfully in group settings.

- 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.
- EPAA students will demonstrate the ability to collaborate productively in the workplace environment

HABIT 3 – CRITICAL AND CREATIVE THINKING

- EPAA Students will use 21st century skills to synthesize and make connections between academic content and their personal experiences and the world.
- EPAA students will be able to evaluate a variety of sources to analyze a problem and develop a plan for solving it.

HABIT 4 – APPLICATION OF KNOWLEDGE

- 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.

HABIT 5 – COMMUNICATION

EPAA students will communicate logically by presenting an oral and/or written argument supported by relevant evidence

- 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

- EPAA students will communicate academically by using the conventions of language and academic discourse (in verbal and written output)
- EPAA students will communicate responsibly in a variety of different social and cultural contexts and be able to advocate for themselves
- EPAA students will communicate creatively through the arts, the use of 21st century technology skills and second language study

Students are assessed in every class on their performance of the five Community Habits or ESLRs outlined above. This assessment system reflects more than a “grade:” it reflects a process of learning, and it encompasses both formative and summative assessments. Students receive specific feedback on their areas of strength and growth.

Each of these learning outcomes has explicit standards outlined in five categories: Exceeding the Standard (XS), Meeting the Standard (MS), Approaching the Standard (AS), Emerging Competency (EC), No Evidence (NE). If a student receives a NE on a major assessment, the teacher must record the No Evidence in the database grading system and the student must make up the assignment before he or she is eligible to pass. The school has a revision/redemption policy that allows student to revise or make up work, to provide an opportunity for them to reach mastery or to exceed the standard. Please see appendix I for our complete rubric.

Athletics and Extra-Curricular Summary

For the past several years, EPAA Athletics has been an integral part of building positive school community and pride on campus. Over 80 students participated in one or more of our six varsity sports teams during the 2012-13 year. This year we offered no-cut varsity sports teams in girls’ volleyball, girls’ and boys’ basketball, girls’ and boys’ soccer and successfully launched a girls’ varsity cheer squad. The girls and boys basketball teams both finished among the top of the league for the second consecutive season and both earned a berth to the CCS playoffs. Three players from each team were voted to the Private Schools Athletic League 1st, 2nd or Honorable Mention Teams. Our boys’ soccer team finished second in the league and notched their 6th consecutive winning season. In addition, the girls’ soccer team turned in their second consecutive winning season. Overall, this year has seen EPAA athletics further engrain itself as an integral part of the school community and culture, and has impacted the school experience of 40% of our student body, which have benefitted from the student-athlete experience.

In addition to the success of the athletic program at EPAA, our school community offers several extra-curricular clubs to our student body. Over 50 students are actively engaged in clubs at EPAA. Every Thursday at lunch over 20 students meet with the Polynesian cultural club and are working to host a cultural night at the local Boys and Girls Club to bring awareness and exposure to Tongan and Samoan cultural traditions. Three of our teachers sponsor a club called FREE2B, a LGBTQ club to promote an open, accepting campus at EPAA. The meetings are generally well attended and allow a space for students to speak in safe and open manner about their sexual orientation. The club also promotes a bully-free school environment for all students. Lastly, a group of students launched a Key Club during the 2012-2013, centered on community service. The Key Club has been active on campus with various community service projects, including campus beautification and volunteering at local homeless shelters. The clubs have added vibrancy to our campus life this year and are an important part of the school community.

For more information about our Charter, Discipline Policy, English Language Learner and Special Education Plans, please see Appendices X-XIII.

We have also included our 2011-2012 Year End Report in Appendix XIV. This report is shared with our donors, community partners, and school community each year.

Summary of Data **COMMUNITY/ SCHOOL PROFILE**



East Palo Alto Academy has a diverse and dynamic community. Only a small part of our story can be told in numbers, though the numbers reveal some important things. Our staff took time to evaluate this data to identify critical needs and trends. Here is what we examined.

Number of Students Enrolled					
	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL
2009-10	56	78	78	64	278
2010-11	75	45	65	66	251
2011-12	62	74	41	61	238
2012-13	75	57	67	40	239

Mobility or Transiency Rate			
	2010-11	2011-12	2012-13
In	286	280	265
Out	59	55	26
Remaining	227	225	239

With the current economy and movements in and out of the country, East Palo Alto proves a highly transient and mobile community. Nearly 25% of the students that transferred out this year left to move to another state or country.

The school's Average Daily Attendance rate averages out to 93% each year. Rates typically fluctuate between 92-96% throughout the year.

Percent and Number of Students Enrolled by Ethnicity					
	African-American	Asian / Asian Indian	Hispanic	Pacific Islander	White
2009-10	9.5% (26)	1.0% (3)	82.9% (228)	6.2% (17)	0.4% (1)
2010-11	12.0% (30)	1.6% (4)	80.5% (202)	6.0% (15)	0
2011-12	13.0% (31)	0.8% (2)	77.3% (184)	8.4% (20)	0.4% (1)
2012-13	10.5% (25)	0.8% (2)	80.8% (193)	7.6% (18)	0.4% (1)

English Learner Enrollment by Primary Language [Excluding those Redesignated as Fluent English Proficient (RFEP)]				
	2009-10	2010-11	2011-12	2012-13
Spanish	58.6%	47.0%	51.5%	46.9%
Tongan	0.7%	2.6%	3.3%	3.3%
Samoan	1.0%	2.8%	2.5%	0.8%
Punjabi	0	0.4%	0.4%	0.8%
Total English Learners	60.4%	51.2%	58.8%	51.9%

English Learners Designated as RFEP				
	2009-10	2010-11	2011-12	2012-13
Redesignated	24.1%	27.5%	24.3%	32.2%

Special Education							
	Autism	Emotionally Disturbed	Specific Learning Disability	Speech and Language Impairment	Other Health Impairment	504 Plan	Total (% of School Population)
2010-11	1	--	21	1	1	2	11.5%
2011-12	1	--	17	--	--	1	8.4%
2012-13	--	1	19	--	--	4	10.0%

Number (Percent) of Students Receiving Free/Reduced Lunch				
	2009-10	2010-11	2011-12	2012-13
Number	264	239	224	224
(%)	(95)	(94)	(95)	(94)

Percent of Students by Parent Education Level			
	2010-11	2011-12	2012-13
Graduate Degree or Higher	0%	0.4%	0%
College Graduate	3.1%	5.9%	7.9%
Some College/Associate's	7.5%	8.4%	10.5%
HS Grad	26.1%	28.3%	20.9%
Not a High School Graduate	62.4%	57.0%	60.3%

Safety conditions, cleanliness and adequacy of school facilities

The EPAA school site was originally a K-8 Elementary school built in the mid-50s by the Ravenswood City School District. The surrounding neighborhood is a beautiful, safe, upper middle class community, which allows students to come to a campus that is secluded from the dangers they face in East Palo Alto. The building, while dated, is still adequate for our needs, even with increased technology infrastructure considerations. RCSD provides capital improvements and large-scale grounds maintenance, while we employ a Building Manager to attend to daily needs.

Number of Students Suspended and Expelled by Year			
	2009-10	2010-11	2011-12
Suspensions	130	31	60
Expulsions	0	0	0

Suspensions by Gender and Ethnicity 2011-2012 Single Count, Number of Students						
	Af-Am	Asian	Hisp.	Pac. Isl.	White	Total
Male	4	0	16	4	0	24
Female	3	0	7	2	0	12
Total	7		23	6		36

Number of Certificated Staff by Ethnicity						
	Af.-Am.	Asian	Hisp.	White	Multiple	Total
2010-11	1	7	4	13	2	27
2011-12	2	4	7	12	2	27
2012-13	1	5	10	6	1	23

Number of Classified Staff by Ethnicity						
	Af.-Am.	Asian	Hisp.	White	Multiple	Total
2010-11	2	0	5	0	0	7
2011-12	2	0	6	0	0	8
2012-13	0	0	6	0	0	6

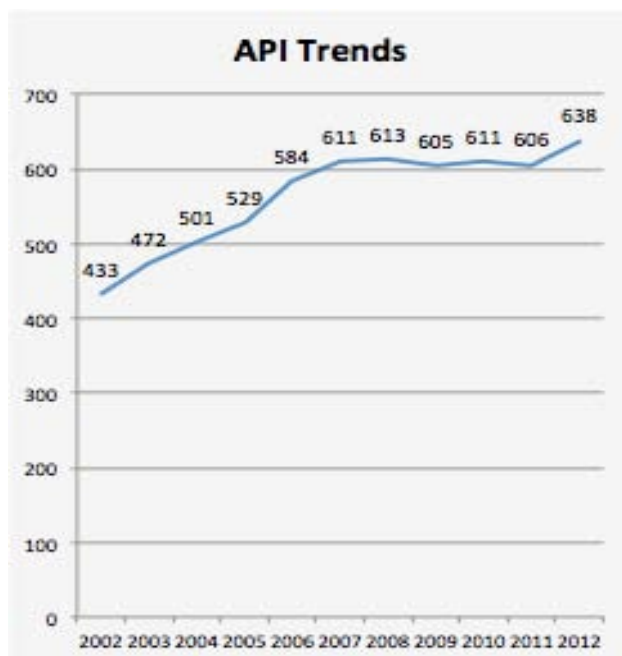
Teacher Credential Status and Years in Teaching			
	2010-11	2011-12	2012-13
Fully Credentialed	23	22	18
Total Teachers	23	22	18
Avg. Years Teaching	8	8	8.7
Avg. Years in District	2.5	2.7	2.3

Education Level of Certificated Staff						
	Doctorate	Master's +30	Master's	Bachelor's +30	Bachelor's	Total Staff
2010-11	1	6	12	5	3	27
2011-12	1	7	10	5	4	27
2012-13	2	6	10	3	2	23

In 2012-2013, our per-pupil expenditures have been \$17,375, however this includes payment for back office staffing. This personnel is typically located in district offices and associated with a different budget context. As a charter school, EPAA receives Charter School Block Grant and General Purpose Grant funding, as well as a modest amount of Title I and Title II support. The organization also relies upon philanthropic donor contributions. These make up roughly 40% of our income. Over the years, we have also received 21st Century Community Learning Centers funds, and the like.

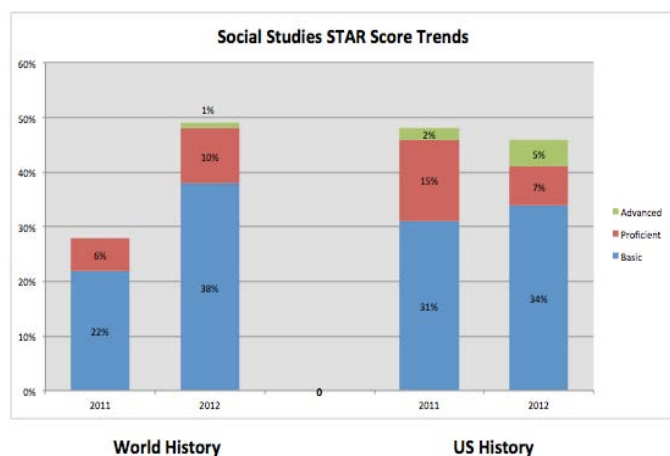
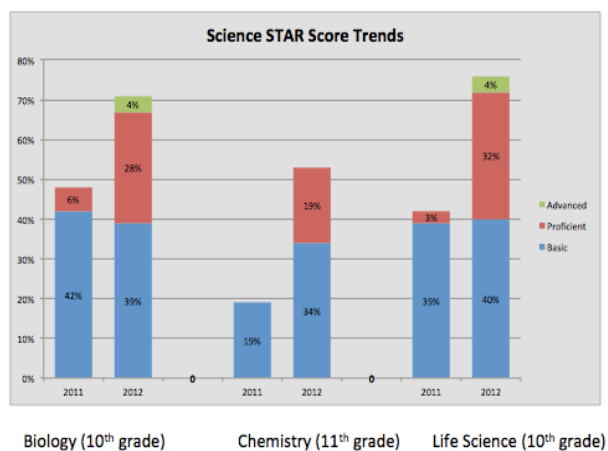
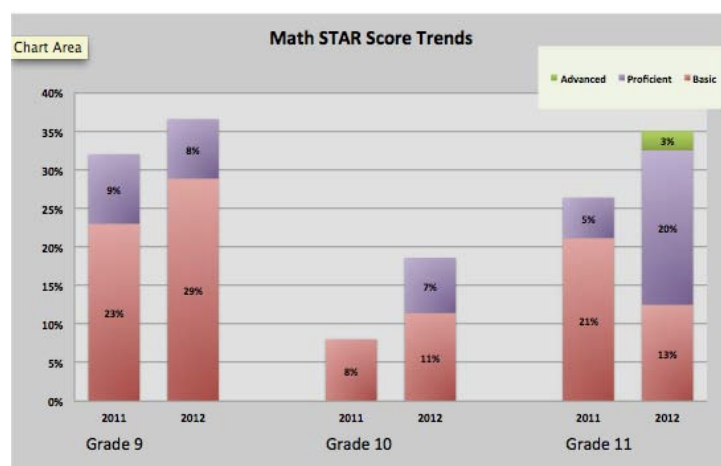
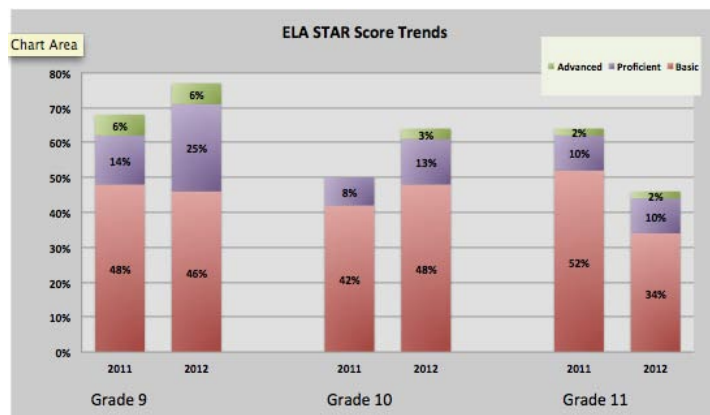
As analysis of school level data progressed, staff began to pinpoint critical needs that could become the root of our Action Plan, while also identifying areas of strength. These are aligned below.

Student Performance Data



It is important to note that EPAA's student population has shifted dramatically, both in size and scope. For a period, we had a K-12, rather than just a 9-12 high school. This is illustrated below.

- 2001-2006: Grades 9-12
- 2006-2007: Grades K-1, 6, 9-12
- 2007-2008: Grades K-2, 6-7, 9-12
- 2008-2009: Grades K-3, 7-8, 12
- 2009-2010: Grades K-4, 8-12
- 2010-2011: Grades 5, 9-12
- 2011-2012: Grades 9-12



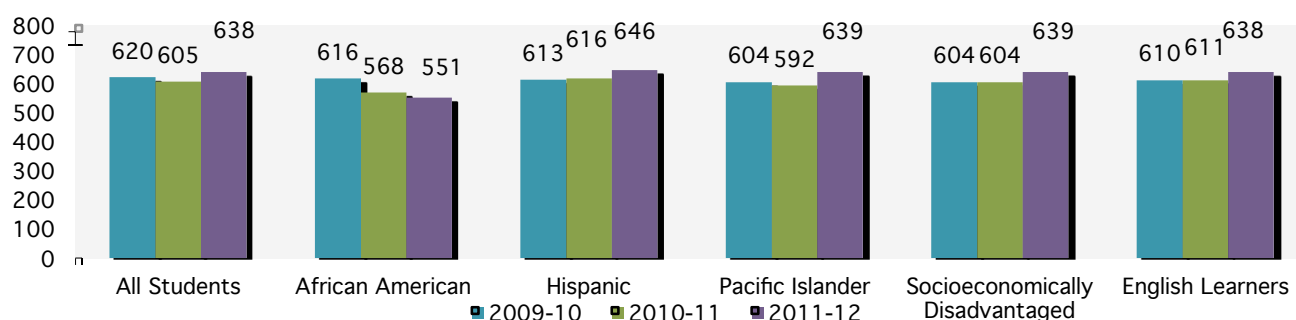
While the school's overall state test score performance has improved in most cases, staff noticed subgroup disparities that troubled them. This led to the identification of Critical Academic Need #1, which aligns to our Action Plan Goal #4, as follows:

Need (1): Improve the academic success of all students and eliminate achievement disparities between student sub-groups, with particular concern about African-American students.

Goal (4): Refine a comprehensive academic intervention plan that serves all students.

The rationale evolved from the following data points.

Academic Performance Index for Significant Subpopulations (WHOLE SCHOOL)



Note the increase in API for all subgroups, except our African-American students. We also acknowledged that all of our students, despite the growth, are still performing behind many of their peers. The tables below also show significantly lower first-time pass rates for our African-American students, as well as our students in Special Education, which evolved into additional identified needs.

Disaggregated CAHSEE 10 th Grade Scores for ELA				
	2009	2010	2011	2012
EPAA	69%	67%	53%	67%
Male	55%	44%	39%	63%
Female	78%	66%	69%	72%
African American	---	---	56%	20%
Asian	---	---	---	100%
Hispanic/Latino	67%	55%	61%	73%
Pacific Islander	---	---	---	60%
EL	55%	55%	38%	65%
Soc-econ Disadvantaged	70%	56%	50%	68%
Special Education	---	---	---	38%

Disaggregated CAHSEE 10 th Grade Scores for Math				
	2009	2010	2011	2012
EPAA	83%	67%	60%	66%
Male	76%	67%	56%	66%
Female	89%	67%	65%	65%
African American	---	---	---	33%
Asian	---	---	---	100%
Hispanic/Latino	85%	63%	57%	64%
Pacific Islander	---	---	---	100%
EL	76%	63%	56%	61%
Soc-econ Disadvantaged	84%	63%	59%	67%
Special Education	---	---	---	17%

Semester GPA's for 2010-2012				
	Fall 10-11	Spring 10-11	Fall 11-12	Spring 11-12
Schoolwide Avg.	2.20	2.35	2.29	2.46
Female	2.45	2.57	2.54	2.64
Male	1.83	2.02	1.87	2.13
African-American	1.89	2.34	2.00	2.18
Hispanic	2.28	2.40	2.32	2.52
Pacific Islander	1.73	1.92	2.31	2.28

Semester GPA's for 2010-2012				
	Fall 10-11	Spring 10-11	Fall 11-12	Spring 11-12
9th Grade	2.10	2.08	2.20	2.01
10th Grade	1.69	2.27	2.19	2.65
11th Grade	2.41	2.46	2.35	2.49
12th Grade	2.39	2.60	2.44	2.70

Additional needs could be discerned from the following data, and our plan to address them is further described in our Action Plan sections 2a, 2e, 4a, 4b, and 4d.

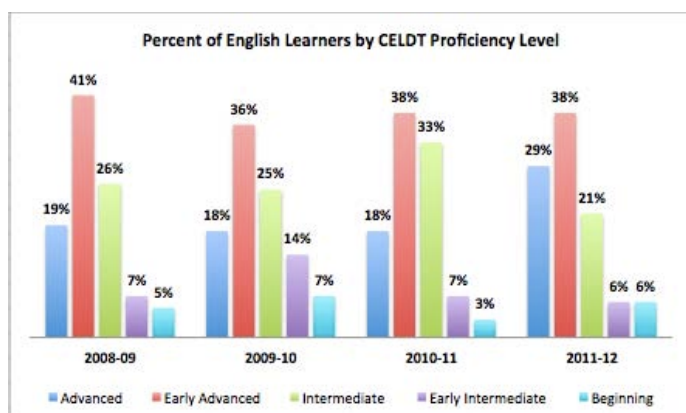
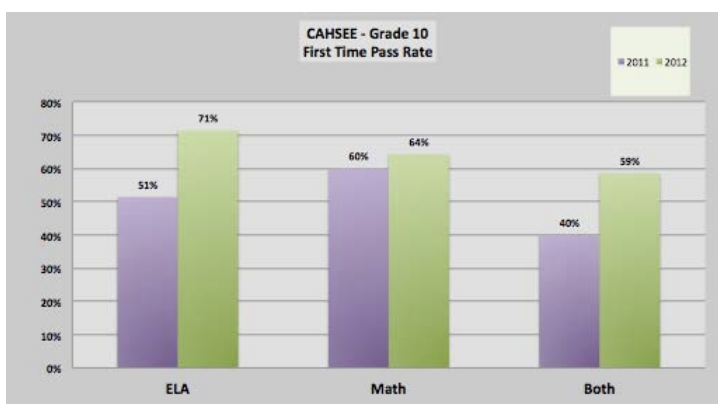
CST Scores by Significant Subpopulations 2012: Proficient and Above						
Subject	Grades 9-11 Average	Male	Female	English Learners	Economically Disadvantaged	Hispanic/Latino
English	20%	12%	25%	14%	20%	21%
Mathematics	10%	8.4%*	12%*	10%*	10%	12%
Science	25%	27%	25%	18%	25%	28%
Social Science	11%	14%	11%	4%	11%	11%

Note: Percentages are given as part of that subgroup.

*Algebra 2 and Summative HS Math are not included because the classes did not have enough students in the category to report results.

ELA CAHSEE Percentage of Students Passing			
	2010	2011	2012
Percent passing in 10 th grade	57%	51%	70%
Percent Proficient in 10 th grade	19%	15%	26%

Mathematics CAHSEE Percentage of Students Passing			
	2010	2011	2012
Percent passing in 10 th grade	66%	60%	64%
Percent Proficient in 10 th grade	31%	18%	30%



	2009-2010 AMAO Attained	2010-2011 AMAO Attained	2011-2012 AMAO Attained
AMAO 1: Percentage of English Learners Making Annual Progress in Learning English			
OVERALL	NO	YES	YES
AMAO 2: Percentage of English Learners Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort	Yes	Yes	Yes
5 Years or More Cohort	Yes	Yes	Yes
OVERALL	YES	YES	YES
AMAO 3: Adequate Yearly Progress for English Learner Student Group at the LEA Level			
English-Language Arts	No	Yes	Yes
Mathematics	Yes	Yes	Yes
OVERALL	NO	YES	YES

Local Assessments

During the past few years EPAA has used the NWEA Measure of Academic Progress (MAP) exam to measure student grade level performance in reading, mathematics, and language usage. The assessment does not align as well to secondary standards as it does to elementary standards, but it has revealed that our students' performance levels at entry to 9th grade average out to roughly 4th to 5th grade level in Mathematics and Reading. Students' skills range, overall, between Kindergarten and above 10th grade levels, with concentrations between grades 2 through 6 in both subject areas. With data about which skills students have mastered, teachers have been able to plan instruction in English language arts and mathematics and to track progress. In addition, some 9th grade mathematics teachers have used a technology-based assessment program, ALEC, for diagnostic purposes and to track student learning.

EPA Academy also requires a series of student performance assessments and exhibitions appropriate to the developmental level of our students. These exhibitions require evidence of the five habits of mind mentioned previously, as well as subject matter competencies. The exhibitions include evidence of:

- Mathematical Modeling
- Scientific Inquiry
- Social Science Research
- Writing Proficiency
- Oral Communication
- Technology Proficiency

Students complete one major exhibition in each grade level that is juried by both teachers and external judges. In addition, they complete other project-based exhibitions that are shared with staff and students in less formal ways.

Our second critical academic need, the **reduction in high levels of low grades (Ds, Incompletes ("I"), and No Credits ("NC"))**, evolved from analysis of the following data. The Action Plan addresses this need in **Goal 1** with a focus on increasing the relevance of our curriculum, as well as how we connect our ESLRs and Habits explicitly to student learning and achievement. **Goal 2** also supports accomplishing this need through a focus on curriculum evolution, as well as how teachers use common language and align their instructional practices to promote continuity for all students. **Goal 3** emphasizes student independence, ownership and self-determination so that their achievement is intrinsically motivated, while supported by our instructional team. As above, **Goal 4**, which emphasizes intervention and targeted support for all struggling students, is also linked to this identified need.

Many students arrive at EPAA with a history of failing grades and poor academic performance. One of our major goals as a small school is to work with each individual student to change this pattern. The data shows that many students are not successful in multiple classes. For instance, 42% of our students received a D or grade of "I" or NC in math classes during the spring semester of 2011-2012.

If a student does not reach a passing level of work completion and quality in a given course, the student receives an "I" (Incomplete) in the class initially, until work is revised to a level where it meets a passing standard. If the needed work is not made up within one year, the "I" reverts to a grade of No Credit (NC), which is calculated into the average as a zero. At any time through the end of high school, a student can revise and submit major assignments to raise a grade or to bring up a grade of NC to a passing grade.

Report Card Grades Percent D's, Incompletes (I) or No Credits (NC or F) 2010-2012				
	Fall 10-11	Spring 10-11	Fall 11-12	Spring 11-12
English D's	19%	21%	18%	16%
English I/NC's	24%	15%	22%	11%
English Total	43%	36%	40%	27%
Math D's	18%	11%	15%	19%
Math I/NC's	32%	28%	21%	23%
Math Total	50%	39%	36%	42%
Social Science D's	25%	7%	19%	11%
Social Science I/NC's	18%	10%	19%	10%
Social Science Total	43%	17%	38%	21%
Science D's	16%	9%	16%	11%
Science I/NC's	16%	10%	11%	5%
Science Total	32%	19%	27%	16%
Spanish D's	15%	10%	12%	10%
Spanish I/NC's	10%	10%	2%	8%
Spanish Total	25%	20%	14%	18%
Art D's	7%	11%	12%	10%
Art I/NC's	1%	1%	2%	8%
Art Total	8%	12%	14%	18%

Number of Students Meeting UC/CSU Requirements Class of 2010						
	Male		Female		Total	
	Grads	UC/CSU Eligible	Grads	UC/CSU Eligible	Grads	UC/CSU Eligible
Pacific Islander	2	0	1	0	3	0
Hispanic or Latino	22	5	27	5	49	10
African American	2	0	1	0	3	0
Total	26	5	29	5	55	10

Number of Students Meeting UC/CSU Requirements Class of 2011						
	Male		Female		Total	
	Grads	UC/CSU Eligible	Grads	UC/CSU Eligible	Grads	UC/CSU Eligible
Pacific Islander	2	1	--	--	2	1
Hispanic or Latino	15	2	30	9	45	11
African American	1	0	5	1	6	1
Total	18	3	35	10	53	13

Our third identified critical academic need is to improve the connection between the achievement level of students while at our school and their achievement level on outside assessments and in college.

As a small, supportive school, teachers and staff work hard with our students to encourage their learning and a positive result of this effort is their performance on in-class projects and assessments. Students raise their skill levels considerably between 9th and 12th grade, as demonstrated by the fact that nearly all pass the CAHSEE by senior year, demonstrate their

skills in challenging research projects and exhibitions, and most more than one college course while they are still in high school. Unfortunately, the level of performance that they display in our classrooms has not always translated to outside assessments for many students. In order for our students to be prepared for a successful college career, they need to be able to show their academic knowledge in a variety of ways, including on standardized tests. The following data helped us to make this determination.

ACT Scores		
Year	Percent of Senior Class Tested	Average Score (max of 36)
2008-09	63.5%	15.63
2009-10	51.6%	14.18
2010-11	34.9%	15.52

SAT Scores				
Year	% of Senior Class Tested	Reading	Math	Writing
2008-09	30.2%	369	386	368
2009-10	18.8%	351	374	362
2010-11	43.9%	378	406	389

Possible Score per test = 800

Again, these needs are explored in greater practical detail in our Action Plan.

WASC HISTORY



Progress Report

The WASC Visiting Committee that came to EPAA in the spring of 2007 recommended a six-year accreditation with a midterm review and left six critical areas for follow up.

1. The school leadership and staff need to develop and implement consistent school wide classroom management norms.

During the August PD prior to the start of the 2010-11 school year, staff facilitated a faculty wide discussion of the behavioral issues and challenges that teachers experienced in the classroom. The discussion resulted in the creation of the *Bulldog Basics*, a school wide code of conduct and expectations that would be implemented in every classroom. *Bulldog Basics* posters have been present in every classroom, school wide, for the past three years and have been the foundation for school wide norms and expectations.

In addition to the *Bulldog Basics*, prior to the start of the 2011-2012 school year, each grade level team came up with a common set of classroom norms that were present in every classroom and differed by grade level. Students were introduced to these norms on the first day of the school year and they were reinforced throughout the year. While they were successful in reinforcing behavioral expectations and building a scholarly learning environment on campus, math teachers particularly were challenged by the mixed grade level nature of their classes. In addition to the posted norms in every classroom, teachers were strongly encouraged to have a set of rewards/incentives for students who bought into the norms and a clear ladder of consequences that highlighted what would happen for a student who violated the norms.

Prior to the start of the 2012-13 school year, the entire faculty came to consensus on a common set of classroom norms, rewards and ladder of consequences. These three posters are present in every classroom in the school, and some teachers have also engaged their students in the creation of additional norms are specific to their content or classroom culture. In addition, our teachers also use a common set of group work norms and roles, which are posted in many classrooms throughout the school. The creation of *Bulldog Basics* and classroom norms contributed greatly to the significant yearly decreases in suspension rates from the peak year of 2009-10.

2. **The leadership, in collaboration with staff and other stakeholders, needs to examine ways to improve campus supervision including, but not limited to, tardies and students who are not authorized to be out of class during instructional times.**

To address this issue, each staff member has agreed to take on a supervision role, during brunch and lunch, twice a week for the entire a school year. When our budget has allowed, we have also hired campus monitors who are present during passing periods, as well as brunch and lunch. In addition, at least one school administrator is present during every passing period, brunch and lunch. This supervision has helped our school climate tremendously, and is one of many reasons why we have not had a single physical conflict during the 2012-13 school year.

3. **The leadership and instructional staff needs to examine the extent to which they can expand instructional strategies to include technology usage in the classroom, more rigorous curriculum and more in depth, real world project based learning.**

EPAA has been able to expand the technology available for teaching and learning. There are currently as many computers on campus as there are students, and students use technology frequently in many classes. EPAA will move to a one-to-one program (each student given an individual laptop to use) when the planned facilities upgrades are completed. Additionally, teachers use ActivBoards in classrooms to support an interactive environment. Students can annotate items at the front of the room, vote on answers and ideas and see trends in perspective, and so much more. In math classes, students are using graphing calculators across the curricula, as well as graphing software to show their work. Students also build their software use skills in a variety of ways and settings, including regular word processing, as well as website development and presentations using PowerPoint and Keynote. Teachers have begun to develop their own websites to keep students and their families informed. All teachers will have active sites in place in the coming school year.

While there has been significant improvement in terms of rigor in the curriculum, there remains much more to do and this is addressed in our new action plan.

EPAA is moving toward a more project based learning environment and has contracted Envision Learning Partners for staff training in PBL. This training began in the summer of 2012 and will continue through the 2013-2014 school year.

4. The school leadership and instructional staff need to implement a PE program according to California Education Code.

This issue was clarified at the time of the mid-term review. Charter schools in California are not required to provide any courses or minimum instructional minutes in Physical Education. That said, EPAA continues to address the health needs of students in a variety of ways including;

- A robust program of athletics which includes membership in the Central Coast Section of CIF and the Private School Athletic League and includes teams for both boys and girls in soccer, basketball, volleyball and cross country.
- PE based electives in cross country, basketball fitness, yoga
- A fully equipped fitness center available to staff and students
- A bi-monthly visit by the mobile health van from the Lucille Packard Children's Hospital
- Elective classes offered by Dr. Morioka-Douglas, Chief of Family Practice at Stanford Hospital

5. The school leadership and instructional staff need to determine the feasibility of implementing a systematic school wide writing program and a greater diversity of elective course offerings.

Again, EPAA has addressed these issues with:

- A double block class in English Language Arts taken by all freshmen
- A two-year program of Professional Development in Literacy provided by Julie Adams, a well-known literacy expert trainer.
- A department wide effort in English, led by both the lead teacher and a new hire with a Stanford PhD in English Education, to develop a four year vertical writing program that includes common rubrics for use across the curriculum
- A significantly expanded elective program with offerings in Drama and Spoken Word, Visual Arts, Journalism, Mystery Writing, Cooking and more.

6. The school leadership and instructional staff need to revise their action plan to have clearer, more measurable objectives.

As the school has evolved in its use of data, more measurable objectives are targeted in all aspects of the work. For further insight please see the current Action Plan.

SELF STUDY FINDINGS

Analysis of Current Educational Practices



Group A: LEADERSHIP

Larry Vilaubi (Chair)- Principal

Derek Ang – Teacher, Science

Karyn Arle – Teacher, English

Kia Darling-Hammond – Chief Operating Officer

Christy Halstead – Teacher, Mathematics

Sofia Hibbs – English Language Development Coordinator

Bronwyn LaMay – Teacher, English

Caren McDonald – Teacher, English

Makailah Perkins – Teacher, Humanities

Andy Robinson – Teacher, Performing Arts

Elvia Vasquez – Director of Guidance and College Counseling

Vision, Purpose, Governance, Leadership and Staff, and Resources

Organization & Governance Criterion (A1, A2)

East Palo Alto Academy was created with a research based vision and a set of beliefs about students and their needs that has been clearly articulated in its charter application and is shared by the entire school community. While both the Charter authorizer (SUHSD) and the Stanford Schools Corporation Board must approve any major revisions to what is delineated in our Charter, EPAA consistently works to refine the vision based on the needs of our community, analysis of our data and the input of all stakeholders.

Our Charter, which was approved by both the Stanford Schools Corporation and the Sequoia Union High School District Board during the new authorization process in the spring of 2012, spells out a clear mission based on well researched fundamental beliefs about teaching and learning and establishes a coherent governance structure and in the process provides an excellent and thorough overview of our school. We have described this in greater detail above on page 10.

Board of Directors

As provided in the current bylaws, the Stanford Schools Corporation Board of Directors consists of thirteen (13) members, appointed as follows:

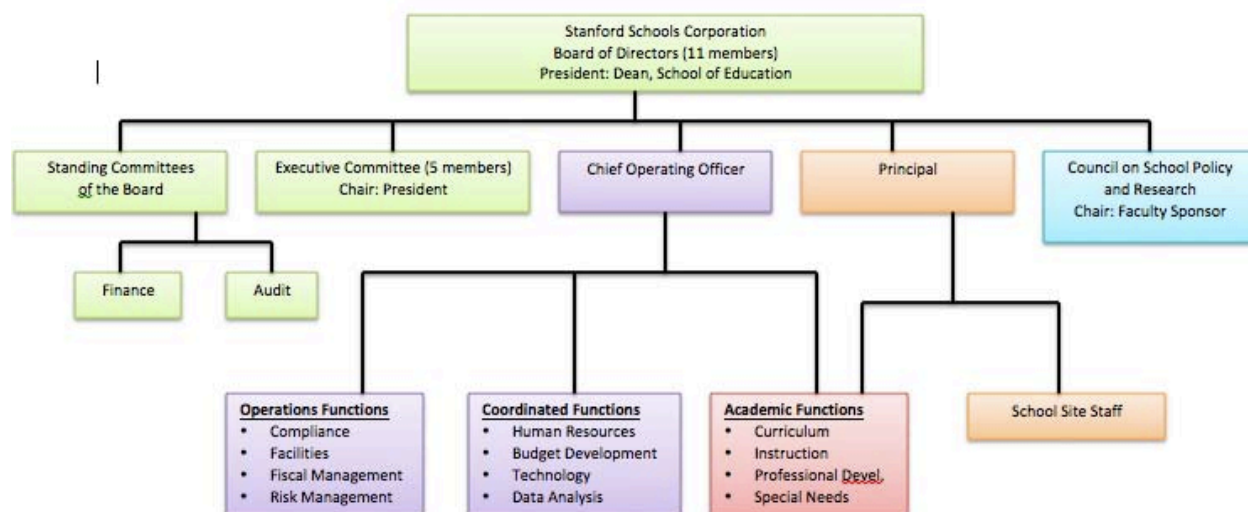
- ❖ The President of Stanford University designates six (6) individuals to serve as directors, three of whom must be employees of Stanford University;
- ❖ The Chair of the Board of Trustees of Stanford University is entitled to designate one (1) individual to serve as a director. (If the Chair does not designate an individual, the President of Stanford University designates one (1) additional director);
- ❖ The Dean of Stanford University's School of Education (or comparable office) or her/his designee, serves as a director, or has the power and right to designate an individual to serve as a director in her or his place;
- ❖ The Stanford University faculty member appointed as the sponsor of the secondary school program serves as a director;
- ❖ The chartering district will designate one individual to serve as a director (customarily the superintendent);
- ❖ The Parent Advisory Council designates one individual to serve as a director;
- ❖ The Board designates two (2) at-large members from the community, one of whom will be an employee of Stanford University.

The Principal is included as an *ex officio* member of the Board. The bylaws provide for staggered terms for directors to provide continuity of leadership. (Bylaws are included in

Appendix IV) Meetings of the Board are held quarterly; officers are elected annually, with the Dean of the School of Education serving as Board Chair and President.

The Board of Directors delegates day-to-day operations to its management employees, but is responsible for approving an annual budget, facilities plans, and senior personnel appointments; overseeing compliance with all applicable federal, state, and local laws and district guidelines and requirements for charter schools; and approving school policies, including those that affect human resources and collaborative improvement projects involving faculty from SSC and Stanford University.

Management Structure



Board Committees

Consistent with its bylaws, the Board of Directors has created standing and *ad hoc* committees to undertake specific tasks, exercising the delegated authority of the Board. (Limitations on the authority of committees and identification of specific actions that may only be taken by the full Board are described in the bylaws.) Current committees include an Audit Committee, Finance Committee, and Executive Committee.

The Executive Committee meets monthly, and consists of the Board President (Dean, School of Education), Board Treasurer, Faculty Sponsor, and one additional Board member. Committee members are appointed by the full Board, as provided in the bylaws, and authorized by resolution designating specific duties and authorities. In general, the Executive Committee will

have delegated authority to act on behalf of the Board with the exception of specific high-level actions (as specified in the bylaws, included in Appendix IV). These exceptions include, but are not limited to the following: approval of the annual budget, appointment of senior management personnel, actions incurring substantial liability, major policy decisions, repeal or amendment of prior Board resolutions, appointment of Board or committee members, fixing of director compensation, approval of self-interested transactions, creation of committees, amendment of the bylaws or any other action that requires approval of the Board pursuant to applicable state or federal law.

The faculty sponsor chairs a school Council on Policy and Research. Its role is to provide guidance on the schools' ongoing design, development, and improvement efforts. The Council meets monthly and includes at least two and no more than three faculty or staff members of Stanford University, and at least two and no more than three teachers from the school, as well as the Principal and Chief Executive Officer.

The Council serves as a forum for discussion of major school policies in the areas detailed below, and advises the Board on those policies that require review and approval by the Board of Directors or its Executive Committee. For example, the Council recommends to the Board of Directors a candidate or candidates for school leadership positions, and reviews and advises on policies related to staff hiring, benefits and compensation, curriculum and graduation requirements, school organizational design, and school disciplinary policies, including conditions for student suspension or expulsion. The Council also:

- ❖ Reviews and approves research and other activities initiated by Stanford faculty or students, or research initiated within the school or by some other organization;
- ❖ Monitors research and development activities (e.g., ensuring cooperation between researchers and practitioners, ensuring completion and submission of summaries of results, keeping a record of all activities); and
- ❖ Reviews and approves other requests from Stanford, e.g., for internships.

An integral role of the Council is to provide a means by which members of the school faculties can be involved in identifying needs and problems and developing solutions. School representatives to the Council will ensure coordination with site-based decision-making structures at the schools and solicit and receive recommendations from the faculty about areas in which the Council makes policy.

Parent Involvement

Stanford Schools Corporation will continue to encourage all groups to participate in and share responsibility for the educational process and educational results. The school will maintain a School Site Council (“SSC”) that includes parents, students, and members of the community, as well as faculty and staff, to make recommendations to the school Principal. The school advisory council will continue to participate in reviewing parental and community concerns. The Principal is responsible for communicating all SSC policy recommendations to the Council on School Policy and Research.

In addition, the school has an individual on staff serving in the capacity of parent liaison. In addition to convening SSCs meetings, she or he facilitates communication with parents and community leaders in a variety of forums.

Other current and continuing opportunities for parent involvement include:

- ❖ Board representation - a parent and an East Palo Alto community representative sit on the Board of Directors.
- ❖ Parent meetings – monthly parent meetings (formal and informal) provide opportunities for raising ideas for school improvement.
- ❖ Student-led conferences - parents, students, and teachers meet at least twice a year to plan and assess the students’ learning progress and determine goals.
- ❖ Exhibition panels – parents, volunteers and community leaders may sit on exhibition panels to judge student work.
- ❖ Parent workshops – workshops on issues of interest to families, and meetings with local organizations and government agencies have been organized in response to identified needs.
- ❖ School and staff surveys – parents fill out a survey each year identifying strengths and weaknesses.
- ❖ Volunteer opportunities – parents and community members have the opportunity to assist in classrooms, lead extra-curricular activities, assist in event planning, attend field trips (including college visits), and serve on parent committees.
- ❖ Fundraising – parents and community members work with the school to raise additional resources to support students and the school program.
- ❖ Advocacy – parents and community members communicate the school design and outcomes to the public, educators, and policy makers and advocate for necessary policies and resources.

Leadership and Staff Criterion (A3)

The process for creating the School Action Plan is broad based and collaborative and involves all key stakeholders including the administration, the School Site Council, teachers, staff, students, the Stanford Schools Corporation Council on Policy and the Faculty Sponsor. As is the case with most schools that serve our demographic, it can be difficult to gather large groups of parents. Hence, most parental input comes from a fairly small group of deeply committed parents. Fortunately, though small, our parent group is very representative of our larger parent community.

School staff is deeply involved in all aspects of the school planning process at EPAA. The lead group in this collaboration is the Leadership Team, a volunteer team of teachers, administrators and other school staff that develop and lead professional development activities, serve as liaisons to the School Site Council and generally advise the administration on all aspects of the school.

Student achievement data from multiple sources including STAR and CELDT test data, grades, Early College success rates, college admission rates, stakeholder surveys and others consistently guide curriculum development, professional development and both short term and long range planning. The School Action Plan is developed as a result of consistent analysis of that data and is updated on a regular basis. Recently, a significant improvement in communication with the numerous middle schools that feed EPAA has resulted in an improvement in our ability to best serve our incoming freshman class based on data from the middle schools and our own baseline assessments administered well before they arrive in August.

Our Charter Application clearly delineates how EPAA uses data to best serve students:

Academic Achievement Based on California State Standards

- ❖ Performance and growth by proficiency level for all students and each subgroup of students on California standards tests in ELA, math, social studies, and science
- ❖ Performance by pass rate and proficiency level for all students and each subgroup of students on the CAHSEE in ELA and mathematics
- ❖ Performance and growth by proficiency level of English Learners in listening, speaking, reading, and writing on average every year as measured by the CELDT.
- ❖ Rate of student re-designation as Fully English Proficient (RFEP).

Performance Assessment, Graduation, and Other Indicators

- ❖ Performance and growth on SSC writing rubrics.
- ❖ Performance on exhibitions in mathematics, ELA, science, and social science.
- ❖ Proficiency rates and growth on SEPA Academy habits rubric evaluating: personal responsibility, social responsibility, critical and creative thinking, communications, and applications of knowledge.
- ❖ Number of students taking and passing A-G courses (analyzed by course area)
- ❖ Number of students taking and passing Early College courses
- ❖ Attendance rates
- ❖ Rates of suspension and expulsion
- ❖ Graduation rates
- ❖ Rates of admission to 2- and 4-year colleges

Method for Measuring Pupil Progress in Meeting Pupil Outcomes

The academic program at EPAA is based on state standards in the disciplines and reinforced by an accountability system that assesses learning and modifies teaching plans so that all students can achieve at high levels. We believe that a variety of assessments are essential to understanding *how* students are learning, as well as *what* they know. These include

State and other legally required tests, as well as the dynamic and performance assessments described earlier.

Performance assessments use common benchmarks and rubrics. The data collected from these assessments is used to guide instruction and inform students and parents regarding the level of student performance, progress, problems, and program evaluation.

Measured and Recorded on a Daily Basis and Analyzed Monthly

- ❖ Student attendance
- ❖ Student tardiness

Measured, Recorded, and Analyzed on a Semester Basis

- ❖ Student progress on MAP and other benchmark assessments
- ❖ Student progress toward senior portfolio and grade level exhibition completion
- ❖ Student course enrollment and grades
- ❖ Student performance on EPAA “habit” rubrics
- ❖ Enrollments, grades, and credit accrual in Early College courses
- ❖ Number and length of student suspensions
- ❖ Participation in after-school activities

Measured, Recorded, and Analyzed on an Annual Basis

- ❖ Proficiency rates and levels of performance on state CST tests, CAHSEE, and CELDT
- ❖ Advanced Placement test scores, where appropriate
- ❖ Exhibition performance, by performance level
- ❖ Promotion to next grade
- ❖ Re-designation of EL Learners
- ❖ Number of students/families who return to the school each year
- ❖ API Score and Ranking (state target for API growth)
- ❖ Overall satisfaction and feedback from students, teachers, and parents, as determined by annual surveys
- ❖ Graduation / drop-out rate
- ❖ Continuation and transfer rates
- ❖ Admissions to college and other postsecondary programs

Even in years with severe budget limitations, leadership and staff take great care to ensure that resources are carefully utilized to best address the needs of the students and data remains a major component of that process. This includes the budgets for staffing, professional development, technology and books and materials.

Leadership and Staff Criterion (A4, A5)

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.

No firm offers of employment are made until the candidate's credential status has been confirmed by SSC human resources personnel, in consultation with the credential specialist at the San Mateo County Office of Education ("SMCOE"), and all needed documentation has been received. Special scrutiny is given to the credential compliance and documentation of teachers who received their credentials from states other than California. Credential status and documentation are re-confirmed before the start of school to ensure class assignments are in alignment with valid credentials. Specific qualifications include:

- ❖ In accordance with Education Code Section 47605(l), possession of a clear or preliminary California Teaching Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold;
- ❖ Meeting the highly qualified requirements of the No Child Left Behind Act;
- ❖ 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 our students;
- ❖ 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;
- ❖ 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 work with Stanford University faculty and students on research and development activities;
- ❖ Willingness to take a leadership role in some aspect of the school's development; and
- ❖ A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

As a professional development site, the Stanford New School 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, Vice Principal, Principal, and other roles. All teachers are encouraged to pursue National Board Professional Certification within their first five years of work at their school.

Beyond what is spelled out in the Charter Application, a tremendous amount of time and resources are committed to developing the strongest possible staff at EPAA. All staff is required, and compensated, to attend ten full days of professional development in August before the start of school. This professional development is driven by the needs of the school and created and delivered by school administration, teacher leaders, the Stanford Graduate School of Education faculty and, on occasion, outside sources such as Envision Learning Partners. Additionally, the EPAA bell schedule creates a three-hour block of time every Wednesday for professional development, departmental and grade level collaboration and continuing work with SGSE Faculty. Additional minimum days and full PD days are built in to the calendar to further the work with the goal of consistently improving curriculum and instruction. In all aspects of the professional development work at EPAA, student need, as demonstrated by the data, is the driving force that creates and guides the work. The Leadership Team, along with the school administration, plans, monitors and evaluates professional development activities.

Staff is evaluated in a variety of ways. The Board of Directors and Faculty Sponsor evaluate the Principal, with input from many domains including an evaluation tool, observations, and stakeholder feedback. The Principal uses the same suite of tools to evaluate the Vice Principal. Both site leaders work collaboratively to evaluate teachers and school site staff. Teacher evaluations use a collaboratively developed tool, while staff evaluations use the more traditional approach of assessing performance according to job descriptions. Sample tools have been included in Appendices II, III.

Resources Criterion (A6, A7, A8)

All resource allocations at the school prioritize our mission and its focus on the service of students. To reiterate, our mission is 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. This translates, foremost, into the recruitment and

development of dynamic teaching personnel and the highly competent personnel required to support every element of the academic program.

College preparation, 21st century skills development and the creation of independent learners is supported through our provision of a college preparatory curriculum aligned to the UC/CSU standards, as well as those of the state and increasingly the common core. A widespread integration of technology use into each classroom increases students' exposure to and expertise in its use. Most important, though, is our focus around our Five Habits of mind, which support the development of those "skills and dispositions" that promote effective leadership and lifelong learning.

Budget development takes place collaboratively between the Stanford Schools Corporation COO, the school Principal, the Faculty Sponsor, and our CPA, with final approval from our Board of Directors. The budget evolves throughout the course of the year, moving from a preliminary projection to an adjusted budget that can account for changes in state, federal, or local funding realities, as well as our actual costs. The Principal is responsible for bringing School Site Council perspective into the budget discourse, as the SSC is responsible for approving how we use Title I funds. Also, teachers and staff weigh in around a variety of budget domains. Our technology budget, for example, evolves from staff feedback related to priorities, as well as guidance from our Director of Technology. Our Leadership Team provides guidance to the Principal in relationship to allocating professional development opportunities when requests arise. Further detail related to our budget, financial management and fiscal control policies is in Appendices V, VI, and VII.

We are deeply grateful for the support that Stanford University's Graduate School of Education provides, particularly around fundraising. With nearly 40% of our income dependent upon philanthropy, we are lucky to be in the care of the GSE's Development Office. Among our outreach strategies are: participation in key philanthropic community gatherings, cultivation of loyal Stanford Alumnae with a passion for education and social justice, invitations to participate in our Exhibitions as judges, various volunteering opportunities, tours of our campus guided by our student Ambassadors, and sending out news of our work periodically. An additional, important piece of our work is our program reporting. Two to three times per year, our program managers and leadership assess our progress in every domain, from Early College to facilities management and discipline. These reports are reviewed by our Leadership Team, our Program Managers' Team, and in collaboration with our Faculty Sponsor. Key elements of the reports

are shared with our Board of Directors and synthesized into a Year-End Report that is sent out to donors and friends of the school, as well.

The school's facilities present benefits and challenges. Our campus is located in a beautiful, green suburban enclave in Menlo Park. We have sufficient classrooms to support small classes, and can offer services in our computer lab, library, and a well-appointed science lab. With support from the Ravenswood City School District, the facilities are well maintained. At the same time, we do not have much room to grow in size and some classes are larger than others. We hope this will be mitigated by facilities upgrades with support from Stanford University in the coming years. These upgrades would include significant infrastructural improvements to increase our capacity to use more and more sophisticated technologies across the campus. The distance of our campus from East Palo Alto, where most of our current student body resides, requires the commission of buses from the Ravenswood City School District. It is a worthwhile, if sizable, expenditure. Many students choose to walk to school, while a few begin to drive in their third and fourth years.

We commit considerable time and resources to professional development and collaboration throughout the year. Our academic year begins with nearly two weeks of orientation and planning time as a whole staff. During the year, Wednesday afternoons offer two and a half hours for team meetings (departments, grade level teams, etc.), targeted training, and strategic or operational discussions. Questions that affect the school are brought to these Wednesday meetings or to our Leadership Team and Program Managers' Team meetings. One important outcome of these conferences, combined with surveys and other regular interaction, is that we can easily pinpoint what our needs and strengths are. Being a small institution helps a great deal. Also, our site leadership spends considerable time in classrooms and performs two meaningful formal evaluations each year, in addition to numerous informal ones. This is explored at greater length in the coming sections.

As mentioned above, our small size allows us to target services to students early and often, as needed, while providing a highly personalized educational experience. The staff is paid competitive wages, which were determined by assessing compensation structures in other Silicon Valley and peninsula schools and districts. An ad hoc committee of teachers and staff collaborated with our Faculty Sponsor and Board to evolve our current compensation structure (Appendix VIII), and that body, our Salary and Benefits Committee continues to meet each year.

One challenge for our school has been integrating student ESLR performance into our teacher evaluations more concretely. This year, we have focused on it with critical conversations around curriculum design and assessment practices as we've analyzed grades at each quarter. In addition, our advisory program is undergoing an upgrade, with four key staff building curriculum that focuses on Personal and Social Responsibility to support students' overall success, growth, and independence.

Areas of Strength

- **A strong, research based vision and deeply held mission that is clearly articulated to the entire school community**
- **A strong program design that offers the opportunity for all students to achieve and meet the A to G requirements**
- **A strong, though complex, governance system which includes both the EPAA school community and Stanford University that provides wise and careful monitoring of all aspects of the school**
- **A strong Professional development school relationship with the Stanford Graduate School of Education and the Stanford Teacher Education Program**

Areas of Growth

- **Continue to more effectively integrate achievement of ESLRs into our overall program assessment and strategic planning**
- **Continue to develop a strong cadre of teacher leaders capable of having a stronger voice in the decision making process at the school**
- **Continue to seek ways to engage a broader base of parents and community**
- **Continue to develop a strong student voice and a more vital student leadership program**

Group B: CURRICULUM

Karyn Arle (Chair) – Teacher, English

Kia Darling-Hammond – Chief Operating Officer

Diana Dean – Teacher, Social Science

Jeanette Lok – Teacher, Science

Linda MacKenzie – Early College Director

Rafael Montelongo – Teacher, Mathematics

Makailah Perkins – Teacher, Social Science

** Please note that this WASC report is being written in the last year that California will fully implement the previous California Content Standards, as it has adopted and will move to implement the Common Core State Standards, and, soon thereafter, the Next Generation Science Standards. Our faculty sponsor, Linda Darling-Hammond, has been involved in national efforts to implement the Common Core Standards and to design the new assessments that will follow, which will go into effect in the 2014-2015 academic year. As a school, we strongly support this transition, and we have begun to study the Common Core State Standards, with the intent of full implementation beginning in the fall of 2013.*

East Palo Alto Academy (EPAA) offers all students rigorous college-preparatory courses that are based on current state standards. This curriculum is designed to engage all students in work that is relevant to their lives and communities. Many aspects of the curriculum are consistent with the new Common Core State Standards (CCSS). In particular, EPAA already works to develop and assess students in all aspects of the CCSS ELA standards -- reading, writing, listening, speaking, and research -- and to engage students in collaborative discussions and inquiry. Similarly, EPAA seeks to engage students in many of the mathematical practices expressed in the CCSS, such as problem solving and modeling. We intend to build on these existing practices as we more fully implement the new standards.

It is a bedrock commitment of the school that all students have access to an A-G curriculum. EPAA graduation standards are A-G aligned. This means that the school strives to provide every student with an A-G course curriculum that allows students to be either CSU-or UC-eligible. EPAA also has close working relationships with the San Mateo County Community College District through our college counseling office and Early College Director. Our school college counselor and Early College director organize school visits and enrollment opportunities at our campus and maintain close working ties with all three of the county's community colleges.

EPAA's academic sequence includes courses that allow students to complete a college preparatory program of A-G requirements and beyond, with a robust set of elective options. For example, a student graduating from EPAA could take three full years of a foreign language, even though he or she is only required to take one for graduation purposes. Thus, depending upon a student's areas of interest, he or she might be able to study science more deeply for four years or choose to focus on mathematics, language, or art.

Core courses at EPAA are UC approved through the UCOP process. As such, they are standards-based and A-G compliant. The majority of our courses are core (4 years of English, 3 years of social science, 3 lab science courses and 4 science courses all together, 4 UC approved math courses, as well as Intermediate Algebra, four approved Spanish courses, as well as 1 approved AP Spanish course, etc.).

We also offer a variety of elective courses taught by teachers based on their talent and interest. The elective period began three years ago as a response to students' desire to have more enrichment opportunities. These classes are offered three times a week for an hour. These include cooking, yoga, mystery, basketball, MMAP, mindfulness, creative writing, power of film, cross-country running, etc. The courses are scheduled according to student interest. For instance, students enjoyed and increased their focus through a teacher's classroom mindfulness practices. The teacher then offered to create an elective to allow students more practice.

Additionally, there was a need for more fitness activities, so cross-country running is now offered. In this class, students run about 3 miles every class around the Menlo Park area. Students also asked for more art and creative electives. Many electives were created in response to this. For example, Creative Writing offered students a chance to write a novel for the National Novel Writing Month by developing more knowledge about character, plot, setting, and dialogue. In Music Mural Arts Program (MMAP), students designed t-shirts, created murals, and learned choreographed dances. These classes have been hard to offer in such a small school, but teachers and administration have made the space to create time for students to engage in meaningful pursuits outside of traditional academia.

Teachers also design their curriculum, instruction, and assessment with the 5 Habits in mind. The 5 habits are the basis of our ESLRs and staff will continue to refine its ability to connect our educational practice back to the guiding ESLRs.

To prepare this lesson planning, teachers and administrators regularly study academic research to plan curriculum and expectations across disciplines. Within the last few years, teachers formally collaborated during PD time and used the following books to inform their instruction: *When Kids Can't Read, What Teachers Can Do*, by Kylene Beers; *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, by Cris Tovani; *Teaching with Love & Logic: Taking Control of the Classroom*, by Jim Fay; *Reaching and Teaching Children who Hurt*,

by Susan Craig; and *How to Grade For Learning*, by Ken O'Connor. Many teachers earned credentials and Masters Degrees from the Stanford Teacher Education Program and maintain professional relationships with professors and coaches who regularly evaluate their practice. For example, some teachers have on-going curriculum planning, observations, and cycles of inquiry with a Stanford affiliate.

All teachers use curriculum maps and/or unit plans to create yearlong courses of study. Although the format of these plans may differ, they all focus on rigor and depth, as well as the interconnectedness of topics within a specific class. The construction of these plans is research-based; teachers use backwards planning to design curriculum, as described by Wiggins and McTighe in *Understanding by Design*. From the state standards, teachers generate essential questions that help students apply learning to the real world. These essential questions are used to drive our planning and are clearly communicated to our students. Rigorous objectives are also created for each lesson to allow students to explore the topic more deeply. After the foundation of objectives is established, teachers think broadly about the types of assessments they would like to use. Professional development around project-based learning also pushes teachers to develop lessons that scaffold for complex thinking so students can construct new knowledge and convey it in multiple media.

We approach curriculum through the lens of student discovery and project-based learning. For instance, the math department readopted the CPM approach because it allows students to learn through a combination of inductive and deductive reasoning. Similarly, in history, the approach is to teach students to think like a historian. Their curriculum is designed around the idea of multiple perspectives.

A clear example of EPAA's strong project-based learning is our exhibitions. There are four exhibitions—one for each grade level and core content area. The exhibition content areas include Algebra, Geometry, Biology, English, and Social Science. These have been adapted over time to create more relevancy and authenticity. For example, teachers adapted the Algebra exhibition to include a variety of problems including more real life situations such as velocity problems, money and interest problems, and construction problems. In addition, the Geometry exhibition is a model of real world problem solving; it centers on remodeling a house. In the process students create a real life model of a home, apply geometry concepts, create and manage a budget, measure and use geometric formulas to calculate the amount of materials needed and then use that information to calculate the cost of the materials. The senior

exhibition was also revised to allow students to take their learning into the real world. In the past, the senior exhibition has been a research and service-learning project. The students researched the history of a social issue, including its causes and current issues. Simultaneously, students observed and/or worked at organizations that address the issues they studied to gain relevant and authentic perspective on their issues in the world today. Exhibitions provide students with a high stakes opportunity to demonstrate their Critical and Creative Thinking (ESLR), which requires them to evaluate a variety of sources to analyze a problem.

Exhibitions are also a way for students to demonstrate their mastery of the ESLR's. Under Communication, students must show that they can communicate responsibly in a variety of social and cultural contexts. The exhibition gives them an authentic audience in front of whom they can practice this skill each year. Furthermore, the presentation aspect of the Exhibitions is a valuable opportunity for students to communicate verbally in an academic discourse (outside of regular classroom discussions). Finally, each year students receive detailed feedback on their exhibitions from a panel of judges that include both community members and members of staff. Students are encouraged to use feedback from their previous exhibitions to improve on their current ones.

Exhibitions are one example of interdisciplinary, project-based curriculum, but we also provide other chances for students to experience project-based learning. For example, the 9th grade Humanities curriculum gets students to research and create a brochure about a current health or social issue, and write a business letter to a group involved with the issues. In addition, the Humanities curriculum includes a Civil Rights Unit that blends narratives written from the perspectives of key figures in the Civil Rights Era with history. In the 10th grade, English and History are separate, but the teachers work together on an Imperialism Unit that uses similar vocabulary, reading of nonfiction research and fiction reading. Furthermore, the Performing Arts Program is interdisciplinary; it incorporates music, theater, dance, and English standards, content, and skills.

Although we offer a college preparatory curriculum, many of our students enter high school lacking the academic skills necessary to master the content. To support students in this rigorous curriculum, teachers use a variety of strategies including group work curriculum design based on Kagan Cooperative Learning Structures and Rachel Lotan's Complex Instruction. These strategies engage all students by ensuring they are actively engaged in the content using roles, relevant and complex tasks, and multiple intelligences. These strategies are key in

engaging and supporting English Language Learners. In addition, our classrooms use Sheltered Instruction Observation Protocol (SIOP) strategies and the SDAIE approach. This includes the use of a standardized board formation in every classroom, visuals to present content and notes, a high emphasis on the incorporation of reading, writing, speaking, and listening, building background knowledge (including the connection between student experiences and the material being taught).

One key component of teaching language learners is consistency. To help students learn the structure of school and lessons, all teachers use a standard whiteboard formation. This space is designed to post up-to-date curricular standards, objectives, vocabulary, essential questions, agendas and homework. Additionally, teachers distribute syllabi to students and parents at the start of the school year, many requiring a guardian's signature. Although many teachers are beginning to translate parts of the syllabi to home languages, an area of growth for the school is for teachers to translate all materials sent home to families. Syllabi and materials posted in classrooms communicate the expectation that students thoughtfully participate in rigorous, research-based curriculum that is graded on the 5 Habits. This supports the achievement of ESLR's by ensuring that students are aware of the outcomes of their learning.

Curriculum Examples

In Chemistry, students begin with a question in mind that drives the sequence and creation of instruction. The teacher prompts students to ask questions about Chemistry (in any given unit of study) based on their own exposure to situations or phenomenon that they are unable to explain. This prompts students to ask questions about the chemistry topic. The teacher uses familiar examples from past experiences and also shows them new phenomenon to create shared experiences. Therefore, this particular class has a strong foundation of differentiation. The units lend themselves to multiple levels of difficulty or skill at students' paces based on pre-assessments. This is only one area in which we try to present students with opportunities to develop mastery of the Critical and Creative Thinking ESLR related to making connections between academic content and their personal experiences of the world.

An example of how students participate in a rigorous and relevant curriculum comes from our Physiology class. This class is especially relevant because a high number of students are interested in health-related fields. Students are assessed on their critical thinking skills through their ability to write well-reasoned arguments as a key component of the course.

In many content areas, tests are aligned to the state standards. In History and Math, standards are printed on tests, calendars, and assignments consistently so that students can be aware of the expectations and the particular learning objectives assessed in those exams. In English, final exams are modeled after CSTs, where standards are printed at the start of the test. Specifically, English 9 exams are modeled after CST questions to help students gain confidence and familiarity with the format and English 10 exams model the CAHSEE using actual CAHSEE release questions. In English and Social Studies, students are required to reflect on their mastery of these standards after the exam. Each exam in Humanities 9 includes a section for students to reflect on their learning in the unit to foster reflective thinking early on, which is a skill needed to meet the Personal Responsibility ESLR. Throughout the English sequence, students prepare for college by writing academic papers that include persuasive writing, literary analysis, expository, research papers, and narrative. In Math, students receive a checklist of the standards they have mastered from an exam. Afterwards, they are given additional practice for the standards they did not master.

Teachers and administrators at EPAA are also working to develop new ways to challenge students in addition to the Early College Program. One class that is new this year is a 9th Grade Humanities Honors class, which allows students to extend their learning beyond the regular 9th curriculum. Looking forward, teachers are examining the possibility of creating the option for honors credit in many other content areas. This option would be open to any students who wish to challenge themselves by completing more work at a level that is above the standards of the given curriculum and class.

Advisory

The EPAA advisory program allows students to access a number of components of school-wide programs and goals in a smaller classroom setting, with the same advisor throughout the student's academic career. Advisors serve as advocates who gather information on individual students' needs as a whole child, and then they find the resources within the school or its affiliates to get those needs met. Advisees create personal learning plans through the Student Led Conference process; they set personal, academic and school-to-career goals, measure the degree to which the goal was met, and report their progress in a conference with their own guardian and advisor each semester. This process allows students to take personal ownership of their academic accomplishments and develop metacognitive skills about their own learning. On a smaller scale, some advisors also have students set weekly goals for themselves, which may be re-visited at the next weekly check-in.

The Student Led Conferences (SLC's) are the most informative meetings between student, parent, and advisor. They take place in the first 6-8 weeks of each semester. The student "leads" the meeting. A script of sentence starters is provided for the students. In this meeting, the student reflects on one class assignment they have succeeded in. Below is a sample of the core sentence starters:

- I would like to begin by telling you about one of my classes. The class I'm going to talk about is...
- I think that the most important ideas, concepts and skills we have learned in this class are...
- Two things that I now understand deeply because of this class are...
- In this class we have worked on many assignments and projects. One that I'm proud of is...
- In this assignment we were asked to...
- I am proud of this assignment because...
- This assignment shows evidence that I am learning and achieving quality work because...
- Although I'm learning, I know that there are still places where I can grow. One thing I want to improve in all of my classes is...
- I will help myself to improve in this area by...
- I would like to ask you (parent/guardian) to help me improve in this area by...
- I would like to ask my teachers to help me improve in this area by...

Additionally, the student, teacher, and parent fill out and then sign an "action plan" form, which includes two columns for strengths and challenges, and a third column for the action plan to address challenges and promote success. This in-depth reflection and accountability process is an effective tool of our advisory curriculum. The students feel empowered by the process; they also gain an increasing awareness of self on both a personal and academic level. Parents feel equally empowered and informed of their student's academic status.

The effectiveness of self-reflection continues to thread throughout our curriculum. Every grade-level exhibition requires a student self-evaluation. Students are asked to reflect on what they have learned and also on the metacognitive processes accompanying their learning. This opportunity provides a powerful way for students to reflect on their learning and plan ahead. In addition, EPAA teachers use student self-evaluations as a critical feedback loop to gain clarity about meeting their curricular goals in every class.

To prepare students for plans beyond high school, students also create financial plans in their economics class and do a cost-benefit analysis of going to college. Also, in Advisory this year all students began to think about financial literacy as it applies to their current and future lives by engaging in a financial literacy curriculum sponsored by the US Bank.

Early College Program

All EPAA students, beginning in 10th grade, have access to a variety of college classes through our Early College program. Early College serves a number of functions at our school. First, successful performance in Early College courses is a very strong indicator for college success, and colleges look favorably on applicants with college classes on their transcripts. Second, college classes provide an opportunity for EPAA students to experience what learning is like in a college class. College classes are different from EPAA high school classes in many ways. Cañada courses have different grading structures, a no-late-work policies, significant reading loads, rigorous curriculum, high expectations, and higher individual performance expectations. Trying out a college class allows students to understand how college will feel different from high school. Third, college classes add depth and diversity to our curricular offerings. Computer programming classes, Early Childhood Education, and health science coursework are not courses that EPAA could otherwise offer.

EPAA is committed to providing all students with an opportunity to take college classes while in high school. Our Early College Program is now in its 9th year and has significantly expanded from the time when only had a handful of students, all seniors, would take college classes. Forty-four percent of all EPAA students enrolled in a college class last year, which was an increase over the previous year, and over half of these students were enrolled in two or more college classes during the year. Eighty-nine percent of our graduating seniors had enrolled in at least one college class before graduating, and 65% of EPAA seniors were enrolled in a college class during their senior year.

EPAA's Early College program is a partnership with our local community college, Cañada College. EPAA students are concurrently enrolled at Cañada and earn both college and high school credit for courses taken. To enroll in a college class, students need to show a high degree of interest or academic potential, maintain a minimum 2.0 grade point average, and exhibit success in their English classes signaling an ability to meet the challenge of college-level reading. For the most part, 11th and 12th graders comprise most of the students in EPAA's early college classes.

Our Early College program is embedded with multiple structures to support student learning. Our Early College teacher provides an additional class meeting each week for each college class and scaffolds both assignments and course content to increase student understanding and access to college-level content. An AmeriCorps program member provides after-school tutoring and project support. Finally, Cañada works hard to find college instructors with high school teaching experience and a commitment to working with first generation, college-bound students. Some instructors bring extensive background training in EL methods and teach regularly on the EPAA campus. Our Early College program also looks for ways to connect students with on-campus opportunities. Last year all interested 12th graders enrolled in a weeklong math intensive program at Cañada College, called "Math Jam," which is designed to elevate student performance on college placement exams. Students have attended theatre performances regularly at Cañada while enrolled in college drama courses. Our college counselor has also arranged for tours of the Cañada campus each spring semester.

Our Early College program offers students with specific career goals in the Health Science field the opportunity to participate in a health career pathway. The course sequence covers two years of class work allowing students to earn up to 16 units of college credit, most of which is UC and/or CSU transferable. Students take a variety of courses including "Communicable Disease," "Introduction to Health Care and the Health Care Professions," "Human Biology," and "Public Speaking." To strengthen the academic performance of students in the Health Sciences, EPAA added a high school physiology course for sophomores this school year. Physiology is designed to develop the foundational knowledge and skills needed for the Human Biology college course and better prepare students for more rigorous college coursework.

Our connection with a number of off-campus college programs (CollegeTrack, FCE, Boys and Girls Club) includes supporting students in their academic and post-secondary pursuits. These programs provide introductions to college, rigorous academic classes in the arts, science, and math, ACT/SAT preparation, support in completing the FAFSA and college and scholarship applications. In addition, these programs take students on college tours and one, Stanford College Prep, also included a summer stay in Stanford dormitories. To further our students' understanding of college options, we also take groups of students on college trips to both local colleges and colleges in Southern California. Students also have access to support in learning about and applying for internships, especially related to Stanford University in the fields of engineering, ethnic studies, and medicine. In addition, students are able to access help in

applying and receiving scholarships to the U.S. Performing Arts Camp and Sojourn to the Past, which takes students on a 10-day trip that traces the roots of the Civil Rights Movement in the South. Both of these programs include a large literacy component. Another program, Music Mural Arts Program (MMAP), also supports students in building their literacy, research, and leadership skills through access to classes, and internships.

Tutorpedia, a private tutoring company, offers students tutoring on campus and has been a significant resource for many of our students. Last year the School Improvement Grant funded a partnership with Tutorpedia. The Tutorpedia tutors are in close communication with the students' advisors; this is to ensure that the tutors are aligning their services with the current EPAA curriculum. Tutorpedia tutors were available both after-school in the school's Extended Learning Program and on Saturday mornings. This year, Tutorpedia has transitioned to a more limited role and is working primarily with EPAA seniors to help them achieve their academic goals. Seniors were required to apply for a limited number of Tutorpedia spots, with remaining spots open to 10th and 11th grade students.

EPAA offers a summer school program each year. Summer school is open to all students. While many students take advantage of summer school for credit recovery or grade enhancement, Early College classes are also available. Students are also offered opportunities to visit college campuses and engage in discussions about making college a part of their futures. All of EPAA's incoming 9th graders are invited to participate in our Summer Bridge program, which gives students a one-week introduction to the culture and norms of EPAA and helps build connections among our 9th graders before the start of the school year.

Graduation Requirements

To graduate from EPAA, students must meet all graduation requirements for the state of California. In addition, our program is aligned with the A-G entrance requirements for the University of California.

In addition to the California graduation requirements, EPAA offers classes that meet the A-G CSU/UC requirements. Additionally, EPAA also requires students to pass four years of Advisory class and pass four exhibitions judged by teachers, classmates and people from the community. Our graduation requirements are outlined in a checklist that students use with their advisors. Please see Appendix II.

To support our students in passing the CAHSEE, we provide our 10th grade students exposure to CAHSEE-type questions in their English and Math classes throughout the year. As mentioned under Criterion 1, a 10th grade teacher models exams using actual CAHSEE release questions. The 10th grade English teacher also designs writing curriculum to both mirror and alleviate the stress of the testing environment, with which many of our students are unfamiliar. For example, although the CAHSEE is untimed, students write multiple essays throughout the year under time-constraints to develop writing stamina. Furthermore, they also practice assessing one another's writing against the CAHSEE rubric in order to understand more deeply what passes for proficient. In addition, last year EPAA provided students with a CAHSEE support class in both ELA and Math so that students would have explicit instruction on test standards and test taking strategies. We also utilize Revolution Prep, a web-based tool, to give students practice on CAHSEE type questions.

A foundation of our school is the opportunity for revision and mastery. This is evident in our grading policy, which states the following about credit recovery:

If a student does not reach a passing level of work completion and quality in a given course, the student receives an "I" (Incomplete) in the class initially, until work is revised to a level where it meets a passing standard. If the needed work is not made up within one year, the "I" reverts to a grade of No Credit (NC), which is calculated into the average as a zero.

Currently, there is one Humanities Credit Recovery elective, and numerous classes are offered during the summer, which allow students to make up lacking credits. During the summer, English, geometry, Algebra I, credit recovery for Humanities, and college classes are offered.

At any time through the end of high school, a student can revise and submit major assignments to raise a grade or to bring up a grade of NC to a passing grade. The grade may be changed by the teacher of record, or, if that teacher is no longer at the school, by another teacher or administrator who can confirm the submission and quality of the work. The new grade replaces the previous grade. This process is in revision and still needs to be streamlined to ensure clarity and understanding for students, teachers, parents, and stakeholders.

In addition, EPAA has provided its own summer school for two years now. Students attend for a variety of reasons, including increasing college eligibility by raising Cs, passing classes to graduate or catch up with their grade level, and taking challenging college courses in the

summer. EPAA offers English 1 and 2, Geometry, Algebra I, Humanities Credit Recovery, and college courses during the summer. This summer we offered Advanced Vocabulary and Computer Programming college courses. There is a high rate of success in summer school attributed to the low class load for students, time to repeat and re-learn skills, and the amount of attention students receive in summer school. This success supports students in recovering credits and practicing skills without interruption and most summer school students show higher rates of success in the following school year.

As stated under Criterion 2, our school maintains linkages with post-secondary institutions aimed not only at students performing at the high end of the academic spectrum, but at students who perform at a variety of different levels so that learning remains relevant and rigorous. Our Early College Director partners with a local community college, Cañada College to offer college-level coursework for our students. Likewise, we also collaborate with the San Mateo County Community College District to help us offer college tours. Finally, our connection with off-campus college programs like Stanford College Prep and CollegeTrack provide introductions to college, rigorous academic classes in the arts, science, and math, ACT/SAT preparation, support in completing the FAFSA and college and scholarship applications.

STRENGTHS:

- Access to rigorous college-level curriculum
- Responsiveness of math curriculum sequence to student academic strengths
- School maintains a strong connection to outside student support agencies or programs, especially MMAP and the mental health van
- ELD and SPED coach are strong supports to help teachers develop curricula
- Summer School Program/Credit Recovery and Early College classes
- Early College Program
- SIOP strategies, project based learning, group work, backwards planning
- Exhibitions

AREAS OF GROWTH:

- Availability of honors-level curriculum to meet the needs of all students
- Balancing rigor with scaffolding
- Credit recovery pathway-improve clarity and process
- Authenticity--service learning & exhibitions
- Interdisciplinary curriculum development

These areas are connected to our critical issues in several ways:

- ❖ We believe that, particularly with new Common Core assessments arriving in 2014-15, we can improve standardized test performance by increasing both rigor and scaffolding in the curriculum and deepening our work around exhibitions.
- ❖ With a particular focus on the needs of our African American students, we believe we can reduce achievement gaps and improve student success by strengthening scaffolding in our curriculum plans, increasing motivation with authentic learning through interdisciplinary projects, service learning, and exhibitions, and improving our credit recovery strategies further.

Group C: INSTRUCTION

Philip Wong (Chair) – Teacher, English

Irene Castillon – Teacher, Social Science

Ventura Garcia-Ortiz – Teacher, Spanish

Bronwyn LaMay – Teacher, English

Kathy Lee – Teacher, Mathematics

Larry Vilaubi – Principal

Amy Wong – Teacher, Science

Challenging Learning Experiences (C1)

Teachers at East Palo Alto Academy High School (EPAA) use a variety of strategies to engage students in challenging learning experiences that involve application of knowledge, critical and creative thinking, and communication, all of which are reflected in the Expected School-wide Learning Results.

Some instructional strategies that are employed across content areas include: the use of Specially Designed Academic Instruction (SDAIE), uniform Board Configuration, writing scaffolds, Pre-During-Post literacy strategies, differentiated assignments, jigsaws, think-pair-shares, academic discussion starters, fishbowl discussions/Socratic seminars, complex instruction (i.e. group work), project based learning, Kagan engagement strategies, push-in support for Special Needs students. What follows is a sampling of how these strategies have been employed in various content areas.

Teachers at EPAA use a uniform board configuration that contains: Essential Unit Questions, Learning Objectives, Standards, Vocabulary, Agenda and Homework. This serves as a visual aid to promote awareness and agency over each student's individual learning. This is another opportunity that provides students with the time and the space to become active participants of their learning by identifying the academic skills being reinforced in each lesson verbally and on the whiteboard. It is also an effective SDAIE strategy for students to be able to both see and hear the components of a lesson, the academic skills and homework.

English teachers at EPAA differentiate writing assignments to meet the various language proficiencies in their heterogeneous classrooms. Many assignments allow students to choose a genre of writing, but an essay might be differentiated by giving students choice in terms of topic, so the writing can be made more authentic. To scaffold the assignment, the class generates a list of themes, from which students can choose a thesis. From there, writing is further scaffolded via the use of paragraph structures with focused sentence starters, providing ELL's and Special Ed students the tools necessary for demonstrating their learning. Throughout, students are given instruction in quotation analysis via the use of double entry journals, evidence guides, and discussions.

As a result of our literacy PD, many teachers incorporate different literacy strategies into their instruction. One tenet of this training that teachers took away is that a comprehensive lesson consists of a pre, during, and post activity. Pre-reading activities can include a "vocabulary tea

party” or an “anticipation guide.” For a during-reading strategy, many of us employ “evidence guides,” which also serve as focused annotations. These “evidence guides” require students to form judgments about ideas as they read and also to evaluate their opinion on controversial topics. Students agree with a statement about the text (character, plot point, etc.) and then they have to find evidence from the text to back up their opinions. This instruction builds reading comprehension and develops writing strategies at the same time. In addition, PDP Notes help break down the reading process for students into pre, during, and post stages, showing them that reading is an active process. Many teachers employ this strategy to instruct students on how to read across content areas. First students predict. Then they read and ask/answer questions. Finally, they summarize their reading by writing a paragraph.

Jigsaws support our students in pushing their thinking and taking ownership of their learning. By having a student become an expert in an area of learning, they can actively engage in the learning and be reliable members of their groups. In biology, students split up into different expert groups where they research evidence for evolution from the perspective of embryology, anatomy, paleontology, and geography. Later, they share their evidence with their jigsaw groups, in which they discuss and determine which area of science provides them with the most convincing evidence. Using jigsaw as a strategy in our classes ensures accountability of information. In the Social Sciences, students learn to rely on each other as sources of knowledge through the consistent use of jigsaw activities. For example, in Government, students are assigned differentiated readings centered on a research question. Each student reads a different document and are taught how to collect evidence that support the answer to the question by using an quote chart to scaffold their claims and evidence. In Math classes, students participate in the “Circle Activity” or “Snake Activity”. When reviewing for an upcoming unit exam, students begin the activity in pairs. These “home pairs” become experts on their given problem. Then students rotate to practice all types of problems that will be seen on the unit assessment. In addition to being an effective review strategy, this structure forces addresses both the Social Responsibility and Communication ESLR’s.

Kagan strategies help our students get up and out of their seats while still staying on topic and on task. These strategies range anywhere from tossing a ball around the room to encourage participation to having timed interviews, which allow for students to share ideas with different people around the room in a given amount of time. Kagan strategies are also useful in pushing all students to share and be heard, without the stress or embarrassment of having 28 pairs of eyes on you at a single time. Students also communicate with each other on a daily basis

through activities such as Think Pair Shares and whole group discussions, which are scaffolded. For instance, students have agree/disagree statements about a certain topic, such as human nature, and they have to choose an option of strongly agreeing, agreeing, disagreeing or strongly disagreeing. Students write a couple of sentences using the sentence starter, “I _____ with this statement because....” and are asked to give examples. Students also engage in Socratic seminars, data analysis, and Document Based Questions that challenge students to think critically and creatively about a research question.

Examples of complex instruction can be found in our Science and Math department. We use group roles in labs to make sure each person plays their part in the group, and we use group work as a way for students to feed off of and build upon each other’s ideas. For example, in an initial project about the scientific process, students work in groups to figure out how they can use what they know about air pressure to get an egg outside of a bottle. This is an example of Project Based Learning. While working in groups, each person takes on a specific role – the facilitator, timekeeper/ harmonizer, resource manager, and recorder/ reporter (hallmark’s of complex group instruction). The math teachers at EPAA also use group tests as a regular task. These assignments are more challenging than final individual assessments, and because of this, students are pushed to collaborate with their group members to come up with the solution, which deepens their understanding of the content through conversation. Group work supports our students in our ESLR of communication, through their practice of effective communication in an academic contest.

Finally, examples of Project Based Learning can be found in our World Language classes. In the Spanish department, students work on projects such as describing photos, visiting and writing about museum exhibits (in-class gallery walks with authentic printed images) related to target language; observing and analyzing videos online related to the target language, writing and illustrating soap operas, writing essays and paragraphs, related to lesson topics listening to podcasts from Spanish speaking countries, textbook listening exercises, watching films, and speaking assignments in the target language which demonstrates the implementation of the 5 C’s and our schools’ ESLR’s in addition to the students’ ability to demonstrate the ability to read informational texts and their ability to acquire and use culturally acceptable vocabulary inside and outside of the classroom culture. Further examples of Project Based Learning, particularly Exhibitions, can be found in our response to C2.

Additional support is offered to support students with special needs during and after class and or upon requested by student(s). Special needs students in EPAA classrooms have appropriate accommodations made to ensure that they have full access to the curriculum. Teachers frequently rely on IEPs and or 504 plans to modify or accommodate lessons and assignments for individual students. EPAA provides professional development in differentiated instruction and curriculum modification not only for special needs students, but English Language Learners as well.

While we variously employ instructional strategies across subjects (as delineated above), each department at EPAA is also unique in the way it approaches its particular content. What follows are brief descriptions of some of those content specific approaches.

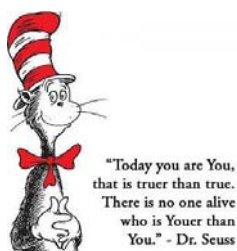
❖ **English & Art**

In the English department, students are given multiple opportunities to write in various genres. But always, writing instruction involves a number of processes: pre-writing, drafting, (teacher and peer) review, revision, editing, and publishing. Pre-writing requires students to draw upon personal experience and make connections to brainstorm, but teachers also fold in classroom discussions (e.g. Socratic Seminar or Fishbowl). Because the effective application and incorporation of feedback is an ESLR, students are allowed many chances to provide and receive feedback to and from their peers in Writers' Workshops. Students also benefit from the feedback of their teachers. This practice of giving and receiving feedback allows students to practice shared Social Responsibility and Communication. In Art, students are pushed to see writing as a powerful tool of expression and means to change their lives and that of their communities. There is a focus on purpose and power of writing in addition to mechanics and style. Students are also familiar with Peter Elbow's terminology of "low, medium, and high stakes." Teachers at EPAA give many timed-writing assignments, which students practice throughout the year in various low and high stakes formats, allowing students to reflect upon their own writing to determine the required discourse. Students in the upper division will work to develop an academic writing style and technique for college-level composition, as modeled in the CSU Expository Reading and Writing curriculum. They will move between personal narratives and academic essays and purposefully blend written genres. Personal narrative writing can also help students develop elements of academic discourse.

Because EPAA graduates must be able to communicate through the arts, technology and multiple languages, teachers give students practice in these forms early on. For example,

freshmen engage in a variety of performances (Freshmen Poetry Night and presentation of a Shakespearean scene). Performances are also integrated throughout the year in Arts classes, which serve 9th through 12th grade including poetry, group skits, solo presentations, monologues, and speech performances.

Vocabulary instruction usually begins with a “vocabulary study chart,” after which students are given different chances to hear and see the words in context and use. Vocabulary instruction moves students through several stages of meaning-making and using the words in context. Students begin in pairs by looking up one word and translating the dictionary language into a *meaning* that is as short and clear as possible, which they write in their own words and illustrate. They will then hear the words in context in questions that include visuals – for example, *why is the message in this Dr. Seuss drawing about being **authentic**?*



Students then use the words in oral speech by working in groups on a vocabulary dialogue, or a conversation that uses all words in context. As students perform these in class, they hear the words repeatedly used. Finally, the students use the words in writing about a specific photo or event. Excerpts from student writing become a PowerPoint presentation of vocabulary “gems,” or sentences using the words creatively and accurately, that the teacher shares with students as their papers are returned.

In the Arts, students write vocabulary letters and stories based on the themes and topics of study that utilize that vocabulary. Examples are then analyzed and discussed before moving on, with whole or small group re-teaching as necessary. EPAA also offers a college level course called Early College ESL/Intermediate Vocabulary during summer school.

Teachers at EPAA are focusing this year on a metacognitive approach to reading. In junior and senior classes, instruction began with seeing and hearing the text, and as students continue to read, they focus on predicting and questioning and chunking. Sometimes texts are read aloud to

model metacognitive thinking-aloud. Also, teachers use weekly timed-readings, which explicitly helps EL Learners. Students read for four minutes and respond to 10 questions. Then, the teacher and class do a second choral reading. Students pair up and respond to level three and four questions (i.e. making inferences and understanding main ideas). By the end of the year, they will have read 15,000 words of non-fiction.

❖ **Social Science**

The History/Social Science curriculum is aligned with the California State Standards and based on the “Thinking like a Historian” framework that pushes students to apply content knowledge, to communicate effectively both orally and in writing, and to think critically and synthesize the material to answer historical research questions. In an example of how teachers instruct students to learn across content areas, the Newsletter assignment required students to apply the concepts they were learning in English with their knowledge of Imperialism. Students were asked to put themselves in the shoes of a historical actor by taking on the perspective of being a colonizer or a person that was colonized. The authenticity of the task, promotes student learning by allowing all students to challenge their own ideas/experiences and connect with a historical event in a more meaningful way.

Students are also taught to corroborate and hear different perspectives of a historical event or social issue. During the Globalization unit in Economics, students listen to a guest speaker, a woman that worked in a sweatshop in Los Angeles and compare her account to the description of sweatshops as outlined in textbooks and primary documents. Moreover, in Ethnic Studies, students also listen to the personal experiences of guest speakers.

❖ **Science**

The Science department works hard to ensure that projects are accessible to students, and that all students can engage in the material through multiple entry points. For example, a student might access material through group work, through teacher-directed instruction, through the analysis of a visual, through hands-on manipulatives, or through readings or articles.

Our students are constantly engaged in labs. As a department, we try to push for labs that are inquiry-based, where students come to their own discoveries and learning through their own investigation. For example, prior to their learning on photosynthesis and respiration, students engage in an inquiry-based investigation where they take ownership for figuring out if plants/ animals go through photosynthesis, respiration, or both. These activities support our students in

our ESLR of critical and creative thinking, as students need to evaluate the evidence they collect to make their final conclusions on plant and animal processes. Students constantly formulate their understanding into “well-reasoned arguments” to challenge their communication as well as critical thinking skills. They are connecting scientific principles and counterarguments to prove, argue, or explain a scientific phenomenon.

During instruction, students also practice analyzing arguments through the practice of rubric grading. In addition, we seek to give our students opportunities to engage in open-ended projects that involve a challenge. Students must achieve a specific learning goal, but the approach that they take can be unique and original – this enhances a student’s sense of innovation and creative thinking while supporting their understanding of content. For example, in our physics class, students come up with their own approach in how to build a roller coaster or supports for an egg in an egg drop, as a support in their understanding of motion.

❖ **Math**

The math department at EPAAHS engages and supports all students in understanding and meeting standards and ESLRs in a variety of ways, including the curriculum/textbook, exhibition projects, and formative assessments. The curriculum that most of the math department (all except Intermediate Algebra) uses is College Preparatory Mathematics (CPM), which moves away from the traditional textbook filled with practice problems to a problem-based approach in order to make the content more accessible to all students. This allows for the teachers to create an environment in the classroom that is collaborative and challenging. Using this curriculum almost forces the teacher to move away from a teacher-centered classroom to a student-centered one, where students are engaged in a discussion with their group members about how to tackle the problem in front of them. The teacher is moving around the room, asking guiding and/or clarifying questions to groups that need a little push in the right direction. This type of instruction allows students to learn to use each other as resources and think critically about any given problem. They are using listening and speaking skills to further deepen their understanding of the content.

❖ **World Languages**

Most lessons are structured in such a manner that students at different levels and with different learning styles are involved in the learning process. The goal of every unit, lesson, activity, project is to offer the individual student with the opportunity to refer to their own cultural backgrounds to make connections to the new culture being studied in addition to assessing

themselves daily informally and formally. In addition to all of the accommodations mentioned above, Spanish teachers also attend IEP meetings to determine whether student placement in a particular class is appropriate, and if so, determine what accommodations will best benefit the student with the help, guidance and support from all participants including the key element, in this case, the student.

❖ **Areas for Growth**

In order for us to ensure that more students are involved in challenging learning experiences and to meet ESLR's, we must address a few areas for growth. While we scaffold many assignments to meet the needs of students, we recognize the need to differentiate and create more opportunities for our more advanced students to challenge themselves. For example, the staff has explored the possibility of integrating an honors component (e.g. additional reading & writing assignments, more challenging texts, more in-depth discussions) into each academic course to provide students with the option of going above and beyond the standards of the class.

Tightening the way we vertically align our common language and practices across grade levels and classrooms would enable students to apply ways of thinking and interacting in one content area to another. With more vertical alignment, instructional time could be more focused upon building on prior learning experiences to create more challenging ones versus re-teaching structures and routines. For example, if writing a lab report in Science classes were consistent throughout every grade level, students could focus more on the substance of the report versus the structure and format. In addition, vertical alignment would help students transfer skills from one unit or content area to another.

Active Engagement, Higher Order Thinking, and High Level Success Supports (C2)

Self-reflection is a big piece of our culture here at EPAA. The entire staff participated in Take One in the 2011-2012 school year. This school year (2012-2013), we have continued the practice of self-reflection through the process of the WASC self-study; and next year, we will return to Take One. This process allows for teachers to take time and really reflect on their teaching practices by filming a segment of their class and analyzing it. Similar to the initial reflection process that teachers have to go through to earn their credential in the first place, the Take One/National Board process gives teachers another chance to improve their teaching practices.

Students at EPAAHS are given a chance for self-reflection on a regular basis, which ties into our ESLR that states, "EPAA students will demonstrate ownership of academic and personal success." Weekly, students may reflect on their personal and peer participation and teamwork skills when working in groups. Monthly, students may reflect on their study patterns and work ethic after taking an exam. Similarly, students are also given a chance to provide feedback to their teachers about activities and procedures that are helping, or may not be helping, to foster a positive and effective learning environment. These times of self-, peer-, and teacher-reflection challenge students to think about their own behavior and actions on a deeper level, which can lead to very positive changes in the student and in the class as a whole.

❖ **School Community Learning Experiences**

Evidence: SLC's, Exhibitions

Student Led Conferences are a hallmark of EPAA instruction because they engage each and every student in a dialogue that empowers, engages, and informs their own learning. Every semester, students are required to lead an SLC. Students reflect on their own learning and performance, designate their own strengths, identify any challenges, and then devise an action plan to overcome those challenges. The students facilitate this meeting with their advisor and parents, and they lead the discussion of the action plan. To help students succeed in this and to make the SLC's a meaningful activity, advisors break down the steps to an SLC into small chunks.

Exhibitions are also a challenging learning experience that, while introduced in the classroom, requires students to take their learning into the community. Students must complete an end-of-

the-year exhibition project that is presented to a panel of teachers and community judges. Students in Algebra focus on a project around linear equations, while students in Geometry focus on a “flip-the-house” project, which encompasses a range of topics, from area/perimeter to volume to surface area. Students in Intermediate Algebra and Algebra 2 will choose a standards-based project that they have done in the year and build on it to present to the panel of judges.

After completing their work on the “problem,” students must create a PowerPoint presentation that displays each of the five representations of the original Algebra problem, while highlighting the slope and y-intercepts in each of them to show how they are all connected and related. Though students have studied these representations before, it provides more ownership of the content because the students are creating their own patterns to begin with.

The Geometry exhibition has students first design their own house, with specifications on floor size, wall height, and ceiling type. Using those dimensions, they need to then find the most cost-efficient way to decorate the home, based on area for flooring, surface area for painting, and volume for air-conditioning units. Because there are at least 3 options for each (flooring, wallpaper/paint, size of air-conditioning), students are more likely to buy in to the project because it is “their” house. They also have the option to draw or build a model of their house, which makes it even more of their own, and speaks to those students with artistic and/or kinesthetic tendencies.

As a culmination of their experience in their biology class, students select a topic, formulate a question of interest, and then undergo the scientific process to figure out the answer to their original question, which will then turn into their Exhibition project. They later create a scientific poster that displays the different parts of this process, which they will present to a panel of judges. Because this is an individual investigation, students are challenged to design and take ownership for their own experiment. They are given topics of choice – some topics being more “challenging” than others. As a result, students (along with teacher support) are given the opportunity to choose a project that is suitable to their learning interests and challenging for their needs.

Juniors and seniors complete an inquiry-based exhibition. Junior’s research a historical social movement, while seniors will explore literary analysis. The Junior Exhibition project requires students to select a social movement of interest and research the movement. Students

summarize the historical context, interpret the different causes and effects, analyze the various opinions, and formulate a critical perspective regarding the success or failure of the movement based on their research, the majority of which is web-based. In addition, during this exhibition the U.S. history students and teacher have the opportunity to collaborate with the Stanford Students for Educational Equity undergraduate group. EPAA students are partnered with an undergraduate Stanford student and either met on EPAA or Stanford's campus. The Stanford students helped students research primary and secondary sources using resources at Stanford such as the Greene Library. They also helped with the writing, editing and revision process of the exhibition. Every month, the U.S. History teacher visited Stanford to collaborate with the mentors and both receive and give feedback on student progress.

Furthermore, in respective content areas, teachers use a variety of strategies and resources to give students experiences beyond the textbook and classroom.

❖ English

In the English department, teachers use a variety of resources and strategies to engage students in the process of higher order thinking skills. Students write poetry to present to their family and community members at The Freshmen Poetry Night. As a final component of this project, they have to reflect on their writing, which is an early lesson in the practice of identifying audience and purpose in writing. The culminating assessment of the Nonfiction Unit is a pamphlet that requires students to research, evaluate source credibility, and use persuasive techniques. Teachers prepared students to research a health topic of their choice online, which students later turned into a persuasive pamphlet. During research, students were instructed to look for information that would appeal to their audience's emotions (pathos) and logic (logos) but at the same time evaluating the source's credibility (ethos). Once students completed the research, they created a pamphlet using a computer application. After these pamphlets were published, students then distributed these informational pamphlets in their communities (at community events, in the supermarket parking lots, etc.). Finally, because business letters are a 9th and 10th grade standard in ELA, students wrote business letters based on their health pamphlet research. This is an authentic learning experience for writing a business letter. Once the letters were done, students sent them to the recipients along with copies of their pamphlets. In many cases, students received responses from the organizations and people to whom they wrote. Many students received letters from the Mayor of East Palo Alto in which she thanked and commended them on their ideas for after school programs, drug rehabilitation services, and fitness events in the community.

❖ Social Science

In the 10th grade, students complete a research project on the Holocaust by doing research on the United States Holocaust Memorial Museum website and write a research paper on a topic related to the Holocaust. Students also create a character journal for Night and weave what they are learning in both History and English class.

Students are also taught how to cite web-based evidence using resources such as EZBIB.com and Citationmachine.net. In addition, students use computers and the Internet to reflect on their own strengths and rooms for improvement as learners and to evaluate courses. In World History, the teacher administered a student questionnaire each semester, using SurveyMonkey asking students to evaluate their own progress as well as the teachers. At the end of the year, she had students answer a survey on their performance on the STAR World History exam. By incorporating these activities students are given a chance to self-monitor and reflect on their strengths and areas of growth as learners.

In addition, students also take part in WebQuests where students are assigned websites to navigate and collect information to answer a historical research paper. As part of the process, students are exposed to different multimedia sources related to the topic including songs and videos.

❖ Science

Labs are used to support students in collecting crucial data and make sense of the data. This process allows for our students to see and experience the content of focus. For example, students learn about osmosis through making observations and collecting data on the change in mass of an egg that is placed in liquids of varying water concentrations. Instead of being simply told that water moves from high to low concentration, students collect data and draw conclusions about why an egg will change in mass when placed in different solutions. Another example of data collection is in our exercise lab, where students collect data to determine how exercise influences the respiratory and circulatory systems.

Technology is also used as a way to support learning. For example, through the use of teacher recorded videos explaining systems (where students watch the video and translate their understanding into graphic organizers), we allow for differentiation of students' higher order thinking and success. This supports the reality that students move at different paces.

❖ Math

In the Foundations math support class, a main part of the class is spent online. We invested in an online learning tool called ALEKS, which allows students to work at their own pace, on skill gaps that they have individually. It is a great way for students to get individualized practice on what they need to, without feeling the pressure of being “too slow” compared to their classmates. Students begin by taking an initial assessment, which then breaks down their results into categories represented in a pie chart (Whole Numbers & Integers; Rational Numbers; Measurement, Proportion, Percents, & Probability; Variable Expressions & Equations; Functions & Graphs; Geometry). They then work their way through their “pie”, with assessments being given periodically to see if there is any more that can be filled in (or, in some cases, needs more review). The teacher can also assign quizzes to the students if there are specific skills that he/she wants to see if the students have mastered.

Because the Foundations class sizes are small, we are able to structure the class into stations so that every student receives some time of individual attention from the teacher. While one station works in a small group setting with the teacher (about 3-5 students) on the day’s lesson (this could be anything from decimals to fractions to integers), the other station(s) is on ALEKS, working on closing their individual skill gaps. Then, groups switch, so that every student completes the day’s objective and some portion of their ALEKS work. This structure, and ALEKS itself, allows for the instruction in the Algebra classes to be more developed and challenging because time is no longer spent going over basic skills that students are lacking.

❖ World Languages

The Spanish department also uses a wide variety of teaching strategies, activities and strategies that promotes and engages students actively in ways that transcend the textbook, and emphasize higher-order thinking skills. Students interact with guest speakers, participate in field trips, attend performances, and collaborate on performances. The cultures of the languages being studied are presented to students in a variety of ways. This includes building upon the knowledge a student has attained from home, the use of food, music, traditions, personal experiences, oral traditions, customs, and holidays.

The department has developed a curriculum that involves students in a number of culturally relevant events on campus. These events include: *5 de mayo* performances, a Cultural mini Fair in recognition of the Hispanic Heritage Awareness Day ,and *El Día de las Madres* celebration in

May, *El Día de los Muertos* in November. During these events, the world languages & other departments receive a great deal of support from the students, parents, teachers, administrators and other community members.

❖ **Areas for Growth**

Interdisciplinary use of common instructional practices could strengthen critical and creative thinking; we could emphasize higher order thinking skills with engaging learning experiences beyond the textbook. A second area of growth would be to encourage more student reflection as a part of our classroom practices. When students think about their own learning and thinking, they get more opportunities to practice metacognition and higher order thinking. It allows them to think about ways for them to transfer those skills to experience success in other areas of their lives. Finally, keeping students engaged from start to finish would encourage more personal responsibility, which would lead to an ownership of their learning and progress toward the PR ESLR.

Focus Group Strengths and Areas of Growth

Strengths:

1. Writing instruction
2. Making curriculum relevant, authentic, and accessible
3. Scaffolding to meet heterogeneous needs
4. Using complex instruction via group worthy tasks
5. Providing multiple entry points for students
6. Integration of technology as an instructional tool

Areas of Growth:

1. Inter-disciplinary use of common instructional practices
2. Encouraging more student reflection as a part of practice
3. Providing differentiated instruction to serve the needs of all students from our most challenges to our most advanced.
4. Keeping students engaged from start to finish
5. Vertical alignment of common language & practices
6. Developing ways to increase students' ability to transfer skills from one unit/content to the next

Group D: ASSESSMENT

Derek Ang (Chair) – Teacher, Science

Christy Halstead– Teacher, Mathematics

Sofia Hibbs– English Language Development Coordinator

Caren McDonald – Teacher, English

Pamela Ruiz – Teacher, Mathematics

Raquel Torres– Special Education Intern Teacher

Assessment Process (D1)

EPAA uses state tests, such as STAR, CAHSEE, and CELDT to help understand the needs and skills of our students. When they enroll, we use STAR scores for incoming students to help place them in ninth grade math and intervention classes such as Reading or Foundations of Math. Once they are at our school, we use STAR data to help inform the placement in intervention classes. In past years we have had CAHSEE preparation classes for tenth graders and students were enrolled based on ninth grade STAR scores. Teachers are given scores of their past and current students during Wednesday professional development meetings and asked to analyze them in department groups. Our small size allows teachers to focus on the results of individual students, as well as class trends. A particular professional development focus this year is on using data to help curricular departments with vertical alignment.

Students are CELDT tested annually within the first 30 days of enrollment for those being tested to determine their initial CELDT level and within the first sixty days of enrollment for those being tested as a part of annual monitoring. CELDT testing is coordinated by our school site ELD Coach and Coordinator, Sofia Hibbs. The scores are used to place students in ELD supports, SDAIE classes and ELD Humanities classes. The CELDT also serves to identify students who need translation services. Parents are notified annually regarding their student's CELDT level proficiency. This data is also shared with our teachers to create awareness in order to better understand and meet the needs of all students. Professional development is part of our annual school calendar to remind teachers of the most effective ways to reach English learners.

In addition to required state tests, EPAA has used other tools to help inform our practice. A benefit of these programs is that they allow us to give students immediate feedback, as they are primarily computer-based. With our high percentage of English Learners, accurately assessing reading levels is a priority and then providing assignments based on their individual level. In the past we have used Accelerated Reader and Empower 3000 to individualize reading instruction. The Math Department uses a computer-based program called ALEKS in the Foundations of Math intervention class, which allows students to practice skills based on their ability level. Both the Math and English departments have used Revolution Prep to assess students' preparedness for the CAHSEE test. It is typically given to tenth graders in the early fall, and the results are used to develop an intervention plan for students who have a low score. In World History, the teacher uses a workbook called "Standards Plus" to help students prepare for the CST.

For the last two years we have used a bi-annual benchmark known as the MAP (Measure of Academic Progress) test. This is a web-based, adaptive assessment that provides predictive data regarding how students will perform on CSTs. MAP tests provide teachers with an efficient way to assess ability levels of students so they can spend less time on individual diagnostics and more time teaching. The MAP reports provide data that are used as tools for planning differentiated instruction. Teachers are able to address specific areas of need, areas in which to foster growth and strengths on which to build. This disaggregated data is also used to create foundational support classes in Math and English wherein students receive assistance filling in basic skill gaps. There are a myriad of templates and worksheets available on the MAP NWEA website to assist teachers in using the data given. Using this tools, teachers are equipped to set goals with students for improving their overall score, by focusing on specific skill sets to master in each subject area strand. Our ELD coordinator also serves as our MAP lead teacher and she spends time with teachers to help them understand what the data says about their students. One of the teachers is given release time to meet with all teachers to help them understand their students' scores and how they can adapt their lesson plans to the student needs. Some of the English teachers also help students interpret their lexile scores and how they can raise them during the school year.

EPAA uses different types of classroom assessment processes to collect what our students know and are capable of doing. Formative and summative assessment results are used to show the student's competency of the subject matter, and to assess and modify future lessons and unit planning that will fit the needs of each student. Summative assessments such as projects, essays, quizzes and final exams are aligned to the Five Habits: Critical and Creative Thinking, Application of Knowledge, Personal Responsibility, Social Responsibility, and Communication. Formative assessments that are used include exit tickets, warm ups, fist-to-five, and verbal check-ins. Along with the traditional formative and summative assessments, teachers also implement an array of authentic and relevant assessments into their curriculum. Those assessments include simulations, project-based learning assignments, oral presentations, lab experiments, performance based projects, and exhibitions. Project-Based Learning and simulations encourage authentic and realistic real world application knowledge and skills that they can apply in their community.

Exhibitions reflect one of East Palo Alto Academy's founding principles, a focus on rigorous performance assessment. Students demonstrate their understanding and skills to our community. Students start with Biology in the 9th grade, and then move on to Math in 10th

grade, and lastly, Humanities in 11th and 12th grade; students are required to pass all the exhibitions to graduate. Students are assessed based on rubrics developed from the Five Habits/ESLR's, which judge presentation and knowledge skills, as well as their ability to answer questions. Community members serve alongside faculty and staff as judges.

Parent communication is a priority at EPAA and the advisory system is used to ensure communication with individual parents. Twice a year, each student has a Student Led Conference with their parents or guardians and their advisor. In addition to other information, the group reviews the student's test scores, including CST, CELDT, MAP, and CAHSEE. The advisor helps the parent and student understand the scores and any trends that might surface, in addition to making test goals for the current year. One benefit to having multiple staff and faculty members who speak Spanish, is that we can ensure that more parents receive and understand this information. For the English-speaking advisors, it is rarely a problem to find a translator for a meeting. Student copies of all the test results are sent home with explanations in both English and Spanish.

Teacher Assessment Strategies (D2)

EPAA teachers regard assessments as integral to the educational process rather than a requirement. Teachers weave both summative and formative assessments into their unit routines in order to determine if the students understand the concepts. For instance, teachers use formative assessments like warm-ups, exit tickets, etc., and summative assessments like midterms, finals and papers, exhibitions lab experiments, and performance based projects. However, we would also like to improve on providing opportunities for our students at EPAA to develop and conduct their own assessments in order to lead to achievement and excellence. This would provide a basis for evaluation, reflection and modifications of students' individual learning plans.

Formative and summative assessments are also used to determine the effectiveness of teaching. If students do not demonstrate understanding, then most teachers will reflect, re-teach or weave in content to clarify misunderstandings. This is done because we value revision as an area of process. Also, our small class sizes make this task more effective. Teachers sometimes use results from standardized assessments like STAR, CAHSEE, PSAT/ACT/SAT and MAP testing to understand and accommodate according to our students' needs.

Awareness of the literacy needs of our students from these assessments, and the particular needs of our English learners, prompted administrators to hire Julie Adams, a literacy coach, for professional development on literacy strategies in order to develop teachers' understanding of language demands. As a result of working with a literacy coach, we now employ various scaffolding materials for EL students. Some of these materials include vocabulary charts, graphic organizing worksheets, scaffolding reading materials and more. However, we would also like to work on methods for teachers and administration to use these assessment results to develop goals for curricular development, professional development and as a subject for: observations discussions and collegial feedback.

Additionally, assessment systems are in place to take apart the data by subgroups so that staff can analyze and use the information accordingly, depending on the results. For example, the staff used a few weekly staff meetings and/or professional development time to analyze CST data as departments. The Science department then used that data to determine what additional support students need and how teachers can change their assessments to better serve their diverse student body. Teachers also came up with some general issues about students' confidence and lack of exposure to standardized questions. In response to these issues teachers developed strategies to address the different concerns. For example, the 9th grade English teachers created more study sessions for CST and incorporated CST format in regular assessments, and the 10th grade advisors presented CAHSEE warm-ups during the morning advisory. Additionally, the Chemistry teacher also created expanded Chemistry sessions to enhance knowledge in preparation for CST. About 25%-30% of Chemistry students attended the sessions.

Formal and informal data on student achievement are routinely gathered. EPAA staff uses assessments such as: writing/timed-writing, timed-reading, presentations/exhibitions, individual tests, group tests, project-based assessments, oral tests, assessments that incorporate, technology, exit tickets/do-now, student reflections/self-assessments, active Board "clickers", Pair-shares, student whiteboard activities, fist-to-five/thumbs up, thumbs down, lab-reports. Teachers use this data to analyze and evaluate student performance and to identify appropriate strategies and activities to improve instruction. As a staff we do not have a systematic method to do this process efficiently; instead, this process occurs at the discretion of each teacher. As a staff we would like to come up with a sustainable method in which we use assessment results in a more systematic method that will impact our daily instruction.

Area of growth:

Assessments that involve all EPAA staff in a continuing activity linked to the school wide achievement of the academic and CTE learning results by all students.

District and Community Assessment and Monitoring System (D3)

EPAA effectively monitors and supports the student progress toward achievement of the academic standards and the expected school wide learning results in a variety of ways, augmenting the support of its SSC board and the EPA community. One formal assessment we use is the Measurement of Academic Performance (MAP). Instruction may advance based on the results of the specific domains and strands that are assessed in the MAP. For example, some teachers have modified their class setting by placing students in groups based on their RIT score. Each group is given a modified assignment, and then the class is set up into station rotations, where the teacher works with one specific lesson per class period.

Another formal assessment is the CST. EPA teachers meet in the beginning of the school year to review the CST results from the previous year. The staff meets by department and highlights specific results. Each department reviews patterns in the results, and then realigns or alters the curriculum and the test-taking strategies. For example, if one set of students are ranging in the FBB or BB level then their assignments would be modified based on their reading/language usage level. The students are placed in groups based on their RIT scores, and given assignments based on those scores. This data-driven instruction has increased the reading levels of our students. Other teachers have incorporated timed readings into the classroom so that each student is guaranteed to read 15,000 words of nonfiction and respond to recall and higher level questions on the text. The CELDT, administered in the beginning of the school year, is the English learner proficiency exam administered by ELA staff with the support of our ELD coordinator. Our Special Education department utilizes the Woodcock Johnson III assessment, which is analyzed by an outside psychologist. This assessment is used to evaluate students or to requalify their status into Special Education. Another assessment the Special Education department utilizes is the Individualized Education Plan (IEP), which measures the progress of our SPED students. Our English department has also used the Accelerated Reading and Empower 3000 programs to assess students' reading levels. In past years, we have also incorporated Revolution Prep for the Math and English departments in the beginning of the 10th grade year to assess students for CAHSEE readiness. Our math department uses ALEKS, which is online math program that customizes math modules. Similar to Rev Prep, ALEKS uses

adaptive questioning to determine exactly what a student knows and doesn't know and then designs practice modules for that for the user.

Unique to our school is the language that we use for our grading, which we refer to as the Five Habits. The Five Habits are: Application of Knowledge (AK), Communication (COM), Critical and Creative Thinking (CCT), Social Responsibility (SR), and Personal Responsibility (PR). The latter two habits are used especially to monitor and assess our students' attendance as well as to help our students with time management and organizational skills. The Five Habits are included in our report cards (in addition to a traditional letter grade) so that the students and families may get a clearer understanding of their areas of academic strengths and challenges. The PR and SR habits, in particular, are an effective form of assessment for our Advisory class. Our grading language also emphasizes the various degrees of meeting the standards: XS (exceeding the Standard), MS (Meeting the Standard), AS (Approaching the Standard), EC (Emerging Competency), and NE (No Evidence). Below is an example of a Geometry rubric:

Personal Responsibility				
	Exceeding the Standard (XS)	Meeting the Standard (MS)	Approaching the Standard (AS)	Emerging Competency (EC)
Be Prepared	Student comes prepared by completing the task and having the task in a poster form	Student comes prepared by completing the task and having the task in a poster form	Student comes prepared by completing the task and having the task in a poster form	Student shows some preparation, but has more than one incomplete section of the basic criteria OR is missing one or more sections

Social Responsibility				
	Exceeding the Standard (XS)	Meeting the Standard (MS)	Approaching the Standard (AS)	Emerging Competency (EC)
Building Bridges	Student represents school in an exemplary way in all categories: <input type="checkbox"/> appropriate behavior (e.g. takes the presentation seriously, no side conversations) <input type="checkbox"/> appropriate language (e.g. speaking clearly, not using foul language) <input type="checkbox"/> All members of the group participate in the presentation	Student represents school in a positive way: <input type="checkbox"/> appropriate behavior (e.g. takes the presentation seriously, no side conversations) <input type="checkbox"/> appropriate language (e.g. speaking clearly, not using foul language) <input type="checkbox"/> All members of the group participate in the presentation	2 of the 3 criteria are complete. <input type="checkbox"/> appropriate behavior (e.g. takes the presentation seriously, no side conversations) <input type="checkbox"/> appropriate language (e.g. speaking clearly, not using foul language) <input type="checkbox"/> All members of the group participate in the presentation	1 of 3 criteria complete. <input type="checkbox"/> appropriate behavior (e.g. takes the presentation seriously, no side conversations) <input type="checkbox"/> appropriate language (e.g. speaking clearly, not using foul language) <input type="checkbox"/> All members of the group participate in the presentation

Communication				
	Exceeding the Standard (XS)	Meeting the Standard (MS)	Approaching the Standard (AS)	Emerging Competency (EC)
Effective Organization (Poster)	Visual is effectively organized with consistent format. Images/visuals/text are used to further understanding of topic.	Visual is organized with consistent format. Images/visuals/text are used to solve the problem but there was no justification for why a method was used.	Visual has some labeling and formatting but some images/visuals/text makes content harder to understand.	Visual is difficult to understand and makes content harder to understand.
Presentation Skills	Students' eye contact, body language, and voice. Student uses note cards and visual to enhance presentation. Style is engaging.	Student uses appropriate eye contact, body language and voice. Student uses note cards and visual to enhance presentation.	Student sometimes uses appropriate eye contact, body language, and/or voice. Student does not use visual well or sometimes relies on visual for presentation.	Student rarely uses eye contact, body language, word choice, voice, or visual. Student does not use visual at all or overly relies on visual for presentation.

Critical and Creative Thinking				
	Exceeding the Standard (XS)	Meeting the Standard (MS)	Approaching the Standard (AS)	Emerging Competency (EC)
Representation of Information- Justification/ Proof	Student clearly explains and justifies all aspects of the problem.	Student clearly explains and justifies all the aspects of the problem – at most one prompt to justify or prove their results.	Student clearly explains and justifies all aspects of the problem – needs several prompts to justify or prove their results.	Student clearly explains and justifies all aspects of the problem – not regular prompting to justify or prove their results.

Application of Knowledge				
	Exceeding the Standard (XS)	Meeting the Standard (MS)	Approaching the Standard (AS)	Emerging Competency (EC)
Answering Questions	Presenters are able to appropriately respond to all student and/or teacher questions	Presenters are able to appropriately respond to all student and/or teacher questions	Presenters are able to appropriately respond to all student and/or teacher questions	Presenters are able to appropriately respond to none of the student and/or teacher questions
Vocabulary	Student uses at least 3 math vocabulary terms, and explains these terms during the presentation. Student goes above and beyond to use math vocabulary by explaining connections between math terms (e.g. "slope" and "grow by number" are the same).	Student uses at least 3 math vocabulary terms, and explains these terms during the presentation.	Student uses at least 3 math vocabulary terms but does not explain the meaning of these words in the presentation.	Student uses words such as "thingy" and "what do you call it?" instead of math vocabulary.

Stanford Schools Corporation has its own school board; the board offers a diverse membership, ranging from Stanford faculty to EPA parents. Specific to assessment, the role of the board is to distribute the allocation of funds that relate to student progress and school wide achievement. The school board also stays abreast with the results of standardized testing, annual exhibitions, and the CAHSEE.

Another form of assessment is the student exhibitions. Student exhibitions are annual presentations of a culminating project that relates to a content subject matter. The teachers create and calibrate rubrics based on the 5 Habits. What makes the assessment of exhibitions unique is the judging. We invite members of the community to participate in the judging. This also sheds light on the effectiveness (or lack thereof) of the rubric calibration. Additionally, students can pass under three different categories: with distinction, with honors, and passing. For the students who do not meet these standards, they are categorized as “passing with contingencies” or “not passing”. The Passing with Contingency students are afforded the opportunity to revise their exhibition and re-present OR make revisions on their PowerPoint presentation or essay. This is based on the judge’s understanding of the rubric. The judges collaborate in meeting immediately after the student presents. They review the student’s performance against the rubric, and then compare notes, and they average the scores.

Parents are drawn to our school for a variety of reasons. One reason is the small classroom size; our students are given a lot of one-on-one attention to promote success. Additionally, based on feedback from parent surveys, our families appreciate that we provide consistent communication about their students’ progress. We also have Student Led Conferences (SLCs) that are scheduled by the student’s advisor, but ultimately facilitated by the student with the parents present to hear how their child is doing. These SLCs are scheduled once a semester, and are a positive productive way to measure a student’s progress and to allow the student an opportunity to reflect on his/her progress. Additionally, parents have access to their students’ grades and specific assignments in PowerSchool, our online grading system.

How Assessment Drives Instruction, Evaluation, and Resource Allocation (D4)

Our school-wide grading structure is designed to support the assessment of student achievement of the ESLRs. The grade categories are broken down according to the 5 Habits, which directly correlate with the ESLRs. Each teacher uses a variety of forms of assessment on a regular basis to evaluate their students in each of these areas. For example, in Physiology, written assessments focus on assessing students' abilities to use critical thinking skills to analyze and evaluate real world situations based on the material learned in class. In Chemistry, both written assessments and projects are used to assess students' abilities to communicate their understanding of the concepts. For one unit, students created videos for which they had to explain real world observations using the concepts they learned that would be used to support the following year's Chemistry students in learning those concepts. These assessments, therefore, not only inform teachers in their instructional planning with respect to the content of their subject matter but also to the broader skills embedded throughout the ESLRs.

This scale is designed to support teachers, students, and parents in evaluating student-mastery of the 5 Habits. In other words, it shifts the focus away from the arbitrary benchmarks associated with the traditional, A-F grade scale and toward students' levels of achievement of the ESLRs.

In addition to the teacher-designed assessments used in classrooms on a regular basis to inform and drive instruction, MAP testing is also used to assess students' basic math and reading comprehension skills and inform all teachers on how to design, modify, and differentiate their instruction to more effectively support their students' diverse needs in these two critical areas. The precise ability of the MAP test to provide and disaggregate data on students' levels of performance on specific strands within math and reading enables teachers to understand each student's areas of strengths and growth, and to differentiate their lessons to provide appropriate challenges for each student. This data is especially useful for teachers that teach outside of math and ELA, areas in which these basic skills are not directly assessed as frequently.

Assessment data from the CELDT and the CSTs drive changes in the system to better support the learning needs of all students to perform at grade-level. The CELDT scores of incoming 9th graders are used in several ways to place ELL's in classes that are designed to cater to their language needs and support them in developing the skills to be successful in their other mainstream classes. Students that perform at a Level 1 on the CELDT are placed in ELD

Humanities instead of English 1. The focus of this class is to support students in their learning of the English language in addition to their developing reading and writing skills. A few 10th graders that performed low on the CELDT were also assigned to this class in place of World History, which all other 10th graders take. Students with low performance on both the CELDT and the 8th grade math CST are placed in an Algebra 1 support class that is taught by a bilingual math teacher. This class is taught in a combination of English and Spanish. Our lowest level ELL students from all grade levels are also placed in an ELD support class. This class strengthens students' reading, writing, and speaking skills in English while supporting content curriculum in all their classes.

Math Foundations is a class that is offered to provide additional math support for 9th grade students taking Algebra 1 who performed low on their 8th grade math CST. This past year, the structure of this class was changed to improve the support being provided for the students that needed it the most. This change was driven by data from in-class assessments, observations from the math teachers teaching the class, and MAP test scores. This year, fewer students were placed in two of our Math Foundations to keep class sizes down so that students could get more individual attention. Since the class is structured around ALEKS, a web-based, artificially intelligent assessment and learning system, the teacher is more able to provide targeted, one-on-one support during class. In addition, funding was made available to hire an additional staff member to support the teacher in providing one-on-one support. A similar change was made to support 9th graders that read far below grade-level. Last year, a majority of the 9th graders were placed in Academic Literacy. This year, the Academic Literacy class was changed to 9th Grade Reading, which is a much smaller, reading support class consisting of 2-6 students per class, for just the students with the lowest reading levels. This class focuses on supporting students in their reading fluency, decoding, automaticity, and comprehension. In both of these cases, the school decided to allocate additional human and financial resources to further support our students in math and reading because assessment data indicated that these areas were the areas where students struggled in the most.

Areas of Strengths

- Teacher implementation of a variety of assessment tools and strategies.
- School-wide implementation of MAP assessment to evaluate students' strengths and areas of growth in math and reading.
- Modification of assessments to meet the needs of ELs and SPED students.
- School's guiding principle and view that learning is a process (refers to the opportunities of revision that we provide our students to demonstrate understanding)
- Grading structure correlates to ESLRs and 5 Habits.
- ELLs are closely monitored in regard to progress on CELDT, CST, and GPA and are redesignated accordingly. In addition, redesignated ELLs are monitored to assure continued progress once no longer receiving services.
- 5 Habits
- Use of student assessment data to drive allocation of financial resources to provide staff with yearlong PD with Julie Adams on literacy across the curriculum.

Areas for Growth

- More deliberate method of communicating the weight of statewide assessments to support parents and guardians in understanding their impact on their child's educational future.
- Use of assessment data to inform and guide instruction in a consistent and systematic way (recommend to put into action plan).
- Teacher access to database of student assessment data (CST, CELDT, etc.).
- School-wide calibration of 5 Habits and creating a shared definition of mastery.
- Ensuring teachers and students understand the authenticity and application of the 5 Habits.
- Incorporate student reflection on 5 Habits and grading scale.
- Deeper and broader understanding of 5 Habits and grading scale of all stakeholders in relationship to the ESLRs.
- Having a systematic method of allocating resources according to assessment results, which includes analysis of sub-group performance data.

Group E: CULTURE AND SUPPORT

Elvia Vasquez (Chair) – Director of Guidance and College Counseling

Debbie Mar (Chair) – Director of Special Education

Misla Barco– Teacher, Spanish

Jeff Camarillo – Vice Principal

Maria Jose Flockhart – Social Worker

Andy Robinson – Teacher, Performing Arts

Strategies to Encourage Parent and Community Involvement (E1)

East Palo Alto Academy has been exploring and practicing a myriad of systems to support family involvement. For the last two years, EPAA has developed and implemented a comprehensive system for communicating with parents, students and the larger community. EPAA's goal is to empower all our community stakeholders, help parents and students learn tools to navigate the high school experience and best use resources.

East Palo Alto Academy's staff and administration are committed to serving the needs of our diverse student body. We have taken great efforts to foster greater parental involvement on campus. One of the unique programs of EPAA that allow us to do this is our Advisory program. Each student is assigned an advisor who stays with the same student for four years. The advisor's role is to ensure a consistent and clear communication system with the parents, students and teachers. Advisors advocate for students' needs and regularly communicate with parents about their student's academic, personal growth, attendance, challenges and social and emotional health. Also, advisors lead Back to School Night discussions with parents and conduct Student Led Conferences in the fall and spring where the student communicates his/her academic strengths and reflects on where he/she needs support. Furthermore, advisors are available to parents after school for meetings or phone calls.

To further involve parents and community members, EPAA hosts a bilingual monthly parent meeting every second Thursday of the month. This meeting averages 65 attendees every month and we cover different topics such as education, immigration, housing, nutrition, college, financial aid, sexual education and healthy eating. Also, last year, we worked very aggressively to motivate our Pacific Islanders parents to get involved in school by holding bimonthly meetings with our Pacific Islanders parents where we had an interpreter speaking Tongan and Samoan. These meetings were well attended; we had 90% and will continue this year. Furthermore, this year we have been assisting our alumni, students and their families to apply to the Deferred Action Program by having workshops, documents and assisting with translations. In addition, parents participate in different committees; for example, one parent is a Stanford New School Parent Board Representative. Also, parents are part of the English Learner Advisory Committee (ELAC), in which parents of English Learners have opportunities to learn more about the programs offered to their children, to participate in the schools' needs assessment of students, parents and teachers, to express concerns and ideas to both the school and the district to improve student learning, and to advise the school Principal and staff on the development of the School Plan. The ELAC also provides input to the Principal and school staff regarding the most

positive and effective strategies for teaching English Learners, the most effective ways to support full participation of English Learners in all school activities, and the most effective ways to ensure regular school attendance. The ELAC oversees and approves the school's English Learners program.

Another opportunity for parents to participate in the school's decision-making process is the School Site Council. This group invites school staff, parents and students to work together to write an action plan to raise student achievement. It also reviews school budget and other topics to improve our school. The group meets once a month for an hour after school.

Administration has also implemented TeleParent as a strategy to increase communication with parents. TeleParent is a web-based communication site that allows teachers and administrators to give announcements and keep our community informed with speed, reliability, and accuracy. Teachers were required to use TeleParent on a regular basis. Also, our advisors, teachers, and administrators make phone calls to promote communication with parents on a daily basis. The school has a bilingual website, which provides access to school information. Students publish The Bulldog Press, the school's newspaper, to share school activities and promote school spirit. Advisors and administrators conduct home visits when families cannot attend meetings. EPAA offers parents of juniors and seniors workshops to discuss college and post-secondary options for students, as well as Financial Aid.

PowerSchool is an online portal through which students and their parents can monitor their academic progress throughout the school year. PowerSchool also tracks students' attendance so parents are able to check their child's attendance as frequently as they like. Parents are also invited to join the "Graduation Crew," a group that helps the school plan and execute all graduation activities. Another evidence of our commitment to involve parents is that most of our staff is bilingual and for the few who are not, the school always provides a translator. Furthermore, teachers regularly give out appreciation notes to students and/or their advisors, which praises the positive behavior(s) that students show in class. These have shown to improve morale and boost effort and participation from the students. Weekly, we also incorporate a public recognition of two students during our staff meetings, which we call the Top Pedigree Award. Two teachers are chosen to bring a student who has demonstrated the qualities that embody what it means to be an EPAA Bulldog. These are students who might not be regularly recognized for their academics, but this award gives the opportunity for students who have shown an amazing turnaround in behavior and/or effort, who have shown leadership

among their peers in and out of class, and who have exhibited exemplary behavior and work ethic in a particular class. Often, parents are invited to attend these Top Pedigree presentations during our weekly staff meetings.

School Facilities, Culture, and Emphasis (E2)

The small school environment is critical to creating a safe, clean, orderly, and welcoming school culture characterized by trust, professionalism, high expectations for students and staff, as well as continuous school growth. First of all, our small school environment provides the opportunity for students to develop relationships with all staff members, regardless of whether they have those teachers for a class or not. This builds an environment in which students can feel safe and trusting towards the adults and peers in the school community. It is of critical importance to provide a safe, welcoming, trusting small-school environment due to the violence in the community that this school serves.

In addition to supporting students' social and emotional needs, the small school environment serves students academic needs in variety of ways. We cap core academic class sizes at 25 students (with most classes having approximately 20 students). This allows for increased one-on-one attention from teachers, including more timely feedback and assessment of student needs. This increased responsiveness allows for more effective and timely differentiation of instruction, including necessary interventions for struggling students. The capacity to identify students' individual learning styles, language needs, and exceptionalities is drastically increased by the small school environment. Our deeply aligned and thoroughly developed Advisory program also maximizes this capacity.

With a 15-1 student to advisor ratio, our advisory program provides the opportunity for students to develop a strong relationship with an adult advocate. Advisors identify students' specific learning styles, language needs, and exceptionalities, then advocate for these students throughout their academic careers. Structured Advisory committee work during professional development allows for collaboration around specific students, their needs, and action plans for ensuring their success. Collaboration also takes place in grade level and department groups where individual and school-wide needs are identified and action plans can be implemented. The Advisory program also allows for the creation of a supportive, familial environment that identifies and supports students' social and emotional needs. The more familiar a teacher is with his/her advisee, the more responsive and effective the intervention can be. Students are given

explicit instruction concerning the development of social and emotional maturity and responsibility.

Teachers regularly give out appreciation notes to students and/or their Advisors, which praise the positive behavior(s) that students show in class. These have improved morale and boosted effort and participation from the students. Weekly, we also incorporate a public recognition of two students during our staff meetings, called Top Pedigree. Two teachers are chosen to each bring a student that has demonstrated the qualities that embody what it is to be an EPAA Bulldog. These are students that may not be regularly recognized for their academics, but this award gives the opportunity for students who have shown an amazing turnaround in behavior and/or effort, shown leadership among their peers in and out of class, shown exemplary behavior and work ethic in a particular class, and so on.

EPAA's faculty, staff and administration are dedicated to responding to the students, families and communities that it serves. One vehicle that EPAA has utilized throughout its history to engage and support students and families is the Student Led Conference (SLC). SLCs ensure that advisors support their advisees in a parent conference that focuses on the personal and academic growth of each student. SLCs happen twice a year, once in each semester. The goal of the SLC is to allow students to become advocates in the process of their own education, and identify their strengths, challenges and set goals for their future. This provides students with direct practice in the mastery of several ESLRs around Communication and Personal Responsibility. Students also share examples of work they are proud of from various classes. They often demonstrate bilingualism in these SLCs as they engage in discourse with their advisors in English and with their parents/guardians in a native language. Our goal is to have 100% of our students lead two SLCs per year, however due to parents' varying work schedules and other challenges, we have not achieved this goal. However, over 70% of our students engage in at least one SLC per year.

Teachers and staff at EPAA demonstrate collegiality in a number of ways. Departments have shared a common language in regards to content. For example, the English department has worked hard to develop curriculum (particularly in the 9th and 10th grade classes) that shares common language around writing (such as "concrete detail" and "commentary" to discuss evidence and argument in literary analysis). Collaboration among teachers is the most observable form of collegiality, and teachers practice this when they meet with each other in a "Pre-SST (Student Support Team)" meetings, where the teachers of a particular student come

together to discuss various methods of intervention that they have implemented. The Pre-SST is the first step to developing a documented and systematic academic intervention plan for students and they would be impossible without effective, teacher communication and collaboration. Pre-SSTs can result in SSTs, where the Special Education Coordinator steps in to lead a meeting with relevant teachers, the student and his/her parents to discuss whether testing would be appropriate step for the student. During these meetings, the team can often come up with various strategies to buoy student success, of which the most key component is the student's own involvement.

One foundation of providing a safe, trusting, and professional environment for learning is built in our Professional Development (PD). There has been specific staff training on identifying and referring students for mental health screening and treatment, as well as maintaining appropriate and professional boundaries with students. Part of this training included developing foundations that ensure EPAA is a trauma-sensitive school responsive to the individual needs of students. These individualized needs have also been addressed through PD concerning classroom management strategies derived from the Pre-Referral Intervention Manual (PRIM). EPAA has also initiated structured PD around developing culturally effective teaching. Administration targets Professional Development to ensure that teachers and staff are well prepared to reinforce a safe, orderly, professional school culture.

In the future, we can extend these efforts by dedicating PD time to creating activities and events that celebrate the various cultures of our school to align these celebrations with national months recognizing the cultures of students at EPAA. In addition, more school-wide work around accepting and embracing LGBTQ students would help to foster a culture of inclusion that is safe for all students. Our FREE2B club, which is addressed later in this section, is a great step in this direction. However, making sure this work touches all students is an area of growth for EPAA.

The small school environment also poses immense challenges. The lack of a district-wide support system makes collaborations with outside organizations and institutions instrumental to providing students' access to rich after-school opportunities, summer enrichment programs, and increased academic offerings during the school day. One such essential collaboration has been built through a conscientious effort to utilize community resources and engage all EPAA students. EPAA has forged a close relationship with one of East Palo Alto's most progressive and innovative non-profit organizations: The Mural, Music and Arts Project (MMAP).

MMAAP has offered a multitude of courses and programs to EPAA students both during the instructional day and after-school, as well as over the summer. One course, called the Graffiti Art Project (GAP), engaged students in an exploration of the popular urban art form of graffiti. The program was run in conjunction with the East Palo Alto Police Department and it brought in over thirty EPA teens from ten area middle and high schools. Every Tuesday evening during the Fall and Winter of 2010, MMAAP staff, the teens and EPAPD personnel met in the EPAA library to design and create four large graffiti-style murals on our campus, with the goal of deterring gang graffiti in the EPA community and inspiring positive creativity in students. The murals, designed and painted by students, sought to inspire EPAA students to strive for success. We saw a drastic reduction in the amount of gang-related graffiti on our campus this year as a result. There were only three reported incidents of counter-productive graffiti on our campus all year, each of them occurring in the first few months of school before this program was underway.

In addition, MMAAP introduced Silk-Screening With a Goal (SWAG). SWAG, a popular urban term that is associated with having confidence and swagger, engaged students in designing sweatshirts and t-shirts that reflected positive imagery and EPAA Bulldog school pride. Students in the SWAG class honed their design skills, learned about t-shirt production and enjoyed the actual silk-screening process. The pride associated with this course and the urban fashion that it brought to campus manifested itself in a more positive school climate this year. SWAG has become an integral part of Summer Bridge, a weeklong program designed to acclimate rising 9th graders to the EPAA school community and culture. They have designed bulldog and class sweatshirts and t-shirts with MMAAP's support to build unity and spirit within each new incoming class. MMAAP develops, instructs, and evaluates this weeklong program. Their instructional team is comprised of staff that is trained in creative expression and culturally competent curriculum development. MMAAP's Summer Bridge instruction: (a) builds community amongst programmatic youth; (b) acclimates incoming freshman to the school's resources, faculty and staff, and the positive school culture; and (c) beautifies the facility and support students to develop a sense of pride for their campus. Through small, group-work activities, art projects, and team building exercises, students explore culture, identity, and creativity through artistic means. Their expression culminates in the creation of apparel, performance art (e.g., spoken word poetry), a colorful acrylic mural, an inspiring graffiti mural, and an inclusive outreach-based unveiling celebration. The MMAAP Program also offers support, encouragement, tutoring, and a safe space to study in the community for many students who do not have these resources at home.

EPAA has partnered with One East Palo Alto (1EPA) Youth EPA program for the prevention of Alcohol, Tobacco, and Other Drug-Related Problems. Youth EPA facilitates an after school program to educate students on the long and short-term effects of tobacco, drugs and alcohol. While last year participation was not mandatory, EPAA students responded positively to this intervention. About 12-15 students participated in each of the meetings. During the current school year, in addition to having students participate at their own will, we designed an intervention for students that are caught using, or in possession of tobacco or other substances. In those cases, students are assigned to participate in a number of meetings where they can learn about the effects of those substances.

EPAAHS has partnered with Teen Talk Sex Ed Program, an eight to ten-hour comprehensive sexuality education curriculum designed to reduce teen pregnancy, HIV/STD rates in our community. A trained health professional provides this program in health or biology classes (7th- 12th grade). The Teen Talk Sex Ed Program has been presented to all of our freshman students in the past and if budget allows we will continue providing services to the students. Proportionally high numbers of teen pregnancies and STD contraction in our community emphasize the importance of providing this program to the youth of EPAA. In addition to partnering with Teen Talk, EPAA promotes the participation of teen parents in the Teen Success program. This program shares resources with teen parents to allow them to finish high school without having a second child as a teen. Through Teen Success, teen mothers develop concrete goals and plans for their future.

Currently, EPAA does not have a formal, structured program that addresses gang issues with parents and students. When students experience problems either as victims or perpetrators of gang behavior, these issues are handled through family/student meetings with administration for discipline and support or referral for mental health counseling. This year, our social worker has spent time contacting county agencies such as Connect with Kids, Crime and Violence Prevention Center and Youth and Family Enrichment Services, which have resources to address gang related issues.

FREE2B is a student-run club whose mission is to support and advocate for any students on campus who are lesbian, bisexual, gay, transgender or questioning. It started as a Gay-Straight Alliance, but students broadened its scope so that it could also help with anti-bullying. This group intends to improve school climate and to provide a safe place where LGBTQ students can openly talk about issues related to their sexual orientation and their acceptance in the school,

the community, and society. The club also allows students to connect with agencies and organizations that support other LGBTQ youth around the area. At its heart, the FREE2B club wants everyone on campus to feel included and welcome, so that everyone can have a fruitful learning experience during their time at EPAA.

All students are welcome to join the Bulldog Press, which is a student-run group that creates and publishes the school newspaper, with minimal support from teachers. These students conduct interviews, report on school events, and write pieces about the EPA community and its issues in order to keep students and staff members alike informed on the subjects that matter in our students' lives. In doing so, they help to create an environment in which students feel like they have a voice.

Another opportunity for the students to voice themselves is our Restorative Justice program. This program is designed to support students who are having conflicts with each other. When two students are having a conflict, one of our staff members who are trained in the Restorative Justice program, meets with the two students, and serves as the mediator. Each student has the opportunity to air their grievances while the staff member repeats back to the students what they expressed in order to clarify their concerns. Then, a dialogue ensues, moderated by the staff member, until the students agree on a reasonable resolution. This empowers the students to not only feel heard, but to develop a new conflict-resolution strategy that they may use with other peers and perhaps even with their family.

Another club on campus that supports our school culture is the Sojourn to the Past Club. This is a national organization whose mission is to educate students on the Civil Rights Movement in the U.S. during the 1950s and 1960's. The students spend quarters 1, 2, and 3 fundraising for the Sojourner to the Past field trip to the southern region of the U.S. This is a 10-day trip where the students board a bus and follow the historical path of the Civil Rights Movement. It is a "moving classroom". The students are required to complete a portfolio during this trip as well as write a reflection on it when they return. Our students have defined this trip as transformative. Not only do they reflect on the trip, but they also educate their peers upon return.

Student Support, Individualized Learning, and Opportunities (E3, E4)

I. SCHOOL GUIDANCE AND COLLEGE COUNSELING PROGRAM

EPAA's guidance and college counselor provides support in a number of ways to ensure that students and families receive information that supports their growth in the areas of academics, career planning and socio-emotional development. For the last three years, the counselor was also responsible for coordinating the Advisory and Mental Health Services programs as well as inputting the master schedule, providing staff development, coordinating AP and PSAT testing, monitoring the schools UC A-G course lists, enrolling and orienting new students, and coordinating each new year's course enrollment process for the entire student body, as well as inputting transcript grades of transferring students. In order to maximize efforts in the area of guidance and college advising, a reorganization of duties took place and the master scheduling, Advisory and Mental Health Services programs were reassigned to other administrators and staff.

1) Initial Intake

Beginning with the initial enrollment of a new or transferring student (after the school year has begun), the school counselor meets with the student and family prior to developing a schedule. During the interview the counselor asks questions related to students' and parents' perception of academic strengths and weaknesses, interests and dislikes, academic goals and career interests, health issues, prior academic interventions (including Special Education) and any past history of behavior or discipline issues. The counselor makes an approximate determination of language acquisition needs or any other socio-emotional issues which might impact learning. During this meeting, transcripts are analyzed and graduation status is explained. If necessary, academic interventions in the form of tutoring, course remediation, or possible future assessments for learning disabilities are also discussed. Parents and students are given specific information and recommendations for accessing school and community resources. The meeting concludes with a summary of issues that will be addressed, including a description of the academic and support programs that will be put into place for the student. This summary also addresses their post-secondary goals. A personalized schedule is developed and the student is taken on a tour of the campus. Administrators, teachers, and resource staff are sent an email communicating the student's potential needs, ranging from ELL support to mental health and physical health services, tutoring, possible IEP/SST and behavioral issues if applicable.

2) Summer Bridge Collaboration

The school counselor has participated (when time allows) in making presentations to incoming freshmen during the Summer Bridge program. These include presentations on high school graduation requirements, A-G coursework and its relevance to college preparation, and an overview of post-secondary options. Her participation is an asset to supporting a successful middle to high school transition.

3) Collaborative Support Meetings

The school counselor is an active participant in Student Led Conferences, Individual Education Planning Meetings, Administrative Disciplinary meetings and Student Study Teams. She can act as part of the collaborative team in either a participatory or facilitator role. The benefit of having the presence of the school counselor is that she can cover a variety of issues from the academic to socio-emotional challenges that a student might be facing. She also reviews the students' cumulative file and can provide insight into their history of academic achievement and past interventions.

4) Individual and Family Meetings

Up until this year, the school counselor worked primarily with seniors and their families in reviewing their academic progress towards graduation and post-secondary planning. This year, the counselor will have those same meetings with all juniors and their families.

During senior family meetings, the counselor reviews academic progress (GPA, credit accumulation), identifies minimum coursework needed for graduation and addresses any plans for remediation. The student's career and college interests are discussed and a preliminary list of colleges is given for the student and family to consider. Parents are given a general calendar of dates when certain activities must be completed (i.e. CSU/UC and FAFSA deadlines).

Parents and students are encouraged to present their questions and goals and there is significant relief at the end of the meeting when everyone is able to agree on a plan and sign it.

5) Course Enrollment

The school counselor presents course enrollment information to each advisory on the next year's master schedule. The presentation includes a review of each student's transcript while they are choosing their next year's courses. These presentations are also used to review college admissions and eligibility issues and encourages students to maintain a rigorous schedule. Remediation opportunities are also identified and this supports enrollment in the

Summer School program. For course changes – at the beginning of the year (and as needed later) - students who initiate schedule changes must meet with the counselor before they are implemented. These discussions are used as opportunities to address academic progress and planning for the future.

6) Advisory Support

The counselor develops lessons that either she or the advisors can present during advisory. These lessons include information related to understanding and monitoring academic progress, development of academic skills, socio-emotional skills, career assessments and career planning, college exploration, college and financial aid applications. Topics covered include (but are not limited to) Bullying, Stress Management, A-G and college preparatory coursework, post-secondary options and planning, financial aid, scholarship and college application process, personal statement development, etc.

A structure for grade level portfolios, along with curriculum is currently in development by the College Advisor and Advisory Coordinator. The work began last year through meetings with grade-level Lead Advisors. The function of the portfolio is to establish school wide and grade-level relevant tasks that support students' knowledge of their academic strengths, development of organizational skills sets, and activities that prepare them for college and careers. Portfolio contents will focus on 8-10 essential elements, which build sequentially through four years and include a 5th transition year. Proposed grade level activities are:

9th grade

Self-Knowledge, Goal Setting, and Academic Monitoring Activities to include: Socio-emotional development; Organization and Time Management; Note Taking; Test Taking and Study Skills; Graduation Requirements; A-G and college requirements; Learning Styles and Career Interest Inventories.

10th grade

Career and College Exploration Understanding academic strengths/challenges; Transcript analysis; test-taking strategies; academic Monitoring; communication skills; career research; resume building; interview skills; understanding post-secondary options and development of secondary and postsecondary plans.

In general, career exploration could benefit by increasing structured activities. Job Shadowing, internship opportunities, guest speakers or career fairs would increase students' exposure to career opportunities outside their personal experiences within East Palo Alto.

11th Grade

College Exploration and Post-secondary Planning; career research and relationship to educational pathways; understanding labor trends and needs; college research and development of college lists; understanding the college application process; understanding financial aid process and resources; developing budgets for college; scholarship application process; development of personal statements.

Parents of 11th grade students are invited to a Junior College Night where they can receive information on college, financial aid, and scholarship procedures.

12th Grade

Transitioning to Post-secondary Plans Finalize goals and post-secondary plans; understanding college application process; understanding admission and placement test procedures; collecting letters of recommendation; college, financial aid, and scholarship applications; finalizing personal statements; developing academic and personal budgets; finalizing resumes; understanding transition procedures for college. Parents of 12th grade students are invited to 3 meetings to provide information on the calendar of senior activities; FAFSA and financial aid resources; and understanding financial aid offers in order to make appropriate choices.

7) Post-Secondary Activities

The school counselor presents post-secondary opportunities to students who may or may not be ready or interested in attending a 4-yr college immediately after high school. She has taken students to visit military recruiters and helps students to make informed decisions about enlistment. She works closely with students and local community colleges to provide opportunities for participation in Open Houses, orientation, and placement test events. She also supports students who are interested in joining apprenticeship programs.

8) Crisis Management

The school counselor is also available to support students and families in crisis. If the school's Social Worker is not available, she can make referrals to Child Protective Services or other

community agencies such as (Stanford Hospital, Planned Parenthood, Willow Clinic, or Adolescent Counseling Services).

9) Four-Year Plans with Counselor and Advisors

There are a number of venues in which all students receive support in the development of 4 year and post-secondary plans, personal, academic, and extracurricular services. While there is no single document that is entitled Four Year Plan, numerous meetings take place to ensure that all students and parents understand graduation requirement and post-secondary options. For the purposes of Four Year Plans, the SLCs offer a consistent and regular way of providing parents and students with current information relevant to academic progress towards graduation as well as progress in meeting post-secondary goals. The benefit of holding these quarterly meetings is that the “Four Year Plan” is a living document. At other schools, the Four Year Plans tend to be developed only in the 10th grade and then revisited infrequently. It is rarely updated to reflect changes in the student’s academic progress or career interests. During SLCs, students and parents receive information about extracurricular activities ranging from after school and summer enrichment programs as well as community agencies, which provide college preparation, and mentoring services.

10) Remediation

There are several ways in which students may remediate low or failed grades in core content classes. The choices include repeating the entire course during the regular school year, Summer School, Independent Studies, or Credit Recovery. The college counselor reviews 9th, 10th, and 11th grade transcripts and assigns a credit recovery option. Selections are based upon a variety of factors including course content, skill level, and the student’s maturity and self-discipline. Seniors’ transcripts and grades are reviewed each quarter and recommendations for credit recovery are made as needed. The high graduation rate of East Palo Alto Academy can be attributed to the comprehensive support and credit recovery programs available to students.

Specific credit recovery options include the following:

- Math classes can only be made up by retaking the course either in Summer School or during the regular school year;
- Science and Art courses may only be made up by retaking the course during the school year;
- English and History classes may be made up in Summer School or the regular school year, through an Independent Studies agreement with the course teacher, or through a Credit

Recovery class. In the Credit Recovery class, students receive standards based assignments and their efforts are supported by a supervising teacher;

- Spanish classes may be made up either by repeating the course or through an Independent Studies agreement between the teacher and student.

EARLY COLLEGE PROGRAM

The school counselor works closely with the Director of the Early College program to ensure appropriate placement of students in college classes. Course descriptions and expectations are discussed with students during the enrollment process. The counselor meets with individual students who may be intimidated by the expectations of college professors and alerts the Early College Director to any potential problems.

The Director of the Early College program acts as a liaison between the college and the high school. She coordinates course offerings, registration, grading, and other administrative tasks. She also works with professors to scaffold curriculum to meet the needs of students in the Special Education and English Language Learners programs and to ensure rigor remains in tact. Each year, the director selects and supervises two AmeriCorps volunteers who provide academic support to students by attending the classes and taking notes as well as helping students to understand, organize, and complete assignments. The Early College Director and AmeriCorps staff also supports students in the after-school tutoring programs and also help seniors in completing college preparatory tasks such as personal statement, financial aid, and college and scholarship applications.

13) College Tours

The opportunity to visit college campuses varies from year to year and is dependent upon the school's budget. Two years ago, the school was able to send the entire student body to visit a variety of campuses in one day. Approximately 230 students participated in this event. Campuses on the itinerary included UC Davis, UC Berkeley, UC Santa Cruz, Mills College, Dominican University, CSU East Bay, and CSU San Francisco. Last year, a number of educators used the school's vans to visit UCLA and USC with approximately 25 students. This year a small group of students visited schools in Southern California and the college counselor has taken seniors to visit 4 year and 2 year colleges in the local area. These colleges include CSU Maritime, CSU San Francisco, CSU East Bay, UC Merced, Dominican University, Holy Names University, Santa Clara University, Mills College, and Notre Dame de Namur.

14) Community Mentoring Agencies

In addition to academic and socio-emotional support services provided by school staff, EPAA students also have opportunities to join mentoring agencies within the community. Several agencies currently support our students on a regular basis. Stanford College Prep, CollegeTrack, Students Rising Above, Mural Music Arts Program (MMAP), and Stanford Outdoor Outreach Program (SOOP) are a few of the long-term partnerships that have worked with EPAA students. Stanford College Prep, CollegeTrack, and Students Rising above provide college preparation, tutoring, and college tours to students after school and during the summer. In addition to tutoring and college mentoring, MMAP also provides art enrichment programs during the regular school year and summer school. SOOP is a Stanford student led organization that exposes our urban students to outdoor camping tracks. Our close relationship with Stanford University has also provided us with volunteer student, staff, and faculty groups who have supported the school and students on a variety of projects. Various groups have helped with everything from reading personal statements and applying for scholarships to school beautification projects.

15) Special Education

Students who qualify for special education services are provided with inclusion support in general education classes to ensure their academic social, emotional and behavioral success. About 20 students at EPAA qualify for special education, slightly less than 10% of the entire student population. The special education staff, which includes the special education coordinator, an inclusion teacher, and two AmeriCorps volunteers provides differentiated support and instruction that serves students' specific needs based on their IEPs (Individualized Education Plans) and are connected with the services and opportunities that promote their development as resilient, responsible community members and scholars. The inclusion model used at EPAA provides support for students with IEPs in general education classes, which allows students to participate and succeed in general education classes. The high ratio of special education support staff to special education students (4 staff: 20 students) allows for a high level of special education support for students with IEPs in general education classes.

Students with special education needs are a part of their IEP team, along with parents, special education staff, general education teachers, administrators, and when appropriate, counseling, speech therapy or psychology staff. Qualifying students' teachers are provided with a Student Profile for each of the special education students they serve that includes strategies for differentiation based on the results of strengths and challenges identified in individualized

psycho-educational assessments, current goals, and accommodations and modifications for assignments, classroom testing and statewide testing.

IEP meetings occur at least annually for all students, and more frequently when an IEP needs revision to ensure student success and address newly identified needs. Parents participate in IEP meetings, where a team of teachers can address their concerns and document the IEP process. When parents are unavailable to attend meetings on campus, we make home visits and phone calls to ensure parent participation in decision-making. This occurs for 20% or less of all annual IEPs, as meetings are based on parental availability to promote parent involvement. Parents can provide input for present levels and goals, as well as service minutes. In addition to holding IEPs when needed (at least one annually per student), communication occurs regularly with parents through frequent phone calls, teacher meetings and student led conferences.

All SST meetings included parents in attendance to provide input on strategies to promote student success through designing and implementing strategies in areas including academic, organizational, behavioral, and attendance. Parents participate in follow up SST meetings to review progress and determine next steps, along with teachers and other staff members. Additionally, the special education coordinator presented a workshop on strategies for the staff to promote differentiated instruction at EPAA in August 2012. Following this workshop, teachers assessed themselves on the EPAA Differentiated Instruction Self-Assessment Rubric, scoring largely in the “emerging” and “approaching proficiency” categories rather than the “proficient” category for the practices of planning, scaffolding/tiering, assessment-instruction link, and assessment/grading. This suggests that there is a need for continued professional development to develop teachers’ abilities to differentiate instruction for EL, SPED and others with learning differences.

The coordinator provides on-going support for teachers in differentiation on an individual basis throughout the school year. Having a small staff allows for daily interaction between the special education staff and general education teachers at EPAA. This daily contact supports staff in the modification of assignments and tests, providing accommodations in class, helping students to complete missing or incorrectly completed assignments, and ensuring students’ emotional and behavioral needs are addressed.

English language development staff development occurred eight times throughout the 2011-12 school year. The ELD coordinator provided staff with scaffolds to ensure curriculum is

accessible to English Learners such as prompts that promote students' ability to participate in academic discussions and complete written assignments. Professional development was provided on administering the CELDT and interpreting the scores to promote differentiation. A workshop on SDAIE strategies also built capacity for differentiation in classrooms. Staff was also provided with an English/Spanish glossary of academic vocabulary to assist students in English comprehension. Individual support for teachers was provided for teachers by the ELD coordinator throughout the year as well, on as needed basis.

Vision and hearing screening occurs annually. All freshmen, students with IEPs, students identified through the SST or pre-referral process, or otherwise referred by teachers and staff were tested. Students who initially failed the hearing test were retested one month later, and all students passed at that time. For the number of students who failed the vision test, the special education coordinator arranged for students to receive free glasses through Lion's Club donations.

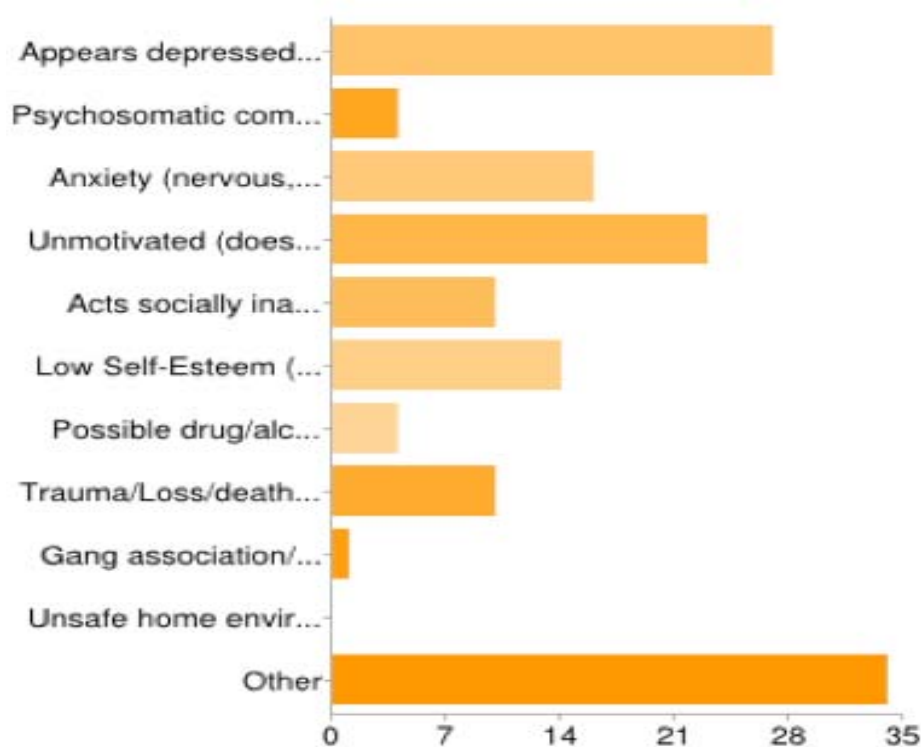
MENTAL HEALTH & HEALTH VAN SERVICES

The Mental Health Services program at EPAAHS provides counseling and therapeutic support services to the 9th-12th grade students. The goal of the program is to assist students in overcoming and/or managing behavior and social-emotional issues that impede academic progress and disrupt the learning environment of the school. The roots of these behaviors may stem from a variety of causes including psychiatric disorders, psychosocial stressors from home (i.e. domestic violence, homelessness, lack of financial resources, etc.) anxiety and stress, substance abuse, and in some cases neurological issues.

The mental health team provides services such as assessment, diagnosis, and therapeutic treatment plans for students (including medication). Assist in the development of healthy coping strategies for students and families. Mediate relationship issues between students, families, and staff. Provide community referrals to families in crisis, and consultation, education and information to school staff on the management of adolescent behaviors, creating a more attuned and trauma sensitive school. Provide psychological testing for students in need of Special Ed services. Provide training for parents, teachers and staff on student's mental illnesses. In addition to individual therapy sessions, the therapists provided group sessions and workshops on a number of issues. A total of four support groups are offered at EPAAHS. Under the umbrella name "Connections" students are able to discuss issues related to recent immigration. In addition to this group there is an impulse control group, a grief group and a

group called “Strive” where teen parents talked about their experiences as young parents. Student’s participation in these groups has been well received, and based on pre- and post-testing it was possible to review the positive impact that their participation yielded.

Approximately 64% of students at EPAA are referred for services and/or access mental health services. 40% are referred due to mood or anxiety related problems, 30% due to behavior related issues, 20% due to trauma or loss, and 10% due to ADD/ADHD. The following chart shows additional information about reasons why students may be referred for mental health services:



There are three main providers of mental health services at EPAAHS. The Stanford Division of Child & Adolescent Psychiatry provides a team of therapists (post-doctoral fellows and M.D. residents/Fellows) under the supervision of Dr. Shashank Joshi, an Assistant Professor in the School of Medicine and Courtesy Assistant Professor in the School of Education. Members of the team are assigned students as clients, whom they see once a week, or once every other week. The Lucile Packard Children's Hospital (LPCH) van provides a LCSW, Ms. Patty Soto-Minder, who is bilingual in English and Spanish, and comes to the school one day every other week to see new clients as well as holding regular meetings with an established caseload and a full-time Stanford Schools Corporation (SSC) LCSW, Ms. Maria Jose Flockhart.

East Palo Alto Academy has partnered with The Lucille Packard Adolescent Health Van to provide health services for students that are not insured. The services that the van provides a number of services including immunizations, complete physical exams, acute illness and injury care. Pregnancy tests, pelvic exams, sexually transmitted disease testing and treatment, family planning, HIV counseling and testing, and nutrition counseling to name a few. The Adolescent Health Van has seen between 169-246 students in a given year.

Focus Group Strengths and Areas of Growth

Strengths

- Monthly parent meetings to ensure parent inclusion
- Student Led Conferences***
- Comprehensive Advisory System***
- Wraparound services
 - Mental Health Support, Health Van, etc.***
- Comprehensive college and school guidance counseling
- Partnerships with community organizations, universities, and other agencies***
- High Level SPED inclusion support
- Spanish Language Translation Support

Areas of Growth

- Ability to differentiate instruction for EL, SPED and others with learning differences
- Tongan**, Samoan**, and Indian Translation Support
- School-Wide Structured Culture of Embracing Diversity
 - Especially LGBTQ students
 - Hispanic Heritage month
 - Black History Month
 - Polynesian History Month
- Structured Gang-Prevention & Education Program
- 9th/10th Grade College-Preparation Process
- Outside College-Test Prep
- Career Exploration Opportunities (Job Shadowing, Internships, Career Fair)
- Having parent volunteers at the school and in the classroom

School-wide **STRENGTHS &** **Areas of GROWTH**



STRENGTHS

- ❖ The expectation that all students meet the A-G requirements and have fair/equal access to the Early College Program
- ❖ The requirement that all students present annual Exhibitions that promote the development of multiple intelligences and cognitive skills and that promote in-depth, critical thinking
- ❖ The school makes curriculum relevant, authentic, and accessible to meet heterogeneous needs
- ❖ Teachers implement of a variety of assessment tools and strategies
- ❖ With the support of trained coaches and Stanford Faculty, teachers design curriculum, instruction, and assessments to meet and monitor the needs of all students, including ELD and SPED students
- ❖ Teachers provide multiple opportunities for students to revise their work in order to gain mastery of content standards
- ❖ Students participate in a comprehensive Advisory system that includes academic & emotional support at all four grade levels and includes in-depth bi-annual Student Led Conferences and promotes self-reliance, ownership of learning and agency
- ❖ The school provides wraparound services including a full time social worker, mental health support and regularly scheduled visits by a full service health van
- ❖ The school has well developed partnerships with community organizations, universities, and other agencies serving the East Palo Alto Community

AREAS OF GROWTH

- ❖ Serving the academic needs of all students with a rigorous curriculum including the opportunity for honors courses
- ❖ Creating a stronger program for credit recovery for students who struggle
- ❖ Deepening metacognitive practices through more consistent student reflection in order to promote self-monitoring, self-awareness and self-control
- ❖ Creating more vertical aligned curricula with common language and practices
- ❖ Strengthening school-wide use of assessment data to inform and guide instruction in a consistent and systematic way
- ❖ Furthering a school-wide calibration of the 5 Habits and deepen teacher and student understanding of their connection with classroom grades and ESLR's
- ❖ Fostering a structured, school-wide culture of respect and embracing diversity
- ❖ Offering more opportunities for college test prep
- ❖ Offering career exploration opportunities such as job shadowing, internships and a career fair
- ❖ Engaging and leveraging parent involvement to strengthen partnerships for student success

SCHOOL-WIDE ACTION PLAN



EPAA WASC Action Plan Summary

- 1. Enhance and improve a college going culture and provide the skills, perseverance, and confidence our graduates need to succeed beyond high school.**
 - a. Improve rigor in all curricular areas
 - b. Build an academic context that is engaging and expands the use of project based learning across all curricular areas.
 - c. Review and modify bell schedule in order to enhance utilization of instructional minutes and maximize teacher collaboration time.
 - d. Revisit grading structure to facilitate school-wide calibration of the 5 habits and deepen teacher/student understanding of their connection to student achievement.
- 2. Improve vertical alignment of curriculum, common language and instructional practices.**
 - a. Analyze assessment data and student work to inform and guide instruction.
 - b. Incorporate the common core standards and assessments in order to inform curriculum.
 - c. Fully implement literacy strategies across the curriculum.
 - d. Maximize the use of Stanford faculty as part of a robust professional development program.
 - e. Continue to improve instructional strategies across the curriculum to better serve English Language Learners.
- 3. Promoting student independence, ownership and self-determination in ways that enable them to become self-sufficient and successful academically, personally and socially.**
 - a. Develop a more structured and vertically aligned advisory curriculum.
 - b. Refine the exhibition process to build academic and metacognitive skills in ways that can be fully integrated into core subject area coursework.
 - c. Incorporate reflection and other metacognitive practices across the curriculum.
 - d. Develop and refine a late work policy for all subject areas.
 - e. Build student academic stamina and confidence and increase their independence through explicit instruction
- 4. Refine a comprehensive academic intervention plan that serves all students.**
 - a. Enhance use of data to target and monitor students in need of intervention.
 - b. Structure interventions for credit deficient, chronically absent and failing students.
 - c. Improve attendance through a comprehensive intervention program.
 - d. Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student sub-groups

East Palo Alto Academy
 * Menlo Park, CA *
 WASC Action Plan * REVISED
 16 May 2013

OBJECTIVES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS	HOW TO REPORT PROGRESS
Action Plan Goal 1: Enhance and improve a college going culture, providing the skills, perseverance, and confidence, and sense of independence, ownership and self-determination that our graduates need to succeed beyond high school.					
Rationale: * Student college test scores were low * Student focus on applying to and seeking funding for 4 year schools has decreased * Teachers notice students have low academic confidence and stamina * Some alumni have reported that they have felt under-prepared for the demands of college and the level independence that comes with it * Teachers notice that students struggle with independent tasks that require complex inquiry					
ESLRs Addressed: 1, 3, 4, and 5 (and sometimes 2)					
Growth Target: * Increase, by 10% each year, the level of 4-year college applications and acceptances * Increase ACT performance above the 50th percentile by an additional 10% of the eligible student population each year * Achieve greater than 80% of the student population reporting increased academic confidence at the end of each school year. * At least one performance based assessment per semester will be developed in each core class, building toward having PBAs for each appropriate major unit in time.					
Objective 1a: Build an academic context that is engaging and expands the use of project based learning and literacy development across all curricular areas.					
Clarify and evolve a collective definition of rigor and delineate what it looks like at each grade level, working backwards from 21st century skills and college readiness.	Principal / Vice Principal Teachers Early College Director College and Guidance Counselor	Faculty Sponsor Partner Schools Envision Learning Partners Cajada College Faculty	June 2013-June 2014	Rubrics (vertically aligned) Curricula (vertically aligned) Reflection and self-assessment on achievement of mission Student benchmark performance Student feedback	Leadership Team meetings Department meetings Quarterly reports to Stanford Council on Policy School Site Council updates
Evolve Honors options within core classes and effectively differentiate for all students, including those seeking greater challenges	Principal Vice Principal Core Teachers	PD Time Department Time Summer Institutes	June 2013-June 2014	UC Course approval Number of students earning honors College acceptance rates	Reports to School Site Council and Stanford Schols Corporation Board
Increase opportunities for student-led and student-driven activity, including student led conferences, student leadership projects, and more.	Principal Vice Principal Advisors	PD Time Summer Institutes August PD	Spring 2013 -- On-going	Expanded student leadership groups including broader student government, student clubs, etc.	Teacher Leadership Team Faculty Sponsor SSC
Increase student reflection and meta-cognition across the curriculum.	Principal, Vice Principal, Teacher Leadership Team	Stanford Faculty, teacher experts, Lucile Packard Mental Health team	August 2013 - June 2014	staff survey, student survey, analysis of student reflection papers	Teacher Leadership team, Faculty Sponsor
Train teachers in all elements of Project Based Learning	Principal Vice Principal Leadership Team	Envision Learning Partners Summer Institutes Professional Development Days SGSE and Stanford faculty	June 2013 through June 2014	Student Projects and presentations / Student Surveys / Classroom observations	Progress reports to Teacher Leadership Team
Provide regular opportunities for student-driven, inquiry-based, and relevant projects that increase students' capacity to think deeply and analytically.	Principal Faculty Sponsor Department Leads	Stanford Faculty Envision Learning Partners Summer Institutes	June 2013-June 2014	Exhibition Rubrics Surveys Baseline Smarter Balanced Assessments	Presentations to SNS Board School Site Council Leadership Team meetings
Include curriculum that supports the development of 21st century technology use skills and knowledge.	Principal Vice Principal Leadership Team Tech Director	SGSE and Stanford Faculty Professional Development Lead Teachers	June 2013 through June 2015	Student Projects and Presentations Teacher Websites Student Surveys Classroom Observations	Leadership Team Progress reports to SNS Board and Council on Policy
Use a lower division / upper division design to focus efforts by grade level and provide culminating portfolios at both 10th and 12th grades.	Grade level Advisory Teams Principal Vice Principal	Envision Learning Partners PD Time	Begin with incoming class of 2017	Rubrics & Curricula (aligned to portfolio development) Advisor Tracking of student progress	Leadership Team meetings Department meetings Quarterly reports to Stanford Council on Policy School Site Council updates
Provide rigorous professional development for teachers, including grand rounds, coaching, peer observation, and key resources like planning time and release time.	Principal Faculty Sponsor Leadership Team	Stanford Graduate School of Education PD Time Faculty Sponsor	June 2013-June 2014	Staff Surveys PD Notes Curricular outcomes (maps, lesson plans, rubrics, etc.)	Leadership Team meetings Department meetings Quarterly reports to Stanford Council on Policy School Site Council updates

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OBJECTIVES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS	HOW TO REPORT PROGRESS
Objective 1b: Revisit grading structure to facilitate school-wide calibration of the 5 habits and deepen teacher/student understanding of their connection to student achievement.					
School wide review of student work with team grading and discussion based on the 5 Habits Rubric and ESLRs	Principal Vice Principal Leadership Team COO	PD Time Summer Institutes August PD days	Spring 2013 -- ongoing	Analysis of student work Analysis of grades re 5 habit calibration	
Common grading practices that incorporate the 5 Habits of Mind and the ESLRs	Principal Vice Principal Leadership Team	PD Time Summer Institutes	Spring 2013 -- ongoing	Analysis of grades Surveys	
Objective 1c: Refine the exhibition process to build academic and metacognitive skills in ways that can be fully integrated into core subject area coursework.					
Evolve Exhibition rubrics in department teams drawing on models from Envision and the NY Consortium for Performance Standards.	Principal, Vice Principal, Exhibition Lead teachers, Performance Based Assessment Research team	PD time, conference attendance, NY Consortium for Performance Standards, Faculty Sponsor	Spring 2013 - ongoing	Analysis of rubrics, exhibition scores, exhibition judge feedback	Principal, Vice Principal, Leadership Team, Faculty Sponsor, Exhibition Lead Teachers
Use Exhibitions to reinforce key skills and content developed in each content and grade level core curriculum.	teachers	PD time, Stanford faculty, Advisor collaboration time	Spring 2013 - ongoing	Analysis of rubrics, exhibition scores, exhibition judge feedback	Principal, Vice Principal, Leadership Team, Faculty Sponsor, Exhibition Lead Teachers
Video record model student exhibition projects to archive the work and use videos to reinforce the integration of academic and meta cognitive skills into the core curriculum	Tech Director, Vice Principal, Exhibition Lead teachers	Video cameras	Spring 2013 - ongoing	exhibition scores, exhibition judge feedback	Principal, Vice Principal, Leadership Team, Faculty Sponsor, Exhibition Lead Teachers
Action Plan Goal 2: Improve vertical alignment of curriculum, common language and instructional practices in core classes and advisory.					
ESLRs Used: 3, 4, and 5					
Growth Targets: * Accomplish vertical alignment of subject area curricula by year's end (13-14). * Measure the quality of vertical alignment from year to year as students move through curricula. * Increase by 5% each year, the number of students scoring the equivalent of Proficient or above on external measures of academic knowledge and skill (i.e. ACT, STAR, etc.)					
Objective 2a: Develop structured and vertically aligned core curricula					
Evolve a clear 4 year plan in each subject area with key concepts and skills articulated for mastery at each grade level, and plan backwards from college/career readiness and 21st century skills.	Principal, Vice Principal, Leadership Team	Envision Learning Partners, PD, Summer Institute, Cañada Early College partners, Stanford GSE coaches	Spring 2013 - June 2014	Curriculum binders Grade level assessments Surveys	Staff, Teacher Leadership team, Council on Policy, School Site Council
Explicitly assess the quality of differentiation, English learner support, support for students with special needs, and rigor in each teacher's work.	Principal, Vice Principal, ELD Coach, Special Education teachers, teachers	Program managers, administration time, ELD coach	Spring 2013 - ongoing	Benchmark and CAHSEE scores of ELD students, teacher observation/evaluations	Faculty sponsor, Council on Policy
Objective 2b: Develop a more structured and vertically aligned advisory curriculum.					
Evolve a clear 4 year plan for Advisory with key concepts and skills articulated for mastery at each grade level, and plan backwards from college/career readiness and 21st century skills.	Principal, Vice Principal, Advisory Lead Teachers, College Counselor	Envision Learning Partners, PD, Summer Institute	Spring 2013 - June 2014	Curriculum binders Grade level assessments Surveys	staff, Teacher Leadership team, Council on Policy, School Site Council
Identify Advisory lead teachers (2-4 by division or grade level) to archive curricular development and train new Advisors in these curricula, as well as coach them throughout the year.	Principal, Vice Principal	Envision Learning Partners, PD, Summer Institute	Spring 2013 - June 2014	staff survey, analysis of advisory curriculum binders	staff, Teacher Leadership team, Council on Policy, School Site Council

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OBJECTIVES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS	HOW TO REPORT PROGRESS
Objective 2c: Analyze assessment data and student work to inform and guide instruction.					
Facilitate departmental PD meetings to analyze student work and assessment data (could include CELDT, STAR/Common Core, school and teacher-developed tools, CAHSEE prompts)	Principal, Vice Principal, Department Lead Teachers, Leadership Team	Cañada College Faculty, spec. Linda Haley	Spring 2013 - ongoing	staff surveys, department meeting minutes, Teacher Leadership team reports	reports to Leadership team, faculty sponsor, Council on Policy, SNS Board
Develop and implement high-quality benchmark assessments across the content, using common core tools	Principal, Vice Principal, Teachers, COO	Envision Learning Partners, Faculty Sponsor, Smarter Balance Assessment Consortium, Stanford Faculty	Spring 2013 - August 2013	analysis of benchmark assessment results	reports to Leadership team, faculty sponsor, Council on Policy, SNS Board, Site Council
Deliver Common Core Assessment Baseline performance exercises with students attempting certain common core questions and staff scoring those together.	Teachers	Envision Learning Partners, Faculty Sponsor, Smarter Balance Assessment Consortium, Stanford Faculty	Fall 2013 - ongoing	analysis of benchmark assessment results	reports to Leadership team, faculty sponsor, Council on Policy, SNS Board, Site Council
Objective 2d: Incorporate the common core standards and assessments in order to inform curriculum.					
Plan rigorous PD to further our understanding of the common core standards and assessments	Principal, Vice Principal, Department Lead teachers, Leadership Team	Envision Learning Partners, Stanford Faculty, Faculty Sponsor, Summer Institutes	Spring 2013 - June 2014	Common Rubrics Curriculum Maps Evidence of analysis of student work	Council on Policy, Faculty Sponsor
Engage the expertise of SGSE faculty, Envision Learning Partners, and others to support mastery of the common core	Principal, Faculty sponsor, COO	Envision Learning Partners, Stanford Faculty, Faculty Sponsor, Summer Institutes	Spring 2013 - June 2014	Common Rubrics Curriculum Maps Evidence of analysis of student work	Council on Policy, Faculty Sponsor
Objective 2e: Fully implement literacy strategies across the curriculum.					
Increase opportunities for student-driven reading during the school day	Principal, Vice Principal, Teacher Leadership Team, ELD Coach	bell schedule, advisory, expanded reading materials	August 2013 - ongoing	Benchmark assessments, CAHSEE scores	Data Analysis shared with faculty, Faculty Sponsor, Council on Policy, SNS Board, School Site Council
Revisit, review and implement school wide literacy strategies, including those learned from Julie Adams (2010-12)	Principal, Vice Principal, Teacher Leadership Team, ELD Coach	PD time, Julie Adams	Spring 2013 - June 2014	Benchmark assessments, CAHSEE scores, schoolwide writing assessments	Data Analysis shared with faculty, Faculty Sponsor, Council on Policy, SNS Board, School Site Council
Facilitate department meetings for Math and Science to focus strategically on literacy strategies within their departments	Department Lead teachers, ELD Coach	Julie Adams, Humanities teacher expertise, Stanford Faculty	Spring 2013 - ongoing	Benchmark assessments, CAHSEE scores	Data Analysis shared with faculty, Faculty Sponsor, Council on Policy, SNS Board, School Site Council
English Department to create a vertical curriculum for writing with vertically aligned rubrics to share across the curriculum	Principal, English teachers	Release time, PD time, Summer Institute	Spring 2013 - June 2014	Common rubric analysis	Faculty Sponsor, Council on Policy, School Site Council

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OBJECTIVES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	HOW TO ASSESS PROGRESS	HOW TO REPORT PROGRESS
Action Plan Goal 3: Refine a comprehensive academic intervention plan that serves all students.					
Rationale: * Student attendance records indicate high rates of tardiness and unexcused absences. * Student grade records show high rates of Ds, Fs (NCs), and Incompletes. * Our student population experiences high levels of trauma, stress, and challenging behaviors related to this. More than 50% of the student population receives some form of therapeutic attention each year.					
ESLRs Used: All					
Growth Targets: * Decrease the percent of students with grades below a C- to less than 20% of the student population through high quality academic / personal support, and collaborations with families, and across the staff. * Intervention and goal setting conversations will happen with 100% of students in academic jeopardy (grades 10-12) within the first three weeks of school. * 100% of students will receive academic progress reports at each mid-quarter, and each quarter. These will be thoroughly reviewed by students with advisors, in addition to semi-monthly academic self-monitoring exercises. * All teaching staff will become expert in the school's graduation requirements as well as tracking student progress toward graduation. * Advisors, teachers, and administrators will make targeted positive home contacts each week, with a specific emphasis on catching struggling students doing something well.					
Objective 3a: Enhance use of data to target and monitor students in need of intervention (attendance, behavior, academics, etc.)					
Analyze student transcripts regularly and schedule parent meetings to intervene early with students in academic jeopardy.	College Counselor, Advisors, Principal, Vice Principal	evening and Saturday meeting times	August 2013 - ongoing	parent surveys, improved grades, reduced need for credit recovery	monthly parent meetings, Council on Policy, Teacher Leadership team
Allocate staff PD time to discuss students, student performance and interventions	College Counselor, Advisors, Teachers, Principal, Vice Principal, Social Worker	PD time	Spring 2013 - ongoing	improved grades, homework completion rates	monthly parent meetings, faculty meetings
Objective 3b: Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student sub-groups.					
Identify highest risk students early, evolve individual plans and communicate with families.	Principal Vice Principal Advisors Mental Health Director	PD Time Evening phone calling translation services Saturday and after school credit recovery classes	Spring 2013 --ongoing	Improve grades, homework completion rates Parent Surveys	SSC Parent Surveys Parent meetings SNS Board
Develop incentives; celebrate successful behavior early and often.	Principal Vice Principal Advisors Teacher Leadership Team	Advisors Site Leadership	Spring 2013-ongoing	Increased attendance rates Decreased need for credit recovery	SSC SNS Board Monthly parent meetings Staff meetings
Investigate the student experience at the school to determine why we are seeing subgroup performance disparities.	Principal Vice Principal Leadership Team	Sub Group focus groups Surveys	Spring 2013-June 2014	Improved performance of subgroups	Staff meetings SNS Board Teacher Leadership Team Faculty Sponsor
Investigate the parent experience with our school and ask for their input around supporting student success.	Principal School Site Council	Parent Sub Group Focus Groups Surveys Monthly Parent Meetings	Spring 2013-June 2014	Parent surveys Feedback from monthly parent meetings	Monthly Parent meetings Staff meetings Teacher Leadership Team Faculty Sponsor
Build staff capacity to engage students in respectful and culturally responsive ways.	Principal Vice Principal Leadership Team	PD Staff expertise Stanford Faculty	Spring 2013-June 2014	Student surveys Staff surveys	Teacher Leadership Team Staff meetings Council on Policy
Adopt a well-researched and appropriate schoolwide late work policy, with differentiation between lower and upper division.	Principal, Vice Principal, Faculty Sponsor	Council on Policy Stanford Faculty Faculty Sponsor	Spring 2013 - August 2013	Homework completion rates, teacher survey	Council on Policy, SNS Board

APPENDICES

- I. Five (5) Habits Rubric
- II. Graduation Requirements Checklist
- III. Teacher Evaluation Tool
- IV. Non-Teaching Staff Evaluation Tool
- V. Board Bylaws
- VI. Fiscal Control Policies
- VII. Personnel Policy
- VIII. Budget – Multi-Year Projection
- IX. Teacher Compensation Structure
- X. Charter Petition
- XI. Discipline and Expulsion Policy
- XII. ELL Master Plan
- XIII. SPED Plan
- XIV. Year End Report 2011-2012

Five Habits Rubric

HABIT 1: PERSONAL RESPONSIBILITY

	<i>Emerging Competency</i>	<i>Approaching the Standard</i>	<i>Meeting the Standard</i>	<i>Exceeding the Standard</i>
Be Punctual * <i>Attendance</i> <i>Tardies</i>	Student is late but is able to complete required tasks	Prior accommodations are made when tardy or absent	Student is present and comes on time	Student is present, on time and is fully prepared to begin
Be Prepared** <i>Homework</i>	Student shows some preparation	Student comes prepared by completing basic requirements	Student comes prepared by meeting all requirements and completing all aspects of the assignment	Student is prepared beyond the requirements of the assignment and is ready to overcome unexpected challenges
Be Productive and Participate <i>Classwork</i> <i>Class Participation</i>	Student completes minimal work Student participates when required and asked	Student completes work that approaches the student's potential Student participates when required	Student completes work that represents the student's potential Student participates independently to advance learning	Student completes work, stretching the student's ability and going beyond requirements in quality and participation
Self-Reflect	Student completes reflections in a limited manner when required	Student engages in self-reflection when required and identifies areas of strength and weakness	Student engages in self-reflection independently to identify areas of strength and weakness	Student engages in independent and frequent self-reflection, identifying areas of strength and weakness, and using the reflections to grow as a learner

Five Habits Rubric

HABIT 2: SOCIAL RESPONSIBILITY

	<i>Emerging Competency</i>	<i>Approaching the Standard</i>	<i>Meeting the Standard</i>	<i>Exceeding the Standard</i>
Collaborate Effectively <i>Groupwork</i>	Student attempts to follow group roles & norms, and would be more successful if effort consistently supported group goals.	Student follows group roles & norms throughout task; doing so with more quality could advance group goals.	Student follows group roles & norms throughout task in order to advance group goals.	Student follows group roles & norms throughout task, and plays a key leadership role in advancing group goals.
Interact Respectfully <i>Classroom Behavior</i>	Student attempts to act and speak respectfully and corrects his/her inappropriate behavior, language, and/or use of property when reminded. Student uses these experiences to improve his/her actions and/or language.	Student acts and speaks respectfully or self-corrects when behavior, language, or use of property is inappropriate. Student is a bystander when conflict occurs, neither adding nor detracting from the classroom environment.	Student acts and speaks respectfully. Personal and school property is treated appropriately, with safety in mind. Student is a positive member of the classroom and avoids conflict.	Student acts and speaks respectfully even when faced with conflict. Personal and school property is treated appropriately, with safety in mind. Student moderates conflict and plays a key leadership role in moving class in a positive direction.
Build Bridges <i>Community Interactions</i>	Student takes action to modify behavior when inappropriate in order to better represent the school.	Student acts in a way that neither harms nor helps the relationship between the school and the community.	Student represents school in a positive way with appropriate behavior and use of language and property.	Student helps generate a positive view of school and creates healthy relationships with the community.

Five Habits Rubric

HABIT 3: CRITICAL AND CREATIVE THINKING

	<i>Emerging Competency</i>	<i>Approaching the Standard</i>	<i>Meeting the Standard</i>	<i>Exceeding the Standard</i>
Ask <i>Pose Problems</i>	Student needs to define the problem or pose questions that address the problem.	Student defines some parts of the problem and poses questions that address the problem.	Student defines the problem and poses questions that help clarify the problem.	Student understands the problem and poses precise questions that clarify and simplify the problem.
Predict <i>Hypothesize</i> <i>Estimate</i> <i>Infer</i>	Student offers an illogical prediction.	Student uses limited experiences and observations to make a partial prediction.	Student uses available experiences and observations to make a logical prediction.	Student uses imagination, experiences and observations to make a logical and creative prediction
Investigate <i>Gather and Organize Evidence</i>	Student needs to gather more information from a variety of sources, and/or organize it, and/or decide what information is most useful as evidence.	Student gathers some information from a variety of sources and generally organizes it but without attention to the quality of the evidence.	Student gathers information from a variety of valid sources, organizes it clearly, and decides what information is most useful as evidence.	Student gathers detailed information from a wide variety of valid sources, organizes it into relevant categories, and accurately decides what information is most useful as evidence.
Create <i>Analyze</i> <i>Synthesize</i> <i>Justify</i>	Student creates few new arguments, ideas and theories based on a shallow analysis of the evidence.	Student creates new arguments, ideas and theories based on an analysis of the evidence.	Student creates new arguments, ideas and theories based on a thorough analysis of the evidence.	Student creates significant new arguments, ideas and theories based on a thorough analysis of the evidence.
Discuss <i>Seek other perspectives and</i> <i>Revise work</i>	Student needs to seek alternate perspectives and/or makes more revision to ideas.	Student seeks alternate perspectives and makes some revisions to ideas.	Student seeks alternative perspectives and makes revisions to ideas that clarify thinking.	Student independently seeks alternative perspectives and makes multiple revisions clarify and advance thinking.
Connect <i>Make connections and implications</i> <i>Answer “So what?”</i>	Student needs to make connections between her work and either herself, her community or the world.	Student makes surface connections between his work and either himself, his community or the world.	Student makes deep connections between her work and either herself, her community OR the world.	Student makes deep connections between his work and himself, his community AND the world.

Five Habits Rubric

HABIT 4: APPLICATION OF KNOWLEDGE

	<i>Emerging Competency</i>	<i>Approaching the Standard</i>	<i>Meeting the Standard</i>	<i>Exceeding the Standard</i>
Understand Content <i>Key Concepts to be Assessed:</i>	Student shows limited understanding of key concepts.	Student shows some understanding of many key concepts.	Student shows complete understanding of most or all key concepts and is able to apply key concepts in a specific manner.	Student shows extensive knowledge of all key concepts and is able to apply concepts to an unanticipated task or context.
Demonstrate Content Area Skills <i>Skills to be Assessed:</i>	Student demonstrates beginning mastery of skills when guided by the teacher to accomplish the assignment.	Student demonstrates beginning mastery of skills and works independently to accomplish the assignment.	Student demonstrates proficient mastery of all required skills and works independently to accomplish the assignment.	Student demonstrates an independent and sophisticated mastery of all required skills, going beyond the requirements of the assignment and integrating other content area skills.
Answer Questions About the Content and Skills	Student answers basic questions about the key concepts or skills.	Student answers most questions about the key concepts or skills in a general manner.	Student answers most questions about the key concepts or skills in a specific manner.	Student comfortably answers complex questions about the key concepts or skills in a specific manner.

Five Habits Rubric

HABIT 5: COMMUNICATION

	<i>Emerging Competency</i>	<i>Approaching the Standard</i>	<i>Meeting the Standard</i>	<i>Exceeding the Standard</i>
Communicate Main Idea	Student needs to develop and clarify main idea.	Student communicates main idea.	Student communicates main idea clearly.	Student communicates main idea clearly. Main idea is provocative.
Organize Thoughts	Student needs to organize thoughts for clarity.	Student needs to reorganize thoughts for clarity and/or add missing parts.	Student has organized thoughts clearly and developed all required parts.	Student has organized thoughts clearly and all parts flow se.
Use Language to Support Understanding	Student work is difficult to understand due to grammatical/ spelling errors.	Student work is understandable despite grammatical/ spelling errors.	Student work has few grammatical/ spelling errors.	Student work has no grammatical/ spelling errors.
Present Orally	Student needs to use appropriate eye contact, body language, and/or voice.	Student at times uses appropriate eye contact, body language, and/or voice.	Student uses appropriate eye contact, body language, and voice throughout presentation.	Student's eloquence and passion come across with his/her eye contact, body language, and voice.

Student: _____
 Advisor: _____
 Current Grade Level: _____

East Palo Alto Academy Graduation Requirements

Course Requirements

Each semester is worth 5 credits to total 220 credits (including exhibitions) for **BASIC COLLEGE PREP**.

FOUR –YEAR COLLEGE PREP requires taking additional credits.

Course	9 th Grade		10 th Grade		11 th Grade		12 th Grade		Credits Completed
English 4 years (40 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken	English 1	English 1	English 2	English 2	English 3	English 3	English 4	English 4	
Social Science 3 years (30 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken	Intro Wrld Hist	Intro Wrld Hist	World History	World History	U.S. History	U.S. History	Government	Economics	
Mathematics Minimum: 2 years (20 credits) UC/4-year: 3+ years (30+ credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken									
Science Minimum: 2 years (20 credits) UC/4-year: 3+ years (30+ credits)* <i>* Must have TWO lab sciences.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken									
Language Minimum: 1 years (10 credits) UC/4-year: 2+ years (20+ credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken									
Visual/Performing Art 1 year (10 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken									
Advisory 4 years (40 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken									
Electives 3 years (30 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courses taken									

OTHER REQUIREMENTS

Exhibitions

(5 credits each)

Exhibition Grade: Project	Completed	Date
Grade 9: _____	<input type="checkbox"/>	
Grade 10: _____	<input type="checkbox"/>	
Grade 11: _____	<input type="checkbox"/>	
Grade 12: _____	<input type="checkbox"/>	

California High School Exit Exam (CAHSEE)

Test Section	Passed	Date
English Language Arts (ELA)	<input type="checkbox"/>	
Mathematics	<input type="checkbox"/>	

SUMMARY

Total credits earned year-to-date (YTD): _____

Current GPA: *Unweighted:* _____ *Weighted:* _____

CELDT level (circle one): Beginning Early Intermediate Intermediate Early Advanced Advanced

STAR ELA (circle one): Far Below Basic Below Basic Basic Proficient Advanced

STAR Math (circle one): Far Below Basic Below Basic Basic Proficient Advanced

NOTES:

[illegible]

**CERTIFICATED EVALUATION OBSERVATION FORM
TEACHER**

Name of Evaluatee: _____ Name of Evaluator: _____

Grade: _____ Subject: _____

2011-2012 Observation Schedule

First Formal Observation by December 16, 2011

Second Formal Observation by February 29, 2012

Third Formal Observation by May 15, 2012

Pre-Observation Conference Dates (A minimum, of 3 observations must be conducted)

	1st	2nd	3rd	4th
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Observations

	1st	2nd	3rd	4th
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Post-Observation Conference (must occur within 5 days of observation)

	1st	2nd	3rd	4th
--	-----------------------	-----------------------	-----------------------	-----------------------

Advisory Observations

	1st	2nd	3rd	4th
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Teacher Evaluation Benchmarks

For each indicator:

Level 1 - Little or No Evidence: The teacher's performance does not generally demonstrate the practice described by the standard or is inconsistent in doing so. Instruction in this area is not yet sufficiently well-planned or implemented to be effective in ensuring student learning. The classroom environment is inconsistently positive or productive in engaging students in learning. Continual support is needed.

Level 2 – Developing: The teacher's performance is variable in demonstrating this practice or accomplishing the outcome outlined in the standard. The teacher has created a classroom environment in which there are episodes of successful practice, and some students are engaged in learning. Support is needed to develop practice in this area.

Level 3 – Proficient: The teacher's performance is consistently successful in this area of practice, and the teacher accomplishes most of the outcome(s) outlined in this standard. The teacher plans and implements an effective curriculum with instruction that meets student needs. The teacher has created a positive, purposeful classroom environment where most students are effectively engaged and making strong strides in their learning. The teacher is able to practice independently in achieving these goals.

Level 4 – Advanced: The teacher's performance is consistently successful and responsive to individual student needs in this area of practice, and fully accomplishes the outcome(s) outlined in this standard. The teacher plans and implements an effective curriculum for a wide range of students across the full range of goals for his/ her teaching assignment. The teacher has created a positive, purposeful classroom environment where all students are effectively engaged and making strong strides in their learning. The teacher individualizes learning supports for students who have particular needs and, in his or her teaching or advising role, reaches out to ensure that extra-classroom resources are used to meet student needs. The teacher is able to succeed with a wide range of students and to help other colleagues learn in this area.

□

RATING CODES

- | | |
|---|--|
| 1. Does not meet Standards:
Unsatisfactory | <i>Any 1 or 2 ratings must have
specific recommendations.</i> |
| 2. Does not meet Standards:
Developing | |
| 3. Meets Standards | <i>Any 4 ratings must have
specific commendations.</i> |
| 4. Exceeds Standards | |

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
I. Standard for Engaging and Supporting All Students In Learning							
A. Connecting students' prior knowledge, life experience, and interests with learning goals.							
B. Using a variety of instructional strategies and resources to respond to students' diverse needs, including English Language Learners and Special Education students.							
C. Facilitating learning experiences that promote autonomy, interaction and choice.							
D. Promoting self-directed, reflective learning for all students.							
E. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful							
Summative rating for Standard I							

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
II. Standard for Creating and Maintaining Effective Environments for Student Learning							
A. Creating a physical environment that engages all students							
B. Promoting social development and group responsibility							
C. Establishing and maintaining standards for student behavior.							
D. Planning and implementing classroom procedures and routines that support student learning							
E. Using instructional time effectively.							
Summative rating for Standard II							

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
III. Standard for Understanding and Organizing Subject Matter for Student Learning							
A. Demonstrating knowledge of subject matter content and student development.							
B. Organizing and differentiating curriculum to support student understanding of subject matter							
C. Developing student understanding through instructional strategies that are appropriate to the subject matter.							
D. Using materials, resources, and technologies to make subject matter accessible to students.							
Summative rating for Standard III							

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
IV. Standard for Planning Instruction and Designing Learning Experiences for All Students							
A. Drawing on and valuing students' backgrounds, interests, and developmental needs.							
B. Establishing and articulating goals for student learning.							
C. Developing and sequencing instructional activities and materials for student learning							
Summative rating for Standard IV							

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
V. Standard for Assessing Student Learning							
A. Appropriately assessing stated learning goals for all students							
B. Collecting and using multiple sources of information to assess student learning							
C. Involving and guiding all students in assessing their own learning.							
D. Using the results of assessments to guide instruction							
E. Communicating with students, families, and other audiences about student progress.							
Summative rating for Standard V							

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
VI. Standard for Advising Students (Based on unscheduled Advisory visits and observations)							
A. Involving and guiding all students in assessing their own learning.							
B. Working with families to support and track students' learning goals and academic success.							
C. Promoting social-emotional development and group responsibility.							
D. Planning and implementing procedures for building skills and college/career readiness.							
Summative rating for Standard VI							

Evaluation Criteria	Ratings for each observation					Notes	Summary
	1 st	2 nd	3 rd	4 th	5 th		
VII. Standard for Developing as a Professional Educator (*Evaluated through observations and interviews)							
A. Reflecting on teaching practice and planning professional development.							
B. Establishing professional goals and pursuing opportunities to grow professionally (Take One).							
C. Working with colleagues to improve professional practice.							
Summative rating for Standard VII							

COMMENDATIONS AND RECOMMENDATIONS

This includes three formal observations, and up to two informal observations.

<p>Observation 1 Summary:</p> <p>Evaluatee's Response (including mitigating circumstances):</p>	<p>Evaluatee's Signature</p>	<p>Date:</p>
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<p>Observation 2 Summary:</p> <p>Evaluatee's Response (including mitigating circumstances):</p>	<p>Evaluatee's Signature</p>	<p>Date:</p>
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<p>Observation 3 Summary:</p> <p>Evaluatee's Response (including mitigating circumstances):</p>	<p>Evaluatee's Signature</p>	<p>Date:</p>
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COMMENDATIONS AND RECOMMENDATIONS

continued

Observation 4 Summary:

Evaluatee's Response (including mitigating circumstances):

Evaluatee's Signature

Date:

Observation 5 Summary:

Evaluatee's Response (including mitigating circumstances):

Evaluatee's Signature

Date:

Associate Director of Special Programs**Evaluation Form 2010-2011**

Based upon Job Description drafted August 6, 2010

General purpose of position

The Special Programs Coordinator will manage special programs and compliance reporting, oversee and coordinate all staff functions relating to the input and use of student data.

The Special Programs Coordinator will work collaboratively with the High School staff and Stanford Faculty to create reports that inform instruction. The Special Programs Coordinator will work collaboratively with HS Principal and CEO to ensure that:

- Special/categorical programs (including restricted donations and foundation grants) are managed consistent with school needs and government requirements;
- Student performance and demographic data, as well as other required information, is accurately collected and reported as required;
- Mandated assessments are implemented in compliance with regulations;
- All assessment data is made available to school administrators and others to support improvement of the instructional program

COMPLIANCE WITH RESPECT TO SPECIALLY-FUNDED PROGRAMS (STATE, FEDERAL, AND FOUNDATION)

Responsibility	4	3	2	1	NOTES
Maintain current understanding of applicable laws, regulations, guidelines and agreements regarding use of special program funds					
Support school and central administrative staff, as appropriate, in meeting state, federal and other applicable accountability requirements.					
Participate in budget development and oversight process to ensure expenditures are in compliance with program mandates.					
Monitor due dates and content requirements for required reports.					
In coordination with school staff, ensure reports are completed in a timely and accurate manner.					
As requested, assist in the development of policies and procedures related to compliance issues.					

Comments/Focus Area: _____

Associate Director of Special Programs**Evaluation Form 2010-2011***Based upon Job Description drafted August 6, 2010***SUPPORT EFFORTS OF THE SCHOOLS AND CENTRAL ADMINISTRATION TO COMPLY WITH MANDATED ASSESSMENT PROTOCOLS**

Responsibility	4	3	2	1	NOTES
Maintain current understanding of applicable laws, regulations, guidelines and manuals regarding mandated assessments.					
Ensure school site staff with responsibility for mandatory assessments have needed information and training.					
Support school site staff in administration of mandated testing; act as liaison with California Department of Education for questions and problems.					
Provide quality control for timely, complete and correct transmission of test materials to CDE.					
Work with school sites to facilitate effective use of assessment data (from mandated and other sources) to assist in program improvement.					

Comments/Focus Area: _____

ENSURE THAT REPORTING REQUIREMENTS FOR PRIVATE FUNDING SOURCES ARE MET ON A TIMELY BASIS.

Responsibility	4	3	2	1	NOTES
Monitor due dates and data requirements; prepare financial and certain other quantitative report elements.					
Coordinate with school staff to gather qualitative and other data					
Ensure timely report submission and filing of reports.					

Comments/Focus Area: _____

Associate Director of Special Programs**Evaluation Form 2010-2011***Based upon Job Description drafted August 6, 2010***OTHER TASKS THIS ACADEMIC YEAR**

Responsibility	4	3	2	1	NOTES
<i>See comments below</i>					

Comments/Focus Area: _____

PROFESSIONALISM

Responsibility	4	3	2	1	NOTES
Attendance record (daily attendance)					
Professional Appearance					
Attitude of caring and enthusiasm					
Collaborates well with colleagues; works well in a team					
Creates an efficient and welcoming workspace					

Comments/Focus Area: _____

CORE SKILLS

Responsibility	4	3	2	1	NOTES
Communicates well (verbal and written)					
Proficiency with information technology					
Problem solves effectively					
Manage tasks and projects effectively and efficiently					
Takes initiative and follows through with commitments					

**Associate Director of Special Programs
Evaluation Form 2010-2011**

Based upon Job Description drafted August 6, 2010



SUMMATIVE COMMENTS:



NEXT STEPS

Goals / Priorities Going Forward / Areas of Growth:

Needs / Request for Support or Professional Development

**BYLAWS
OF
STANFORD SCHOOLS CORPORATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

NAME. The name of this corporation is: Stanford Schools Corporation (“Corporation”).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The location of the principal office for the transaction of the activities and affairs of the Corporation shall be determined by the Board of Directors (“Board of Directors” or “Board”), which may change the location of the principal office at any time.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, direct and promote one or more public charter schools in California (“Charter School”). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, trust or corporation that is organized and operated exclusively for charitable purposes or educational purposes and that has established its exempt status as an organization described in section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code.

ARTICLE VI CORPORATION WITHOUT MEMBERS

CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees (Article VII, Section 19), however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article III of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- (a) Subject to any applicable contractual or other legal requirements, appoint and remove all corporate officers, agents, and employees; prescribe powers and duties

for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- (b) Change the principal office or the principal business office in California from one location to another; conduct its activities in or outside California; and designate a place in California for holding any meeting of directors.
- (c) Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- (d) Adopt and use a corporate seal or alter the form of such seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The authorized number of directors shall be an odd number and no more than fifteen (15) unless changed by amendment to these bylaws. The majority of board members must be employees or designees of Stanford University. All directors shall hold office by virtue of designation as follows:

- (a) The Dean of Stanford University's School of Education (or comparable office) shall serve as a director, or shall have the power and right to designate an individual to serve as a director in his or her place;
- (b) The Stanford University faculty member appointed by the University as the sponsor of the Charter School shall serve as a director;
- (c) The governing board of the School District with jurisdiction over the Charter School (the "District") shall appoint one individual to serve as a director, consistent with California Education Code §47604(b);
- (d) The Parent Advisory Council which supports the Charter School shall designate one individual to serve as a director.
- (e) The Chair of the Board of Trustees of Stanford University shall be entitled to designate one (1) individual to serve as a director.
- (f) The President of Stanford University shall designate all other individuals who will serve as directors

The director designated pursuant to Section 3(d) above, shall be a parent, guardian or principal caretaker of a student attending the Charter School, and shall not be an employee of the Corporation or Stanford University or any related entity;

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated directly by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation or reimbursement of

reasonably-incurred expenses paid to a director as a director and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person described in (a), above. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 5. DIRECTOR'S TERM. Directors shall serve the following terms, or until a successor director has been otherwise designated and qualified:

- (a) The individuals designated as a director pursuant to Section 3(a), 3(b), and 3(c), above, shall each hold office for a term coterminous with their respective office or appointment as required by such sections.
- (b) The individual designated and qualified as a director pursuant to Section 3(d), above shall hold office for a two (2) year term, which may be renewed by designation for only one additional term of two (2) years.
- (c) The individuals designated and qualified as a director pursuant to Sections 3(e) and 3(f) above shall serve renewable terms of three (3) years.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director, (b) the removal of a director with or without cause by resolution of the Board as noted below, (c) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California's Nonprofit Public Benefit Corporation Law (Part 2, Chapter 2, Article 3), (d) the increase of the authorized number of directors, (e) the failure of any director to be designated and qualified to serve as a director pursuant to these bylaws, (f) the failure of any individual designated as a director pursuant to Sections 3(a) or 3(b) above, to remain as an employee, or hold the required office or appointment, of Stanford University as required by the respective Sections 3(a) or 3(b), (g) the removal of a director designated pursuant to Sections 3(a) or 3(b), above, with or without cause, by the President of Stanford University.

Any director, except the director designated pursuant to Section 3(c), may be removed, with or without cause, by the vote of an absolute majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 14. Any vacancy caused by the removal of a director shall be filled as provided in Section 9.

Any director, except the director designated pursuant to Section 3(c), who does not attend three successive Board meetings shall automatically be removed from the Board without a Board resolution unless (a) the director requests a leave of absence for a limited period of time and the leave is approved by the directors at a regular or special meeting (if such leave is granted, the number of board members will be reduced by one in determining whether a quorum is or is not present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure of this

subsection or (c) the Board, by resolution of the majority of Board members, approves the reinstatement of such director.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the president or the secretary of the Corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly designated director or directors.

Section 9. BOARD VACANCIES. Any vacancy on the Board of Directors shall be filled pursuant to the rights and powers of designation as set forth in Section 3, above.

Section 10. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation; provided that the Board of Directors may determine that a meeting be held at any place within California as designated by resolution of the Board of Directors or in the notice of the meeting.

Section 11. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held through the use of a conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member of the Board participating in the meeting can communicate concurrently with all other members.
- (b) Each member of the Board is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 12. ANNUAL AND REGULAR MEETINGS. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to a resolution of the

Board, otherwise notice of an annual meeting shall satisfy the notice requirements of a special meeting. The Board may hold regular, special and emergency meetings. Regular meetings of the Board may be held without notice if the time and place of the meetings are fixed by a resolution of the Board. If the time and place of the regular meetings are not so fixed, any notice of a regular meeting shall satisfy the notice requirements of a special meeting.

Section 13. **AUTHORITY TO CALL SPECIAL MEETINGS.** Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the president or a majority of the directors.

Section 14. **NOTICE OF SPECIAL OR EMERGENCY MEETINGS AND WAIVER OF NOTICE.** Notice of the time and place of special or emergency meetings shall be given upon four days' prior notice to each director by first-class mail, postage prepaid, or 48 hours prior notice delivered personally or by (a) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director, (b) telegram, (c) facsimile, (d) electronic mail or (e) other electronic transmission means. All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records. Notice of a special or emergency meeting need not be given to a director who provides a waiver of notice or a consent to holding the meeting or an approval of the minutes in writing whether before or after the meeting.

Section 15. **QUORUM.** The presence of a simple majority of directors actively serving shall constitute a quorum for the transaction of any business except adjournment. Except as provided herein, every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board and (d) indemnification of directors. The affirmative vote of an absolute majority of all directors in office shall be required for any act or decision of the Corporation concerning (1) the approval of the annual budget, (2) the organization of a new school as part of the Charter School, (3) a sale, lease, conveyance, exchange, transfer or other disposition of substantially all of the assets of the Corporation, or (4) a merger, consolidation or other change in form or character of the Corporation.

Section 16. **ACTION OF MEETING FOLLOWING WITHDRAWAL OF DIRECTORS.** A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 17. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 18. **COMPENSATION AND REIMBURSEMENT.** Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of

expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 19. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing and/or ad hoc committees, to serve at the pleasure of the Board. These committees shall include an Audit Committee and any other Committee required by law. Authorized committees that shall exercise the authority of the Board shall consist of two or more directors, except that the Audit Committee shall exercise any authority of the Board as may be necessary to comply fully with California law. All committee appointments shall be approved by the Board of Directors. Committees shall report to the Board on a periodic basis. Committees of the Board of Directors shall have all the authority to the extent provided in the Board of Directors' resolution establishing the committee, except that committee actions potentially involving substantial liability or major policy decisions, as determined by the Board, shall be approved by the Board; and provided that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of a majority or more of all members of the Board;
- (b) Fill vacancies on the Board or any committee of the Board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee of the Board;
- (d) Amend or repeal committee bylaws or adopt new committee bylaws;
- (e) Amend or repeal any resolution of the Board of Directors;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board; or
- (g) Approve any self-dealing transaction including any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest, except with special approval as provided for in Corporations Code section 5233(d)(3).

There shall be an Executive Committee consisting of the Chair, Treasurer, a Faculty Sponsor, and at least one other director who shall be appointed by the Board. The Executive Committee may exercise any authority of the Board, except with respect to items a-g in Section 19.

Section 20. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and any applicable resolution of the Board of Directors. If the time for general meetings of such committees and the calling of special meetings of such committees are not set by Board of Directors' resolution, such matters may be set by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate

records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may adopt reasonable rules governing its procedures subject to further actions of the Board of Directors.

Section 21. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 22. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code section 1232g and attendant regulations as they may be amended from time to time.

Section 23. EX OFFICIO ATTENDEES AT MEETINGS OF THE BOARD. Each principal of a school organized and operated by the Charter School shall have the right to attend and participate in the discussions at any non-executive session or other meeting of the Board but shall not have the right to vote or other rights of directors, and shall be subject to such other limitations or ground rules as may be established in the sole discretion of the Board. The Board shall have the right and power in its sole discretion to establish other categories of persons who may attend and participate in the non-executive sessions or other meetings of the Board.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a chairman of the Board, a president, a secretary, and a chief financial officer (hereinafter "treasurer"). The Corporation, at the Board's direction, may also have one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed by the Board pursuant thereto. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint, or authorize the president or another officer to appoint, any other officer that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Subject to any applicable contracts, collective bargaining requirements or other legal requirements, without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or

without cause. An officer who was not chosen by the Board of Directors may, in addition, be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is to be elected, any candidate must be a director otherwise duly designated pursuant to ARTICLE VII, Section 3 of the bylaws. Any duly elected chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the absence of the chairman, such other officer as designated by the Board shall preside at Board of Directors meetings and may exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The chief executive officer of the Corporation shall be the president. Subject to the control and direction of the Board, and subject to the president's contract of employment, if any, the president shall supervise, direct, and control the Corporation's activities, affairs, and officers, as may be more fully described in any Board resolution or applicable employment contract, agreement, or job specification. In the absence of the chairman and subject to any decision of the Board, the president may preside at meetings of the Board of Directors meetings. The president shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE PRESIDENT. If the Board of Directors elects one or more vice presidents, a vice president may exercise and perform such powers and duties as the Board may determine, including the performance of some or all of the duties of the president when the president is absent or unavailable to perform such duties. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president as the Board or bylaws may provide or require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held, whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized, the notice given and the names of persons present at Board of Directors and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of members of the Board of Directors, and of committees of the Board of Directors, that these by laws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 12. TREASURER. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions, and shall be known as the chief financial officer of the Corporation. The treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate, (ii) disburse the Corporation's funds as the Board of Directors may order, (iii) render to the president and the Board, when requested, an account of all transactions of the treasurer and of the financial condition of the corporation and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

CONTRACTS WITH DIRECTORS AND OFFICERS. No contract or other transaction between the Corporation and a director of the Corporation, or any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors or have a material financial interest, shall be approved unless (a) the material facts regarding that transaction and the director's financial interest in such contract or transaction, or the common directorship's financial interest in such other entity, are fully disclosed in good faith and noted in the minutes, or are known to the Board of Directors prior to the Board's consideration of such contract or transaction, (b) such contract or transaction is authorized, approved or ratified in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors, and (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith determines after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances, the Corporation enters into the transaction for its own benefit, and that the transaction is fair and reasonable to the Corporation at the time the transaction is entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of the Corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their

families because they are in the class of persons intended to be benefited by the educational or charitable program of the Corporation. Further, a Trustee, officer or employee of Stanford University serving as a director of the Corporation shall not be deemed to have a material financial interest in any contract or transaction between the Corporation or Stanford University unless it directly involves such person's compensation or other direct financial interest of such person.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses from the Corporation.

ARTICLE XI INDEMNIFICATION

INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, agents of the Corporation, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors may authorize indemnification.

ARTICLE XII INSURANCE

INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents of the Corporation, to cover any liability asserted against or incurred by any officer, director, employee, or such agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by and to the extent of California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents to the extent permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with or is not required by California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the secretary shall, on the written request of any director, furnish to that person a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors within 180 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- (d) The Corporation's expenses or disbursements for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its affiliate, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000, or was one of several transactions with the same interested person involving in the aggregate more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation or affiliate (but mere common directorship shall not be considered such an interest), or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation or its affiliate. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI AMENDMENT TO BYLAWS

Except as provided herein, these bylaws may be amended by the vote of an absolute majority of all members of the Board of Directors at a meeting in which a quorum is present. Any amendment of Article III, Article V and Article VII, otherwise approved pursuant to this Article XVI, shall be effective only with the prior written approval of the President of Stanford University. Bylaws may not be amended to include any provision that conflicts with law, the articles of incorporation, or the Charter of the Charter School.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Stanford Schools Corporation, a California nonprofit public benefit corporation (the "Corporation"), that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the unanimous vote of all of the directors of the Corporation present during a regular board meeting held on December 6, 2011 and that these bylaws have not been amended or modified since that date.

Executed on December 6, 2011 at Stanford, California.

Kevin Sved, Secretary



Fiscal Control Policies for Stanford New Schools

The Board of Directors of Stanford Schools Corporation, dba Stanford New Schools ("SNS"), operator of the Sequoia East Palo Alto Academy, has reviewed and adopted the following policies to ensure that the organization's funds are used to most effectively support the organization's mission and to ensure that the funds are budgeted, accounted for, expended, and maintained in an appropriate fashion.

A. Budget Development and Oversight Calendar and Responsibilities

SNS will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January – February

- The Chief Executive Officer ("CEO") reviews Governor's proposed state budget for the upcoming fiscal year, and identifies the likely range of revenues for the school's upcoming fiscal year (July 1-June 30).
- The CEO reviews/prepares a set of proposed budget development principles for Board Finance Committee review and approval. (The Board Treasurer serves on the Board Finance Committee.)
- CEO develops rough planning budget for upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- CEO develops three-year budget projection in accord with the school's established strategic and growth plans.
- At the end of January, the SNS accountant and CEO prepare the 2nd interim financial report and evaluate the need for budget revision. Budget revisions are identified in collaboration with the school principal and Leadership Team. Following review by the Board Finance Committee, the Board approves the 2nd interim report and any needed changes to the annual budget.
- CEO works with school principal and Board Finance Committee to ensure ongoing monitoring and revision of current year budget.

March – April

- The CEO, working in conjunction with school principal and Leadership Team prepare a formal budget plan for upcoming fiscal year. The plan is reviewed by the Finance Committee of the Board.
- CEO works with school principal and Board Finance Committee to ensure ongoing monitoring and revision of current year budget.

- The Audit Committee of the Board solicits bids for the annual audit and selects an auditor.

May – June

- CEO reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes in collaboration with the school principal, SNS Central staff and Council on Policy and Research. This budget will include monthly cash flow projections. The Board Finance Committee reviews and finalizes the proposed budget for the upcoming fiscal year and forwards to the Board.
- The Board reviews and formally adopts a budget for upcoming fiscal year before June 15. A copy of the final budget is provided to the charter-granting agency.
- CEO works with school principal and Board Finance Committee to ensure ongoing monitoring and revision of current year budget.

July – August

- SNS bookkeeper and accountant, under the supervision of the CEO, close the books for prior fiscal year; all transactions are posted and records assembled for audit.
- Budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made by the CEO in collaboration with the school principal and Leadership Team. If material revisions (total changes exceeding 5% of expenditures) are made the budget is subjected to review and approval by the Board Finance Committee and Board. A copy of the revised final budget is provided to the charter-granting agency.
- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Audit Committee.
- Starting at the end of June, the SNS accountant and CEO prepare the unaudited actuals financial report. Following review by the Board Finance Committee, the Board approves the unaudited actuals for submission to the chartering agency by September 15th.
- CEO works with school principal and Board Finance Committee to ensure ongoing monitoring and revision of current year budget.

September – December

- At the end of the first full week of school, the CEO reviews SNS's actual attendance figures and notifies the Board if actual attendance is below budget projections by more than 5% (combined or at either school site). If needed, the school's budget is again revised to match likely revenues.
- The Audit Committee of the Board reviews a copy of the audit. CEO and Finance Committee address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to charter-granting agency.

- At the end of October, the SNS accountant and CEO prepare the 1st interim financial report and evaluate the need for budget revision. Budget revisions are identified in collaboration with the school principal, SNS Central staff and Council on Policy and Research. Following review by the Board Finance Committee, the Board approves the 1st interim report and any needed changes to the annual budget.
- CEO works with school principal and Board Finance Committee to ensure ongoing monitoring and revision of current year budget.

B. Controls, Budget, and Fiscal Management

SNS will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

SNS will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the school principal or CEO who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over \$5,000 must be co-signed by the school principal and CEO to ensure separation of expenditure authorization and check signing functions.

All transactions will be posted in an electronic general ledger. The transactions will be posted on the ledger by someone at the bookkeeper or contracted accountant. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.

Budget Transfers

The CEO may transfer up to \$50,000 from one budget line item (account/object code) to another within an unrestricted class/resource, or up to \$10,000 from one budget line item to another within a restricted class/resource, without prior Board approval. The CEO is also authorized to make budget adjustments to correct erroneous classifications by account/object or class/resource without prior Board approval when there is no net impact on revenues or expenditures. Such changes shall be approved by the Board as part of the review of required financial reports (1st interim, 2nd interim and unaudited actuals). Budget transfers in excess of these limits require advance board approval.

Banking Arrangements

SNS will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled

Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all checks over \$20,000 must be signed by two authorized signatories.

SNS's accountant will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and make available (1) a balance sheet and (2) a comparison of budgeted to actual revenues and expenditures to date. The CEO and Finance Committee of the Board will review these statements at least quarterly. SNS will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed \$1,000, may be established with an appropriate ledger to be reconciled twice monthly by the school site office manager, who shall not be authorized to expend petty cash.

All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures

All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The CEO shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors were contacted and such documentation shall be maintained for three years. All purchases in excess of \$25,000 must be bid by a board-approved process, except in the case of circumstances beyond SNS's control that necessitate the urgent purchase of supplies, equipment, or services. Such exigent circumstances shall be documented with the purchase order.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Property Inventory

The CEO shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$1,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year.

Any excess or surplus property owned by the school may be sold or auctioned by the CEO provided the CEO engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$5,000 shall be approved in advance by the Board.

Payroll Services

SNS will contract with the County Office of Education or a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The CEO will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The bookkeeper/payroll administrator and CEO will review payroll statements for each payroll period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Attendance Accounting

The school principal and CEO will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the school and engaged in the activities required of them by the school. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the California Charter Schools Act and the applicable California Administrative Code sections defining charter school Average Daily Attendance ("ADA"). Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the school.
- The school's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
- Independent study must be pre-arranged by the student's adult guardian and the school and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

The Board will appoint an audit committee. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and (3) an audit of the school's internal controls practices. If the school receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

C. Negotiating Funding Entitlements

The CEO, in collaboration with the school principal, shall prepare a set of negotiating principles for Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency, state or other entities. The CEO will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

D. Required Budget and Other Fiscal Reports

The CEO, working in conjunction with the bookkeeper and contracted accountant, will produce and submit to the charter granting agency any and all fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, financial and budget reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

E. Property and Liability Insurance

The CEO shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Insurance coverage shall be in amounts consistent with applicable law and with the terms of SNS's Memorandum of Understanding with the chartering agency and other contractual and governmental agreements.

F. Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Expenses for travel necessary to attending board meetings and meetings of board committees need not be approved in advance by

the board. All other expenses shall be approved in advance by the board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

G. Authority to Enter Into Contracts and Agreements

Except as otherwise provided in these policies, the CEO may enter into contracts and agreements not to exceed \$75,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$75,000 must be submitted for board approval and may be executed by the CEO or other person specifically designated by the Board only after the Board has duly approved the contract or agreement.

H. Fundraising, Grant Solicitation, and Donation Recognition

The annual plan for major fundraising or grant solicitation activities on behalf of the school shall be approved in advance by the Board. The SNS accounting system and financial reports to the Board shall reflect any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified at least quarterly of the award or receipt of any such funds.