EAST PALO ALTO ACADEMY
SELF-STUDY REPORT

1050 Myrtle Street

East Palo Alto, CA 94303

Sequoia Union High School District

03/24/2025 - 03/26/2025

WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

TABLE OF CONTENTS

Introduction (*1-2 pages maximum*)

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**

Brief Background of the School

East Palo Alto Academy (EPAA) is a small, neighborhood public charter school serving approximately 275 students predominantly from East Palo Alto and Menlo Park in grades 9-12. We are open to all students, have no admission requirements, and charge no tuition. As of July 1, 2014, EPAA became a dependent charter authorized by the Sequoia Union High School District (SUHSD).

Demographics (2023-2024)

African American or Black	5.65%	Socio-economically Disadvantaged	81.1%
Hispanic of Latinx	89.4%	English Learners	36.5%
Pacific Islander	4.95%	Students with Disabilities	15.9%

Diversity, Equity, and Inclusion

East Palo Alto Academy (EPAA) opened in 2001 as the city's first public high school in 25 years. We envisioned a school where first-generation, low-income students could access high-quality education and opportunities to positively impact their own lives, communities, and global society. For two decades, EPAA has been transforming lives by equipping our students with the academic knowledge, social-emotional skills, college-preparedness, and robust support system they need to challenge structural barriers. In 2014, we became a charter member of the Sequoia Union High School District. Today, our programs and services help 300 East Palo Alto youth develop their innate strengths in a safe space—and get to, through, and beyond college.

EPAA's programs were previously supported by Stanford New Schools (SNS), a nonprofit in partnership with the Stanford University Graduate School of Education. In 2017, SNS was officially renamed the East Palo Alto Academy Foundation (EPAAF). EPAAF is an education foundation dedicated entirely to EPAA and EPAA graduates, which provides support for additional services, and we enjoy a specially collaborative relationship with Stanford University. Our programs have since helped 70% of our first-generation, low-income students of color persist through college, well above the 42% national average.

Summary Description of Programs Offered

- **Advisory:** Advisory is a school-wide program in which students learn and develop the skills necessary for academic monitoring, social-emotional wellbeing, and career- and college-readiness. Our Advisory program is the heart of our school; we believe that every student should have at least one adult on campus who will play the role of advocate and confidant.
- **A-G Curriculum:** Our commitment to our first-generation students' success begins with a robust master schedule that includes access to A-G curriculum for all students (with the addition of a 4th year of social sciences required for graduation via 9th grade Ethnic Studies that started with the Class of 2025) and A-G credit recovery options.
- **Advanced Placement/Honors**: We currently offer 3 AP courses and 2 Advanced Standing (AS)/Honors courses.
- **Early College**: Through dual-enrollment coursework, students experience the academic rigor of college coursework, learn how to communicate with college professors, earn tuition-free college credit, and explore potential career pathways (e.g. health, liberal arts, and CTE) through classes held by college professors on-campus at East Palo Alto Academy.

- **College-Going:** Through Senior Seminar and our College & Career Center, we seek to demystify the college process and provide our students support to access their postsecondary pathways.
- **Summer Bridge:** Incoming 9th graders participate in a summer program focused on introducing them to the Bulldog Way and helping them transition to high school smoothly.
- **Dream Lab**: The Dream Lab Makerspace is a collaborative workspace where students explore experiential learning, increase their college and career readiness, and create projects with state-of-the-art tools.
- **Parent and Family Support:** Families are provided with an array of support like weekly translated family newsletters, translation, advocacy support, training, workshops and connecting them to community resources that support their quality of life.
- **Athletics and Culture:** EPAA offers 8 different sports for students to participate in throughout the year. Athletics provide a way for students to be able to learn life lessons outside of the classroom and build rapport with their teammates and their coaches, many of whom are also school teachers and staff. For the majority of our students, this is their first time playing organized sports, and many decide to continue playing throughout their high school career.
- **Wraparound Services:** The Mental Health program at East Palo Alto Academy provides students and immediate family members with a broad spectrum of services, including psycho-education, assessments, prevention interventions, counseling (individual, group, and family), parental workshops, consultation for medication crisis intervention, referrals to outpatient providers, and counseling services to all staff. The mental health program supports students with social-emotional needs, identifies and responds to serious mental health needs, and collaborates with at-risk families - all of which are crucial to EPAA's ability to support a safe and healthy learning environment for all students. The mental health services are categorized into and implemented in three tiers. Tier I services are provided to all students. Tier II services are provided to students who may require more specific support, such as support groups. Tier III services are provided to students who may benefit from individualized support.

For the purposes of this self-study, the term "English learner" is defined as any student who has ever been labeled as an English Learner and has not been re-classified. This includes "newcomer" students and long-term English learners.

- **Briefly describe how the faculty and staff and other educational partners were involved and collaborated in the self-study process.**

The self-study process at our school was a comprehensive and collaborative effort involving faculty, staff, and educational partners. The objective was to identify areas of weakness and growth within five critical domains: This process emphasized intentional collaboration and the integration of diverse perspectives to ensure a thorough examination of our practices and outcomes. The self-study process at our school was a collaborative and reflective endeavor that harnessed the collective expertise of faculty, staff, and educational partners. Through intentional grouping, regular meetings, and data-driven discussions, the school community worked together to identify and address areas of weakness, fostering an environment of continuous growth and improvement.

- **Understanding Categories Comparative Analysis-** As part of the self-study process, we started to understand each category thoroughly. This involved asking clarifying questions to ensure a clear comprehension of the focus areas. We reviewed previous self-studies completed by the school in order to recognize patterns and progress over time. We've also compared rubrics that defined "Areas of Growth" and " Meeting Standards" with the tasks at hand, identifying alignment and discrepancies. Additional methods, such as consulting external resources and engaging in peer discussions, further enriched their understanding and analysis.
- **Formation of Specialized Teams-** To optimize the effectiveness of the self-study, teachers

were strategically grouped based on their areas of focus, subjects they teach, and their involvement in specialized teams. Each group included at least one staff member from the leadership team to ensure alignment with broader school goals and policies. This intentional grouping facilitated a comprehensive exploration of each domain, leveraging the expertise and insights of various stakeholders.

- **Weekly Collaborative Meetings-** The core of the self-study process revolved around weekly meetings, where each group convened to review and analyze existing qualitative and quantitative data. These data sources included student performance metrics, survey results, observational reports, and feedback from stakeholders. The groups engaged in in-depth discussions to identify patterns, trends, and areas needing improvement. After initial research and analysis, some groups (i.e. Focus Groups C and E) employed Artificial Intelligence to summarize findings for the report.
- **Data Analysis and Question Formulation-** During these meetings, participants were tasked with observing and assessing information beyond their own classrooms. This macro-level engagement allowed for a broader understanding of school-wide practices and outcomes. The groups critically analyzed reports and data, which guided them in formulating pertinent questions. These questions were carefully crafted to probe deeper into identified issues and were later transformed into surveys distributed across the school community.
- **Development of Surveys and Broader Engagement-** The surveys developed from these discussions aimed to capture comprehensive feedback from staff. The intention was to validate the preliminary findings and gather additional insights. The responses provided a clearer picture of the school's strengths and areas for growth, particularly in the five focus areas. These areas of growth and the action plan were then shared with the Charter Advisory Board, SSC/ELAC, and our Student Advisory Council for further validation, input, and feedback.
- **Continuous Reflection and Improvement-** The process fostered a culture of continuous reflection and improvement. By engaging with data at both micro and macro levels, faculty and staff developed a shared understanding of the school's current state and collaborated on strategies for improvement. This iterative approach ensured that the self-study was not a one-time event but an ongoing commitment to enhancing student learning and well-being.

Chapter I: Progress Report (*2-5 pages maximum*)

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.**

Through the reflective and collaborative work of our administration and Leadership Team, we have identified the following developments as most significant since our last WASC Self-Study in 2018-2019.

New Administration
EPAA was led by the same principal through our last Self-Study and Mid-Cycle visit, with a new principal starting just this school year. Since 2018-2019, we have also had three different vice-principals, with a new vice-principal joining this year to complete our new administrative team of two.

Staff Turnover
Only eight full-time staff members remain, who were a part of the 34 involved in our last Self-Study in 2019, including administration and both classified and certificated employees. Departments most impacted by this turnover include math, science, counseling, and special education, while the English and social sciences also have also seen turnover of at least half their members. The annual onboarding of new staff, in addition to yearly initiatives, have impacted the focus on and coherence to our action plan goals.

Enrollment
Our enrollment has been fluctuating over the last three years for a number of reasons. In 2021, we saw an increase in our enrollment due to the closure of another local high school. However, since then, our numbers have declined steadily. In addition to the opening of another local high school option for families, the SUHSD enrollment process changed, moving to an online platform that has made it more challenging for families in East Palo Alto to elect our school, as the default option on the form is another district comprehensive school in the area. In the last couple of years, we have begun to build more consistent and engaging recruitment events, partnering with our feeder school and continue to be present in community events.

Universal Reading and Reading
Starting in 2021-2022, we implemented Universal Reading during advisory, adding 20 minutes of reading time to the master schedule. From 2022-2024, we were able to hire a 0.2 librarian to oversee and help facilitate a system for book checkouts that would facilitate this endeavor, intended to improve lexile-levels and promote the enjoyment of reading. In 2022, we also had a 0.2 Reading Intervention teacher to provide pull-out support for students.

Graduate Profile & the Portfolio Defense
In 2019-2020, we began the work of building a Graduate Profile to facilitate the introduction of a Portfolio Defense system that would replace the yearly Exhibition presentations students needed to pass in order to graduate, which would include the incorporation of more project-based learning experiences. This shift sought to build in more opportunities for our students to reflect metacognitively and participate in more cross-curricular experiences. While the pandemic curtailed our initial action plan goals related to developing more project-based learning experiences for our students, we remain committed to building out a more robust Portfolio Defense program. Since 2021-2022, all students have been required to do a Defense of Learning presentation in May.

Advisory Benchmarks
In 2019, lead advisors from each grade level (led by a school counselor) developed a scope and sequence, using standards from the American School Counselor Association (ASCA). Advisory teams then built benchmarks aligned to those standards. In 2023, lead advisors revisited the scope and sequence and found that ASCA had published new student [standards of Mindsets and Behaviors for](#)

Student Success.

The Parent and Student Wellbeing Space
The Parent and Wellbeing Space opened this school year in recognition of our students' wellness needs and to provide a dedicated space for families and students to both get more support. The hope is to empower our families to get more involved. The Space was created for anyone to use for a short time and is not intended as direct service. If a student needs individual services, then the student would be referred to a clinician and the service would be reflected on Infinite Campus. The space has three staff members who can support and supervise any student who enters.

Bilingual Resource Teacher
The role of the Bilingual Resource Teacher (BRT) had historically been a 0.2, with additional responsibilities being shared. The role included part-time work doing some balance of annual testing, annual monitoring, and serving as our teacher to Newcomer students. Since 2023, the role has expanded to a 0.4 to include student academic support, preparation for the ELPAC test, supporting teachers in modifying assignments to accommodate and support English learners, collaborating with the Special Education department to best serve and support students who are dual-identified, professional development during staff meetings, and completing various administrative needs related to the role.

- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

Since our mid-cycle report and accompanying one-day visit on April 14, 2022, the following work has been done to continue implementing and monitoring our schoolwide action plan aligned with LCAP goals. At EPAA we value the collaboration of all stakeholders in the work that we do together. On a monthly basis we include one portion of the LCAP as part of our regular SSC/ELAC meetings (both the morning and evening meetings to accommodate the schedules of our hard working families). We also chunk the LCAP goals and implementation as part of the quarterly Charter Advisory Board (CAB) meetings. The CAB includes students, classified, certificated, community based organizations, parents past and present, administration, and representation from our EPAA Foundation.

The school leadership meets with the SSC/ELAC and Charter Advisory Board (CAB) throughout the year to review LCAP goals and analyze them, their measurements and reporting, results, and actions. For example, in November of 2022, Leadership met SSC/ELAC to review and provide feedback on our ongoing efforts, with the process outlined below.

- 2022-23: Staff worked to complete the actions identified in the LCAP with focused attention on our key actions
- November 2022: Surveys went out to students, parents/guardians, and staff.
- December 2022: Invitations went out for for Community Engagement Meetings
- January and February 2023: Community Engagement Meetings took place
- March 2023: Compiled input shared with the EPAA Charter Advisory Board and used to inform the 2023-24 LCAP
- April - May 2023: Leadership Team met to review LCAP goals and make recommendations. Drafts of the LCAP were shared with District/community partners and the Board
- June: The 2023-24 LCAP is approved by the Board
- January 2025- LCAP Midyear Report was presented to the Board

That same cycle of review and analysis is carried out the following year, as well, for approval of the 2024-2025 LCAP.

- **Summarize progress on each section of the current schoolwide action plan/SPSA that**

incorporated *all growth areas for continuous improvement* from the last self-study and all intervening visits.

WASC Action Plan Goal #1: Development of systematic and consistent methods to analyze student (performance) data in order to determine measures of program effectiveness and make informed improvements.

LCAP Goal #2: Students will demonstrate annual progress using multiple measures including state-mandated assessments and local assessments, and Defense of Learning: Access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, making measurable progress in mastering grade-level CCSS.

LCAP Goal #3: Develop interventions and practices to support English Learner achievement and create systems to monitor / track progress through data analysis and collaboration between teams. By providing increased access to interventions and practices to strengthen student learning, EPAA increases English Learner achievement.

Progress	Impact
- Hired a 0.4 ELD coordinator in 2023 - We had 60% of teachers trained in Constructing Meaning, however, this dropped to 44% in 2022-2023, goal is 90% - Developed tracking of data for analysis during various stakeholder meetings - Annual analysis of Interim Comprehensive Assessment data in English and Math - The Science department begins to focus on the CAST (as the CAST will become part of the CA Dashboard beginning in 25-26). - World Languages reviews UC A-G "Area E" requirement completion - From 2021-2023, all students took a Scholastic Reading Inventory (SRI) test, and advisors discussed Lexile scores with students and families at Student-led Conferences	- Math SBAC baseline for met/exceeded is 0% for EL and remained at 0%, discrepancy between passing grades and actually competency - Making progress towards English proficiency from 32.7% to 40.8%, goal is 50% - Reclassification goal of 15% is almost met, at 14.84% in 2022-2023 - Students took the reading assessment up until last March/May (24). English teachers reviewed Lexile scores quarterly and set goals for the next quarter's assessment.

WASC Action Plan Goal #2: Enhancement of authentic learning experiences in the classroom that improve student ownership, motivation, independence, literacy, numeracy, higher-level thinking, and overall performance for all students
  ● Additional Area of Growth determined by Mid-Cycle Visit: It is noted that EPAA increased their staffing from three to six instructional aides using COVID funds. It is suggested that the district, at the direction of EPAA, investigate ways of continuing to employ additional instructional aides to better student success.

LCAP Goal #1: Provide a rigorous, supportive and equity-driven educational program to the scholars of EPAA by ensuring highly effective teachers who are credentialed and highly qualified, able to effectively implement standards-aligned instructional materials (CCSS, NGSS, ELD), and able to provide access to a broad course of study, including extracurriculars. By providing a well-rounded program and student-centered supports, EPAA increases scholar resiliency and post-secondary success.

Progress	Impact
- Common Core State Standards aligned, fully	- Provided PD on Structured Student Talk

credential, broad course of study, Students with IEPs getting proper services, facilities, coaching with district staff (CJ in Math) - From 2020-2023, contracted with Envision Learning Partners to provide professional development on Project-Based Learning (PBL) experiences and develop Graduate Profile and Defense of Learning System - From 2021-2023, embarked on the work of Diversity, Equity and Inclusion (DEI) - Advisory Curriculum aligned to ASCA standards; with roll out include PD for teachers and students, Advisory Sandbox with Standards and Rubrics Uploaded, time to set up Standards-based Gradebook on Canvas; updating benchmarks; creation of Circuit Assignments - College Information Specialist organizes annual community programs fair, college field trips, and career fair - December 2024: created 1:1 student to laptop system	- Provided opportunities for training in Constructing Meaning by EL Achieve - Prioritized 0.4 BRT for ongoing professional development, co-teaching, co-planning, curricular rounds - Dedicated a 0.2 TOSA for Portfolio Defense work from 2022-2024 - Hired Instructional Aides through SUHSD SpEd, increased from 2 to 6. Since loss of COVID funding, we are now down to 4: 1 for newcomer support; 3 to support mandated minutes for students in our SpEd program - All students now must complete a Portfolio Defense annually in May (replacing historical grade-level exhibitions) - Increase number of students engaged with local CBOs for additional academic support - Consistent SpEd team has helped develop and support students in meeting IEP goals

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

Progress	Impact

- Development of Graduation Profile and Defense of Learning, starting in 2020 through 2022
 - Release days for content teachers
 - Portfolio Defense roll out:
      - 2019-20 select few students piloted model
      - 2020-21 10th graders piloted the model as a grade-level
      - 2021-22 all grade levels defended on the same competency (i.e. Mindset)
      - 2022-2023 rolled out new competency (9th - Mindset; 10th-12th - Critical & Creative Thinking)
      - 2023-2024 11th and 12th graders defended new competencies (9th Mindset; 10th Critical & Creative Thinking; 11th Collaboration; 12th Positive Impact)
 - 2021-2023 Staff engaged in Professional Development through Envision Learning Partners to guide teachers toward the development of High Quality Performance Assessments
 - Since 2022, a dedicated 0.2 TOSA to guide Graduate Profile work and coordinate portfolio defense schedule
 - May need more PD For math instruction and
	- Professional Development for Curriculum & Instruction. Increased use of language and centering on outcomes increase student familiarity with the portfolio defense, PD focused on portfolio defense helped staff understand and build up the portfolio defense
	 - Helped to develop rigor and alignment and successful common practices across departments
	 - Build out co-curricular projects at the PBL "Gold Level" to support the end of year defense of learning exhibition based on the graduate profile
	 - Various project-based learning artifacts now exists at each grade-level for students to use in their annual Portfolio Defense
	 - Passing a Portfolio Defense for every grade-level in which a student is enrolled at EPAA is now a Graduation Requirement (removed from the former Exhibition requirement, which also gave students an extra 5 credits on their transcript)

curriculum; coaching has been helpful	

LCAP Goal #4: Promote and increase school and community connectedness by providing quality site-wide student, family, and community engagement and education opportunities anchored in restorative practices and authentic community-centered values. ● WASC Additional Area of Growth determined Mid-Cycle visit: EPAA should plan to continue to dedicate at least one trained staff person to working with students and families affected by the pandemic. Although COVID restrictions are easing within the state and nationwide, it is imperative that EPAA continue to understand how variants are affecting student performance and attendance and offer solutions that further promote student learning and success both in person and from home.	
Progress	**Impact**
- Belonging/climate data dropped - What role does social media/cyber bullying play in students' belonging/climate - Ongoing partnership with Peninsula Conflict Resolution Center to provide focus on restorative practices; currently a PCRC staff member is on campus 2 days a week Thursday and Friday, 8-4:15 pm - Noticed drop in average daily attendance - Parent attendance at meetings dropped - 12 absences = F policy - Parent attendance at meetings w/ counselors dropped - Monthly articulation with Cesar Chavez Ravenswood Middle School	- Hiring of parent liaison in 2022 - Support Road to Legendary expansion - Attendance Team PD in August - Build in more time for parent/guardian outreach - Expand on progress with all of the community and school culture events - Continue to support Advisory Curriculum development - Increase number of students engaged with local CBOs for additional academic support - Addition of Dog City Daily News every day - Black Student Union, EPA Con Poder, Poly Club, Pride Club, and EPAA Dream Club. - Family University meetings in the evening

LCAP Goal #5: Increase the percentage of students admitted into 4-year colleges by improving the A-G eligibility rate of our students, particularly long-term English language learners, by empowering all students to independently and successfully navigate the post-secondary pathway, with students able to complete the eligibility requirements, application, and enrollment processes, knowledgeable about the array of choices and possessing of the requisite skills to follow through.	
Progress	**Impact**
- A higher percentage of students have graduated (85.7% v 97%) when comparing the Baseline year and Year 2 Outcomes. - A lower percentage of students have completed A-G completion when comparing the Baseline year and Year 2 Outcomes (56.9% v 42%) - A lower percentage of students have reached a level 3 or 4 in both ELA (51.32%v 39.44%) and Math (12% v 8.45%) when comparing the Baseline year and Year 2 Outcomes - We continue to increase programming to help students explore post-secondary pathways, including CTE tech fair and the Future Pathways Collaborative (a convening of people and organizations in the community who support	- Invest in on-going support of the Community College & Career Tech Consortium - Expanding EPAA Foundation team outreach to include Senior Seminar Teacher 0.2 and a dedicated team member to support students at Foothill College - Enrollment in community college/vocational pathways has increased one-year after graduation (from 47.3% in 2023 to 53.1% in 2024) - A higher percentage of students have enrolled in dual enrollment (15% v 23%) when comparing the Baseline year and Year 2 Outcomes - A second Cash 4 College event has been offered in the spring semester; since 2021, all seniors have access to a Senior Seminar class

students to and through various postsecondary pursuits) - Continuing to build on the CTE pathway offerings, in 23-24, we opened up a new Dual Enrollment pathway (i.e. Kinesiology), but offering of ENGR10 remains inconsistent - Annual College Day Field Trips resumed in 2022 (9th visit SFSU, 10th visit UCSC, 11th visit SJSU, 12th visit CSUEB)	- In 23-24, we held a CTE Fair, and this year, partnered with the City of Menlo Park to offer access to the Teen College and Career Fair

- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

After our last full self-study, we implemented our Action Plan goals as detailed in our mid-cycle report. Since then, our foci have been driven by the needs of our learners and our community. Qualitative staff and student feedback, in addition to referral data, drove our team to embark on DEI work, in an effort to make the school safer for our Black students. This continued in conjunction with an effort to increase school-belonging through the creation of annual cultural celebrations through our Service Learning Leadership class and the founding of more extracurricular clubs for student affinity groups (e.g. Black Student Union, EPA Con Poder, Poly Club, and Pride Club). We also continued the work of rolling out our Portfolio Defense system. After returning from the pandemic, we initiated a schoolwide defense system in the spring of 2022. To develop a more robust advisory program, in place of AVID schoolwide, we have an updated Advisory scope and sequence, and this year we are continuing to re-design benchmarks for increased relevance and authenticity. To develop more support and access to curriculum for our students with IEPs, we were able to hire more IAs, though since the loss of COVID funding, we are down from 6 to 4. The creation of our Parent and Student Wellbeing Space comes as a result of the need to engage and empower more families, as well as have a dedicated space on campus for students to access when they need support around mental health or basic needs.

- **Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.**

One area of growth not in the current schoolwide action plan (WASC or LCAP) is related to an additional area of growth left by our Mid-Cycle Visiting Committee. It was recommended that we return to and reinstate AVID schoolwide when funding became available again. However, that funding has not materialized. Instead, we revisited our Advisory standards in 23-24, when new ASCA standards were created. Because our Advisory program is schoolwide, we seek to provide interventions that AVID students might receive at other sites through our Advisory curriculum and benchmarks, which gives all students at EPAA access to an Advisor and lessons on academic monitoring, college- and career-readiness, and social-emotional wellbeing.

Chapter 2: School Profile and Supporting Data and Findings (*3-5 pages maximum*)

Develop a clear profile of your school and students using data and information. Include the following:

- **Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data. See the [ACS WASC/CDE School Profile Guide](#) for guidance.**
- **Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.**
- **Ensure the updated School Profile addresses the following:**
  - **Three years of data, if available.**
  - **Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted. I.e., findings.**
  - **Include links to related profile materials at the end of the report.**
  - **Determine implications of the data, noting trends and patterns**
  - **Identify two to three major preliminary student learner needs based on the data**
  - **Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.**

Student Demographics

1. [Enrollment Data](#) | Current Data Trends:
- Enrollment is going down year to year
- 1-2% decrease of African American students enrolled
- Increased percentage of SpEd + EL than years prior
- Percentage of students being reclassified has declined

Analysis: The demographics of our enrolled students is in line with the racial makeup of East Palo Alto, the community which we primarily serve, although we note a disproportionate number of Black or African American students enroll in our school when compared to the community as a whole (5-6% enrolled compared to 15.6% of EPA population). A large percentage (~85% each year) of our students come from families that are socio-economically disadvantaged. The majority of our students are also English Learners who have recently been reclassified or are still classified as ELs. We also note a steady decline in enrollment numbers over the last three years, and we seek to build a stronger relationship with our feeder district and have begun to develop more recruitment events. The method by which families elect to enroll their students into our school moved to an online platform in Fall of 2023. Students' default school option is the large comprehensive school in our district. Families must complete multiple steps on the online form to select our school instead, creating significant enrollment obstacles.

Student Performance Data

1. [Graduating Seniors](#) | Current Data Trends:
- Increase in graduation rate from year to year
- RFEP and EL students are the only ones that have not reached 100% graduation rate, although making strides (from 76% in 2021-2022 to 95.2% in 2023-2024 for EL students).
- Strides also made with the graduation rate for students with disabilities (from 86.7% in 2021-2022 to 100% in 2023-2024).
- Increase in graduation rate of African American students

Analysis: While we note an increase in graduation rates from year to year, we question the impact that recent Assembly Bills which sought to adjust graduation requirements for students during the pandemic have on that statistic. While we have made gains in the graduation rates of our RFEP and EL students,

they remain the only groups of students in terms of language fluency who are not graduating at 100%. Last year, 100% of our students with disabilities graduated.

2. Freshman GPA < 2.0 | Current Data Trends:
- Increase in % of 9th graders <2.0 year to year; >50% of 9th graders had below a 2.0gpa last year
- Subgroups of great concern: Students with Disabilities, Dual-Identified, EO, and EL

2. CAASPP ELA | Current Data Trends
- Percent met/exceeded has stayed steady at ~35% for two years, an increase from 23%
- African American students success in SBAC declined from 22 (but sample size went from 4 to 1)
- API students scores increased
- Hispanic/Latinx consistent (slight decrease) 40% meeting/exceeding - still seems low

3. CAASPP Math | Current Data Trends
- None of the EL students met standards
- None of the SPED students met standards
- Overall, we doubled the number of students that met standard from 3 to 6

4. MIRA | Current Data Trends
- In the last two years, majority of incoming 9th graders were recommended for Math Support before Algebra 1

Analysis: We note that both ELA and Math show an increase in the percentage of students meeting/exceeding, but the numbers remain in the minority. Furthermore, a lower percentage of students classified as EL met/exceed standards than compared to EO and RFEP students. In Math, only 4 of 65 Hispanic/Latino students met standards, which is concerning as it is much lower than the number who passed English. Finally, only 2 of 15 EO students met/exceeded the standard in math, yet 8 of 15 met A-G requirements by completing Algebra 2, which suggests a disconnect between how we support our students through A-G coursework versus state assessments. We would like to explore which courses 9th graders struggle the most in and provide interventions and professional development as needed.

We'd like to note that when students enter EPAA, they are asked to take a math test, the MIRA. This assessment helps to determine which students would benefit from taking a math support class before enrolling in Algebra 1, and which students would be fine enrolling into Algebra 1 right away. In the past two years, more than 50% of the freshman class would have been placed in a math support class instead of Algebra 1. At EPAA, we place all students into Algebra 1 in order to increase their opportunities for A-G. Each math course focuses on big ideas/concepts that district math teachers have determined are the most important as part of the district math initiative. State testing does not capture the gains in mathematical understanding, as a school, we should consider what metrics can capture the growth that happens during a students' time at EPAA. Local data shows that students from the 94303 zip code who enroll at EPAA perform better than their counterparts at the District comprehensive school and at the District at large.

94303	EPAA%	MAHS%	SUHSD%
	LEA %	Comp. H.S. %	District %
A-G 2016	46.9	35	27
A-G 2017	40	30	26.7
A-G 2018	37.7	23.7	22
A-G 2019	45.7	29.8	30.2
A-G 2020	55.2	39.7	36.8
A-G 2021	46.2	36	34.4
A-G 2022	45.6	30.9	32.6

College and Career Preparation

---

1. **Graduates with A-G Completion | Current Data Trends:**
   - ~50% of students with disabilities graduated A-G eligible from year to year
   - English Learners consistently lowest performing for A-G completion
   - Students who are Exited LEP had a higher graduation A-G percentage than English only designation for the last two years
   - Black and PI Student have higher A-G completion and graduation rates (but small sample size); while Hispanic/LatinX students show a consistent A-G completion rate of ~50%
2. **Graduates Accepted into 4-year College | Current Data Trends**
   - Rates of college acceptances has stayed at 56% for the last two years
   - Percentage of English Learners (LEP) students accepted into 4-year university is consistently lower than RFEP + EO students
   - Percentage of students with disabilities admitted to 4-year college has been ~40% for the last two years
3. **Graduates Attending Community Colleges and Vocational Programs | Current Data Trends**
   - >50% of SED enroll at community college or in a vocational program
   - <50% of EO students enroll at community college and/or vocational program
   - Majority of dual identified students (SpEd + EL) enroll at community college and/or vocational program
4. **Graduates with 1 or more AP Course | Current Data Trends**
   - Number of LEP students who completed AP courses doubled 22-23 to 23-24
   - Increase in percentage of students with disabilities completed an AP course
   - Increase in completion for all student groups by race/ethnicity
5. **Dual Enrollment | Current Data Trends**
   - Percentage of students graduating with at least one Dual Enrollment course has increased year to year
   - Students designated as EL underrepresented in Dual Enrollment
   - Students with IEPs underrepresented in Dual Enrollment

Analysis
   - Looking at A-G completion rates and 4-year college acceptance rates, we recognize that our ELs perform at rates lower than their EO and RFEP peers in these two measures. We also recognize that ELs are underrepresented in our Dual Enrollment and Advanced Placement courses. This analysis indicates that while we, as a whole, are supporting our students toward their postsecondary goals, more attention needs to be paid to our students who are English Learners and students with IEPs, as we recognize that master schedule constraints can limit their access to more A-G / advanced coursework.

School Climate

---

1. **Panorama Student Survey Results | Current Data Trends**
   - Sense of Belonging: Percentage favorable was consistent pre-covid, but it has declined by ~30% since Fall 2021
   - School Climate: Percentage favorable was consistent pre-covid, but it has declined by >30% since Fall 2019
   - School Engagement: Percentage favorable was consistent pre-covid, but it has declined by ~30% since Fall 2019
   - Cultural Awareness & Action: increase of ~20% from Fall 2022 to Fall 2023
   - Supportive Relationships: Percentage favorable stayed in the range of 86-84% over the last 3 years
   - Noted decline of >20% or more in percentage favorable for social awareness, learning strategies,

and emotion regulation

2. Suspension | Current Data Trends
- Overall drop in suspensions since 21-22
- Rise in suspension of 9th graders since 21-22; over the last two years, 9th & 10th grades have had the most suspension rates
- Percentage of African American or Black students remains higher than percentages for other student groups
- Suspension rate for male students remains higher suspension rate for female students

3. Student Referrals by Offense | Current Data Trends
- Rise in Bullying by 12.5%
- Rise in Defiance/Disruption of 21%
- Increase in sell of controlled substance, 15 incidents
- Decrease in sell of paraphernalia
- Referrals for obscene acts, profanity, and vulgarity have increased in recent years

4. Absenteeism (By 9th - 10th - 11th - 12th) | Current Data Trends
- Absenteeism is on the decline for each grade-level year to year
- Percentage of absenteeism goes up by grade-level
- Percentage of absenteeism does not meet goal of 95%
- English Learners represent a disproportionate number of students who fall under the Absentee data

Analysis

Strategic Plan In general, school connection and sense of belonging is low at every single site in our District, but the small schools, of which EPAA is one, show higher percentages of belonging than the larger comprehensive. With that said, we do recognize that school belonging has been on the decline since the pandemic, and we have sought to address that with more resources devoted to boosting student belonging and culture through our Service Learning Leadership class and affinity clubs. School staff were also surprised by the current referral data. Staff believe they experience higher levels of certain categories, which would mean that we need to look into how behavioral referrals get categorized so that we can compare year to year and see if our intervention and restorative justice programs are effective. In fact, we do not currently have data on our restorative justice program, and we need to create a system to begin monitoring the effectiveness of the program for continuous improvement. As an ADA school, we recognize the impact of high rates of absenteeism, and have instituted a new program to address tardiness and absences. This plan consists of a **No privileges (activities/field trips) 24/25** to incentivize attendance improvement. The attendance plan can be accessed here.

Major Preliminary Student Learner Needs

- Our freshmen seem to be coming in at lower levels of proficiency, and we need to address their needs more strategically when they enter our school
- Serious Academic Intervention support
- Greater sense of belonging and connection to school to address engagement and enrollment/recruitment
- More attention needs to be paid to English Learners and how they're engaging or being supported in the General Ed classrooms

---

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- Identify the impact of Credit Recovery options like Edgenuity
- What data do we have to measure the effectiveness of our Advisory program? What measures should we have to determine the effectiveness of advisory/fidelity to our stated program?

- What local data can departments (and other teams) capture to measure and determine the effectiveness of our program?
- How can we categorize referral data that is more indicative of the offense so that we can monitor and track if interventions are effective year to year?
- How can we more strategically address the needs of our incoming 9th graders? And build out a system of gradual release so they can be more independent?
- Can we create a stronger connection between our teachers and the feeder district to build great understanding and stronger alignment of needs and expectations?
- Continuous Improvement Cycles: How might we put more systematic measures in place to evaluate the effectiveness of our initiatives? (e.g. Physics in 9th grade, Universal Reading, Graduate Profile, Road to Legendary, etc.)

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being*.

Criterion A1: Vision and Purpose (*1–2 pages maximum*)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
EPAA's vision statement is for all students to graduate college-ready, empowered with the skills, passion, and knowledge to positively impact their own lives, their communities, and the global society. We have various schoolwide learner goals that aim to impact student learning and well-being in support of that vision. These goals are revisited at the beginning each school year through the following means: - An Annual Welcome Letter is sent to families of all grade levels in the summer - A detailed schedule is created for students to review handbooks in all classes in the first week of school. - Families receive a link to the student handbook at the start of the school year - Students return a signed acknowledgement page from the handbook - A mandatory grade-level meeting is held each year to review goals and priorities with families	A Future Pathways Collaborative (p.k.a. Community College & Career Tech Consortium) was created 2022-23, 2023-24, and 2024-25. Student Handbook + Advisory Welcome Letter from 2024 Grade-level Parent Meetings slides Counselor Department Meetings Notes SSC/ELAC Meeting Notes

- Administration meets quarterly with the Boys and Girls Club staff to review how their program is supporting our students Our advisory program enables all students to have access to an adult on campus who monitors their academic progress, social-emotional wellbeing, and college- and career-readiness. Advisory is also the space in which students will prepare for the annual portfolio defense of their development on the competencies in our Graduate Profile. The Graduate Profile was developed by leadership and staff in 2019-2020 to capture and streamline both habits of mind and academic skills we have for our students. Students are introduced to the Graduate Profile in advisory and content area classes. Their understanding is developed over four years, as each grade level must defend a different competency. Additionally, advisors facilitate two "Student-led Conferences" (SLCs) with students and their family members throughout the year to review each student's progress and goals. In Summer Bridge, incoming 9th graders are introduced to the Bulldog Way, which are five habits of mind that we hope to instill in our students. The five habits (Love, Attitude, Mindset, Grit, and Power) were developed after surveying our alumni for qualities they felt were important toward their college persistence. In support of our goal to prepare all students to be college-ready, all students begin 9th grade with access to an A-G curriculum over their four years, with the opportunity to enroll in Advanced Standing (AS), Advanced Placement (AP), and Dual Enrollment options for weighted impact to their GPAs. In addition, while visiting college and university campuses throughout the four years, students are exposed to college life. Students have the following resources when they are in need of academic support: after-school tutoring, office hours, push-in support from Instructional Aides for students with IEPs, study skills for students with IEPs, and academic monitoring through Advisory. **Summary Analysis:** Staff assessment of this indicator reveals the school is effective in this area. In order to become more highly effective, we would consider how to make our processes for implementing and monitoring student progress on schoolwide goals more systematic for more timely refinement. As of right now, we do not review student performance on Advisory and/or Graduate Profile for any purposes other than monitoring student progress. Additionally, staff feel that support necessary to achieve these goals would include: - Identifying consistent measures to track data for continuous improvement of schoolwide goals - The English department lacks literacy intervention programs. There was one for two years, but loss of funding meant the end of that intervention program. - Similarly, the Math department is advocating for an intervention program and a revisiting of the course offerings/sequence - IA's pull out for students who don't have Study Skills	EPAA Course Catalog 24-25

- Behavior	

Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how the governing board impacts student learning and well-being*.

Criterion A2: Governance (*1 page maximum*)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
SUHSD: The board policies and procedures regarding the roles of the board and district administration are clear. The Governing Board of the Sequoia Union High School District publishes all its Board Policies and Administrative Regulations on the district website, as evidenced in the District Parent Handbook, Code of Conduct, and Board Policy and Procedures. East Palo Alto Academy has a functioning governance structure, with stated lines of authority and responsibility. The policies that are under their purview are comprehensive and range from the District's mission, vision and goals to more pedestrian issues such as facility use, as evidenced through the Uniform Complaint Procedure. The Superintendent and her cabinet provide the leadership for the board. Since our last WASC FOL, we have a new Superintendent and new administrators at EPAA. The district has a healthy blend of promoting from within and hiring from outside. Decisions resulting from board actions are implemented through the Superintendent's office down through the established channels for action at the school site. This communication is shared with all educational partners through the district updates, School Site Council, Advisory Committees, Messenger, Faculty Handbook, and Parent Surveys. The school community understands the importance of the governing board in the success of the schools. Through posted Board Agendas and zoom meetings of the open sessions, the community has an opportunity to view, even if they are not present. **Charter Advisory Board (CAB):**	District Parent Handbook School Site Council ELAC LCAP Feedback Parent Survey Weekly Bulletin Board Agendas Board Policy and Procedures EPAA Staff Handbook EPAA Foundation Newsletter District Newsletter Uniform Complaint Procedure

The Charter Advisory Board is responsible for helping EPAA to maintain alignment to its charter. It is organized for the purpose of providing recommendations to the principal about policies and practices shaping the operation of the school in matters of school structuring and scheduling, staffing levels, professional development, curriculum, assessments, instructional strategies, research and development activities, student support services, and budget development.

The Charter Advisory Board will not make any decisions or recommendations that are in conflict with the Memorandum of Agreement between Sequoia Union High School District and the East Palo Alto Academy Foundation.

East Palo Alto Academy Foundation (EPAAF) Board:
The East Palo Alto Academy Foundation is the nonprofit 501(c)(3) organization dedicated solely to the East Palo Alto Academy and the college aspirations of East Palo Alto Academy graduates.

EPAAF makes decisions on how to allocate funds to best support school needs. For example, the East Palo Alto Academy is able to offer small classes, tailored instruction, social-emotional support, and extra staff because of generous donations from EPAAF.

Summary Analysis: The school board policies are supportive of East Palo Alto Academy's vision, purpose, and Schoolwide Learner Goals. The community continues to support and share in the district and school's visions for educational excellence as evidenced by bond measures for new facilities and upgrades. Progress on the new facilities and upgrades has been strong throughout the district with many projects completed.

Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

Criterion A3: Leadership for Learning (*1–2 pages maximum*)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with

the LCAP.

Findings	Evidence
The school **Leadership Team (LT)**, currently composed of 9 staff members (including two administrators), meets every other week to discuss current initiatives, plan professional development, and make suggestions after a review and discussion of relevant data. For example, last year's LT met to discuss LCAP goals and charter renewal. Two years ago, we noticed a dip in sense of belonging on Panorama Survey data, which influenced the work done with our Student Advisory Council and the creation of our monthly Road to Legendary events. Each department is asked to have representation in LT, so that decisions can be shared and so that department concerns can be brought to Leadership. Decisions from LT get presented to CAB and are shared with staff. The Leadership Team has an open invitation and the agenda is shared with the whole staff.	Leadership Team Meeting Notes - [23-24](#) - [24-25](#)
Content Area **Department Chairs** is composed of the department chairs from English, Math, Social Studies, Science, World Languages, Special Education, Counseling, and both site administrators. Department Chairs meet once a month to discuss current initiatives through the lens of each department's instructional needs and concerns, using relevant data to determine needs for the master schedule. We would like to use department chair meetings as a forum to discuss and plan instructional PD.	Department Chair Meeting Notes [-23-24](#) [-24-25](#)
Lead Advisors & Grade-Level Advisory Liaisons: Our Lead Advisors oversee our advisory program, organize the calendar of circuits for each of the different grade-levels and update benchmark assessments each year. They also hold bi-weekly Lead Advisory Meetings on Mondays (MoLam) with grade-level Advisory Liaisons, who help to coordinate their respective team's meeting agendas and curricular materials for distribution to advisors in an effort to create horizontal alignment amongst grade-level advisory teams so that there can be adherence to the same program regardless of which advisory a student is in. **School Site Council** The School Site Council (SSC) is responsible for guiding a school's educational planning process, ensuring all students' needs are addressed in the Local Control and Accountability Plan (LCAP). **The English Learner Advisory Committee (ELAC)** advises the school leadership and SSC on programs and services catered to English Learner students, ensuring their needs are considered within the overall school plan. **Summary Analysis:** While EPAA has and engages multiple stakeholders in decision-making, we need a clearer process to ensure decisions are made by the proper body and with regular monitoring and review of results. We feel that we are effective as we have structures in place for collaboration and decision making to impact	[Advisory Calendars](#) [MoLam Notes](#) (**Mo**nday **L**ead **A**dvisory **M**eetings)

student learning, but we would like to address the following issues: overlap/redundancy can lead to lack of focus, a lot of potential decision making bodies so some can be spread thinly, some folks end up having more leadership responsibilities, which are not evenly distributed across the staff. We do not currently feel that our schoolwide action plan is routinely correlated to and driven by the analysis of data in a continuous improvement cycle. We want to develop and implement strategies to monitor results to determine student needs more strategically. We feel we are somewhat effective in this area.	

Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how leadership and staff actions impact student learning and well-being.*

Criterion A4: Qualified Staff and Professional Development (*1–2 pages maximum*)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator, faculty, and staff written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
SUHSD uses EdJoin to recruit qualified and diverse staff who hold the necessary credentials for their positions in the state of California. Furthermore, 17 teachers hold Master's Degrees. The majority of our teaching staff have more than 6 years of experience.	EPAA Ethnicity and Education Breakdown (24-25)

Years of Teaching Experience (2024-25)	
Years of Teaching Experience	**# of Teachers**
10+ years	11
6-9 years	5
3 - 5 years	5
0 - 2 years	2
Total	**23**

Education Level of Certificated Staff	Units		
Degree & Position	30+ Units	0-29 Units	Grand Total
BACHELORS DEGREE ONLY	**3**	**1**	**4**
TEACHER	3	1	4
MASTERS DEGREE & BACHELORS DEGREE	**23**		**23**
COUNSELOR	1		1
COUNSELOR, HEAD	1		1
PRINCIPAL	1		1
TEACHER	19		19
VICE PRINCIPAL	1		1
Grand Total	**26**	**1**	**27**

Inventory of Teaching Staff Degrees

For leadership roles, interviews are conducted at both the district and school site levels, with participation from students, teachers, and parents in the process. For teacher interviews, candidates are asked to present sample lessons to current students. The interview process includes onsite interactions with students, teachers, and administrators to ensure the best fit for both the students and the teacher.

Certificated staff at EPAA are evaluated annually using the California Standards for the Teaching Profession (CSTP). In their 10th year, teachers may be recommended for a three-year evaluation cycle for their subsequent review. During the evaluation process, teachers are observed twice, focusing on two school-selected standards as well as one standard of their own choice. For each standard, evaluators assess whether the criteria "needs improvement," "has met," or "was not observed."

SUHSD Certificated Evaluation Process 2023-24

Tenured teachers have the option to complete a self-assessment evaluation, where they can identify areas for focus and provide evidence of their growth and progress. This evidence may be presented through narrative reflections or other creative formats, allowing teachers to demonstrate their professional development in a personalized way.

SUHSD Procedures for Evaluation

Staff receive professional development through both the SUHSD District PD Days, after-school professional development, topic-specific cohorts (Affinity Groups, Constructing Meaning, Standards-Based/Equitable Grading). These Professional Development opportunities through the District are offered twice every school year, and also during the summer. In addition to options for presenting at these Professional Development Academies, educators are given a menu of PD options to choose from that are tailored to their own specific needs or interests to address the needs relevant to

SUHSD Canvas PD & Curriculum

SUHSD Summer PD

SUHSD Professional Development Day Options (09/30/3034)

their content area and roles, but the options for classified staff is largely irrelevant to the needs of their specific roles.

Furthermore, staff receive site-based Professional Development on weekly Wednesday staff meetings. Staff Meetings happen for two hours every Wednesday. Over the last four years, the focus of staff PD has consisted of:
- 20-23 Project-Based Learning with Envision Learning Partners
- 21-23 Diversity, Equity and Inclusion with Alcine Mumby (a Deeper Learning Coach at Envision Learning Partners and a Nexus Fellow from the Equity Lab).
- 23-24 Teachers formed "Critical Friend Groups" based on their own interests (e.g. High Quality Performance Assessments, College & Career, National Boards, De-Escalation, Productive Student Talk, Working with IAs, Equitable Grading)
- 24-25 WASC and Advisory teams meet once a week during Staff Meetings

Additionally, staff have also attended professional development offered through non-Sequoia organizations, such as the CTA, CDE, SMCOE. Nevertheless, staff find that they need more site-based PD focusing on instruction and alignment of practices, as well as behavior intervention, in a more relevant and timely manner. Furthermore, staff ask for PD relevant and specific to roles of classified staff and IAs; as they currently feel they receive minimal training for those positions.

Counseling department has been through training from Hatching Results, an organization that is working with districtwide counselors to create curriculum that can be taught in all the high schools sites. Counselors have also attended conferences to equip themselves with the latest tools and information to better serve students under the three domains of school counseling; Academics, Social/Emotional and College and Career.

Department Chairs meet once a month, and individual departments meet once a month to collaborate on instructional needs and initiatives. These meetings also include discussion of Vertical Alignment, local/district-wide assessment results, common instructional practices/strategies, and student needs. Additionally, departments can take release days to work on collaborative projects like vertical alignment, refining of scope & sequence, and development of curriculum. Content area teachers in English and Math also meet once a week with Resource Teachers to collaborate for co-taught English and Math courses.

Advisory teams meet weekly to review important and grade-level specific student information and plan advisory curriculum for horizontal alignment, as well to discuss important student needs that might require intervention. Admin and counselors are also present at these meetings on an as-needed basis.

Summary Analysis: Through District hiring practices, EPAA has highly qualified staff and takes feedback annually on professional

---

EPAA Site-Based Professional Development:
- 2021-22
- 2022-23
- 2023-24
- 2024-25

EPAA DEI PD 2021
EPAA DEI PD 22-23

EPAA & Envision Learning Partners PD Calendar 22-23

EPAA Portfolio Defense Website 22-23

Critical Friends Group PD Agenda
Critical Friends Group Task Card

SUHSD School Counseling 2023 Newsletter with year 3 Hatching Results PD

EPAA Dept. Chair Meeting Agenda

Advisory Team Notes
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

development initiatives. Leadership seeks to provide staff with regular space and time to collaborate. However, test scores indicate a need to provide more opportunities for staff to engage in instructional and curricular professional development. Specifically, we want to develop and implement a systematic approach to continuous improvement through professional development based on student performance data, student needs and research. Our findings and evidence indicate that we have qualified staff and leadership to facilitate achievement of student academic standards and ongoing professional development. But we lack a systematic approach to continuous improvement as we do not have a method of monitoring the impact of PD on student performance. We find that we are somewhat effective in this area.	

Criterion A5: Resources

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

Criterion A5: Resources (*1–2 pages maximum*)

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

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are current.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
Budget expenditures support the goals of the LCAP and site goals. The process for evaluating expenditures and providing monetary oversight at the district through the Director of Fiscal Resources is effective. Purchase orders are created according to state guidelines and submitted to the site treasurer and then to district office to ensure proper and appropriate allocation of funds. The School Site Council members will meet at least five times a year to discuss the allocation of funds for East Palo Alto Academy. The members of the SSC are administrators, certificated teachers, classified staff, and parents. As we create our LCAP for the year, the principal seeks input from the staff, site leadership team, and the	LCAP Site Leadership Agendas Staff Meeting agendas Textbook approval - see pg. 18 of Charter Renewal

ELAC before deciding on the expenditures for the ELPAC.	
When determining how to spend the LCAP dollars, the principal first goes to the site leadership team. From there, the leadership team takes input from the teachers in their department. Once input is given, decisions on expenditures are made.	See LCAP for Budget Allocations
The policies and procedures for acquiring instructional materials and equipment supports student learning.	
The school treasurer requisitions and distributes materials needed for course outlines and teacher requests from the instructional materials budget. We use the Williams Sufficiency Report to ensure that staff have all instructional materials needed for each student. The campus is well-maintained, as evidenced in the Work Order Process, Safety Visit Report, and Custodial Clean-Up Schedule.	Williams Sufficiency Report Safety Visit Report Custodial Clean-up schedule
Summary Analysis: The distribution of resources at East Palo Alto Academy is based on data and student groups with the most need. Distribution and use of resources impacts student learning and well-being by ensuring the allocation and use of resources, people, time, and money, creates student experiences that enable all students to reach rigorous learning outcomes, no matter their background or income. Chromebook access has been a challenge over the past few years, but now that all students transport their devices to and from school we expect this to improve. We need to ensure to allocate sufficient resources for the maintenance and purchase of devices each year now.	

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Clearly articulated and defined vision and purpose
2. Highly qualified staff with access to varied professional development opportunities to be responsive to student needs
3. Multiple venues through which stakeholder input is invited and solicited

Areas of Growth

1. Develop and implement systems to analyze data as a school to make decisions and allocate resources related to goals and priorities, including support for English learners, intervention programs (for math and English) and professional learning options, and additional support materials as needed.
    a. Develop and implement processes to monitor the impact of professional development on student learning and school goals.
2. Create Interventions Programs (Math and English) and identify a means to monitor results regularly
3. Increase the levels of and avenues for Parental Involvement
4. Provide more relevant and timely staff professional development for classified staff

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (*2–3 pages maximum*)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals, academic standards, and college and career indicators.

B1.2 Congruence with Schoolwide Student Goals: There is congruence and integration among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence

B1.1 Self-Assessment: Effective
Teachers at our school provide a coherent curriculum anchored in CA-adopted state standards, including NGSS for science, ensuring alignment with B1.1 of the WASC standard. Professional development (PD) emphasizes research-based practices such as structured student talk, growth mindset (Carol Dweck), and standard-based grading. Equity-focused PD, including DEI work with Alcine Mumby (2021-2023), fosters anti-racist practices and bias exploration. Graduate Profile and PBL training (2019-2023) with providers like PBL Works and Envision Learning enhance student-centered learning.
 	
The Bulldog Way uplifts behavior and academic expectations through growth mindset research, in conjunction with feedback from our alumni. This approach prepares students for college, career, and life success. College- and career-matriculation data from the EPAA Foundation has also allowed us to develop more postsecondary pathways for students both in Senior Seminar and through our College and Career Center, which include community college and vocational support along with 4-year university access.
 	
B1.2 Self-Assessment: Somewhat Effective
All students are prepared for core classes, such as English, Math, Science, and Social Studies. Over the past 5 years, we developed a Graduate Profile that students are supposed to defend each year with artifacts from our curricular projects. Every year, staff are given time to
	PD on Constructing meaning
	  ● Structured student talk
	PD on Graduate Profile
	PD on PBL from 2019-2023 provided by multiple providers including PBL Works, Buck Institute, and Envision Learning
	
	PD on equity in the classroom
	  ● DEI work done from 2021-2023 with Alcine Mumby to explore biases and have anti-racist practices on campus
	PD on Standard-Based Grading
	  ● Each subject is anchored around CA adopted state standards
	  ● Specific subjects such as Science

map curriculum to the Graduate Profile competency students will defend at that grade-level. In addition to developing more projects of higher quality that seek to meet the PBL Gold Standard, we would also like to ensure more opportunities for students to reflect metacognitively through each project. In 23-24, lead advisors developed an advisory benchmark that would ask our students to reflect on their growth in the Defense of Learning year to year. As such, our school is **somewhat effective** in providing a curriculum that supports schoolwide goals such as the Graduate Profile Portfolio because of changes in staff, we need to update and reassess how well this is happening in each course.

B1.3 Self-Assessment: Effective
East Palo Alto Academy has school counselors that provide students with Advisory Circuits that support student readiness for college and university. All students are given access to A-G coursework starting in their freshmen year, and receive support to succeed in the GE classroom through targeted intervention (e.g. ELD class, Study Skills, Instructional Aides). All students hoping to pursue a bachelor's degree aim to meet A-G requirements by the time they achieve graduation for eligibility into the California public university systems (i.e. California State University and University of California), or indicate a desire to transfer from a community college and thus receive support. All students have the opportunity to take AP Calculus, AP English & AP Spanish courses as upperclassmen. In addition, we offer Dual Enrollment coursework through Foothill College, which currently consists of a health pathway (via Kinesiology) and a liberal arts pathway (via Sociology, Psychology, and Arts). We have also offered a CTE pathway in the past, but finding an instructor for the course has been an ongoing challenge.

Students are encouraged to apply to college or career readiness programs for a successful future through Senior Seminar and intervention from the College Information Specialist. Students' desired pathways are celebrated annually at the College and Career Signing Day in May, and all graduating seniors who apply for entry in a support program receive ongoing postsecondary support through the completion of their college or vocational goals through EPAAF.

B 1.4 Self-Assessment: Somewhat Effective
Training: 3/4 of teachers have either attended or will be attending a 3-day professional development training called Constructing Meaning that "provides teachers with the process and tools for weaving explicit language instruction into content-area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning."

In preparation for the graduate profile/portfolio defense, teachers attend multiple personal development trainings with the aim to offer, "high expectations, real-world relevance, and attention to the whole child into a set of learning outcomes that is focused, modern, and measurable. It is an essential element of a performance assessment system." - Envision Learning Partners (ELP)

---

focus on NGSS
PD on Growth Mindset
- Bulldog Way is informed by growth mindset research by Carol Dweck and continues to be used to uplift student behavior and academic expectations

Postsecondary Pathway Roadmaps

PBL
Constructing Meaning connecting projects with outcome/ competencies
Advisory Curriculum

Portfolio-defense- is a concept that combines two powerful practices: portfolio assessment and defense of learning. It's a performance assessment that challenges learners to make and support claims about targeted skills by:
1. Portfolio: curating samples of their work into a portfolio and
2. Defense of Learning: defending their claims in an evaluated presentation.

In some of the training sessions, teachers of all disciplines align their work according to the detailed outcomes that determine student competency in their skills. Then, based on the student selection, the advisory class will assist students in integrating work by curating and delivering their learning for their portfolio and presentation. An area of growth from our 2019 Action Plan continues to be providing staff with opportunity to develop cross-curricular projects.

Additionally, data analysis has uncovered a discrepancy between the percentage of students who meet A-G requirements and the percentage of students meeting/exceeding the standard on state assessments. Further exploration of this discrepancy is required, but an initial finding is that, while our students are entering high school below grade-level, their time spent in our classrooms helps them achieve at higher rates than their counterparts from the same zip code in other SUHSD schools.

Defense of Learning (Artifacts)
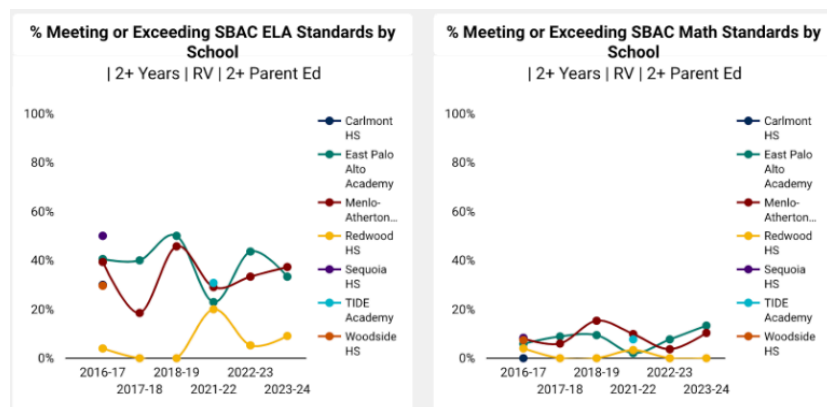
We have sought to address declining enrollment by boosting recruitment efforts with our feeder school in the Ravenswood School District. Knowing that they use iReady data to monitor and track student performance, we have identified a desire to strengthen articulation so that we can also have access to this data for placement and for use of monitoring growth.

Recruitment Presentation
Recruitment Event Video

B 1.5 Self-Assessment: Effective
In recent years, we have sought to build a stronger and more strategic relationship with our feeder district, partly as a response to decreasing enrollment and the need to help families understand the high school options their students have access to. We engage in visits to Ravenswood Middle School for recruitment. In 2022, we did visit RMS to observe different classrooms to connect with the teachers that teach the subjects we teach. We also set up regular recruitment events during the school year, through our Service Learning Leadership class. Nevertheless, this remains an area of growth. We have plans to visit RMS during Road to Legendary, with alternating departments.

Summer Bridge 2023
Program Overview

For our incoming 9th graders, **Summer Bridge** is designed to build community with each other and with the school while practicing the Bulldog Way values and reflecting on how they will help them succeed

Road to Legendary 2024

in their classes next year. This program uses student data provided by feeder schools (academic, health, and behavioral) to place students in advisories, determine interventions	
Our school engages with community partners and resources throughout the school year and in various contexts. For our Road to Legendary events, we work with Youth Community Services, Boys and Girls Club of the Peninsula, Streetcode Academy, Live in Peace, Neighborhood Environmental Advocacy and Technology (NEAT), the YMCA, and EPACenter Arts to offer enrichment programming.	[BGCP High School Success Advisor](#)
Additionally, our partnership with the local Boys and Girls Club of the Peninsula (BGCP) means that our students have access to one of their High School Success Advisor on campus to check in with routinely.	[Silicon Valley Urban Debate League Partner School](#)
Ongoing curricular collaboration with community partners includes: ● Silicon Valley Urban Debate (SVUDL) - History, English, Social Studies, and Spanish departments each have a teacher participating in the DCI Fellowship ● Stanford Engagement Course (Spanish) - still going, students take three field trips per school year, partner with three groups of Stanford Students, conduct PBL, projects focused on collaboration and critical thinking, bring experts to the class, HAAS center sponsors summer planning for Stanford Professor and EPAA Spanish teacher.	[Stanford Engagement Course Reader](#)
Our ongoing relationship with Foothill College allows us to offer dual enrollment courses on our campus exclusively to our students, with a live college instructor.	[Annual College Day Field Trip](#)
Through our College and Career Center, students receive access to additional academic and extracurricular programs like the Mountain School, ABLE Works, and the Peninsula College Fund to name a few. Our College and Career center also organizes our annual College Day Field Trips, where every grade-level visits a nearby 4-year university campus. Through our Dual Enrollment program, we also take students to Foothill College. And we provide exploratory field trips to seniors in the spring semester to local community colleges for priority enrollment (PEP). Additionally, we partner with local community colleges to offer two annual Cash for College workshops to provide families with support around their financial aid applications.	[Cañada College PEP Day](#) [Foothill College PEP Day](#)

Criterion B2. Equity and Access to Curriculum

Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum (*2–3 pages maximum*)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the

requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration or pathways and preparation for postsecondary education for all students.
B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
B2.1-2 Self-Assessment: Effective Advisors and counselors meet with students annually to review their transcripts, ensuring they understand the A-G requirements and their progress toward meeting them. Students are also offered a variety of A-G course options. For Area B, to support students in English, Creative Writing and Race and English Support are a part of the master schedule. Additionally, summer school is offered to help students improve their grades and meet A-G requirements. Access to curriculum with real world experiences is offered through PBL experiences. Starting with our training during 2019-2020, we have all the classes currently offering at least 1 to 4 PBL projects per year. Research confirms that PBL can help students be successful in today's rapidly changing and complex world, by developing a broader set of knowledge and skills as well as improving academic achievement by offering real-world application. In Senior Advisory, students engage in a real world Compassion Project, which requires them to identify a need in their community and develop a plan to address that need. They then implement their community service project and reflect on the impact that they have made. Past examples include Renter's Rights, addressing both the mental and physical health needs of the community, Yoga for Parents, Financial Literacy for Families, teaching younger students how to raise pets, and raising awareness around gender bias. Students then reflect on this project during their Defense of Learning presentation on Positive Impact. East Palo Alto Academy uses the Advisory model as a primary way of having students explore realistic college and career options. Advisory is split into an upper (11-12th) and lower house (9-10th). ● Resuming in 2022, all students take part in an annual College Day Field trip to explore local university offerings. Every spring, 10th graders also have the opportunity to attend an overnight field trip to Southern California colleges and universities. ● In the lower house, each student has the opportunity to explore their interests, personality traits, and college and career options through benchmark assignments. For example,	Advisory Circuit for Elective offerings Scope and Sequence for Advisory Road to Legendary in its offering of bike tech, music production, culinary, cosmetology Career Day Field Trip Expansion of EPAAF Program to support all postsecondary pathways (4-year and community college/vocational) 1. Dream Lab Makerspace (Engineer Your World) classes, 2. Road to Legendary 3. Service Learning Leadership 4. drop-in, push in with SpEd teachers 5. Senior Seminar 6. So-Cal Field Trip 7. Advisory Benchmarks 8. PBL Budget Project

the 10th-grade class has a job portfolio project where they are required to reflect on their identity (personality and interest) as a step to search for what job matches their descriptions so that they can plan their resume, job research, and practice for an interview where they will be assessed whether or not they are prepared for that job.

- In the upper house, the 12th-grade class will be [conducting the interview and assessing](#) (10th-grade) candidates' qualifications for the job based on quantitative and qualitative data they need to collect. In the post-interview, they will reflect on what makes a stronger, desirable candidate and consider how to amend their resume and the soft skills they may need to work on. In the upper house, students also begin to identify their postsecondary pathway of choice in order to receive more targeted support toward their individual goals.

To explore career options, students take advantage of school-wide opportunities such as Road to Legendary and Career Day. All students also have access to engaging in career exploration through Dual Enrollment, Advisory Circuits and eventually in Senior Seminar.

- Road to Legendary, which occurs 7 times in the school year, allows students to CHOOSE which pathway they would like to explore, ranging from music production, environmental advocacy, social justice, cosmetology, and cooking. When students took the Panorama Survey in 2023, they expressed they wanted more opportunities to investigate or try out other interests to develop skills that are not part of the regular school day. Students also said they wanted an opportunity to be integrated based on interests rather than divided by class period.

- Dual Enrollment offerings on campus have included Kinesiology, Sociology, Psychology, Art, CTE Engineering, and we are looking to include more opportunities like child development and allied health. Through the BGCP, students also have access to Pharmacy Technology and Allied Health courses. Additionally, our counselor works with students who want to take dual enrollment classes on their own through local community colleges (which this year included exploration into Business, Music, Japanese, Psychology, Graphic Design, and Communication). Students also participate in annual field trips to Foothill College to explore their program of study and potential postsecondary options.

- Career Day occurs once a school year. Most recently, 27 professionals have been invited to present on their careers. Student choice varies depending on grade level.

- As a part of California College Guidance Initiative, [SUHSD partnered with CaliforniaCollege.edu](#) this year to streamline the college and career-going access that students will receive from 9th through 12th grade. Students interface with this platform through Advisory (for career exploration, interest surveys, etc.) and eventually in Senior Seminar (for college applications and financial aid applications), where they also continue to explore postsecondary pathways, with [access to](#)

[EPAA Dual Enrollment courses through Foothill College](#)

[Career Day List of attendees](#)
[Career Day Logistics](#)

[Syllabus for Senior Seminar 00 (Fall & Spring)](#)

Virtual Field Trips, a valuable resource from the Wender Weis Foundation for Children. All students are placed in Senior Seminar during their last year of high school. Starting in the fall, students who are eligible for 4-year colleges receive support through the college-going process throughout the entire school year, from major selection, college-list building, personal essay writing, college applications, financial aid applications, scholarship interviews and applications, to making their final decisions. In the Spring, students looking to begin their postsecondary work at a community college or vocational program receive targeted support around further career-exploration, identifying which postsecondary program best meets their goals, and completing the application to that program, including the identification of next steps post graduation. All graduating seniors are celebrated at our annual College and Career Signing Day event. And at the end of year Senior Celebration, acceptance into one of three EPAAF postsecondary programs is announced.	Syllabus for Senior Seminar 01 (Spring)

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
Student and Parent Staff Collaboration happens through a variety of means at EPAA: ● Student Advisory Council (SAC) - a representative from each advisory is invited to serve on the SAC to provide input and give feedback on school issues monthly ● SSC/ELAC meetings - parents are invited to participate in these meetings once a month to discuss and provide feedback on school and program updates ● Morning Cafecitos ● Parents, students, and staff are all invited as members of students' annual IEP meetings to discuss progress and goals ● Through Advisory, students and parents collaborate with staff primarily through the Student-Led Conferences (SLCs) that happen in the Fall and in the Spring. SLCs are a hallmark of the relationship building aspect of our Advisory program, particularly under the strand of academic monitoring. During these meetings, student, parent, and staff will also discuss the student's postsecondary goals. ● Throughout the year, mandatory grade-level meetings are held to discuss timely information related to each cohort of students ● Cash for College Workshops (2x per year) - families come to discuss postsecondary goals and receive support with completing their students' financial aid applications ● College and Career Signing Day - the community comes together to celebrate students' postsecondary goals	Student Advisory Council Sample SSC/ELAC Meeting Notes SLC letter to families Grade-Level Parent Meetings ● 9th Grade Parent Meeting ● 10th Grade Parent Meeting ● 11th Grade Parent Meeting ● 12th Grade Parent Meeting (Fall & Spring) Cash for College Workshops Parent Invitation to College & Career Signing Day

Summary Analysis: While we seek to provide multiple opportunities throughout the school year for students, parents, and staff to engage in collaborative efforts toward the student's learning, recent Panorama Survey student data post-pandemic indicates that sense of belonging and engagement are almost half of pre-pandemic rates. Similarly, family engagement has dropped. We feel somewhat effective in this area, and recognize the need to target engagement across the board.	

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Development of Graduate Profile and integration in Advisory and content area learning plans for school year
2. Providing students with range of realistic college and career options through early college classroom, College and Career Center, Advisory, and Senior Seminar
3. Curriculum that includes standards and content-specific skills.
4. There are 20+ courses at EPAA that offer PBL projects this year for a total of 58 unique projects , 6 of those are in Math.

Areas of Growth

1. Authentic interdisciplinary collaboration and integration of PBL design standards and implementation in cross-curricular classrooms.
2. Vertical and Horizontal alignments amongst departments.
3. Expansion of elective offerings for diverse student needs (ie. P.E, Photography, Theater,...)
4. There is a lack of congruence between our Math A-G achievement rates and scores on state standardized assessments
    a. Teacher turnover in the Math department could impact the curriculum as the scope and sequence is revised
5. Design structures that allow teachers to create/revise graduate portfolio-aligned curriculum

Category C: Learning and Teaching (*6 pages maximum for Category C*)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions
- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (*1–3 pages maximum*)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
In an attempt to increase engagement, the school embarked on an initiative to increase project-based learning experiences in classrooms. As such, teachers frequently incorporate project-based and inquiry-based learning throughout the year, with examples including: ● Physics simulations on the PhET website to explore Newton's laws. ● Government projects where students create budgets relevant to local community needs. ● Engineering courses focusing on solving real-world problems, like designing earthquake-proof buildings. ● English assignments incorporating self-reflection and culturally relevant frameworks, such as Zaretta Hammond's research. ● Socratic seminars in English and Social Sciences ● Many teachers use real-world examples to connect lessons to students' lived experiences, such as gentrification in local neighborhoods. ● Students are engaged in project-based learning that ties to career readiness, including creating podcasts and solving engineering challenges. ● Rubrics and success criteria are regularly shared with students to clarify expectations and improve engagement. **Challenging and Relevant Work:** 85% of staff report using inquiry-based and project-based learning strategies (e.g., using simulations, reflective essays). In a science class, 80% of students	[Project-Based Learning Experiences 23-24](#) [Project-Based Learning Experiences 24-25](#)

conducted hands-on experiments, analyzing variables and creating Claim, Evidence, Reasoning (CER) statements to reinforce understanding.

Standards and Performance Expectations: 70% of staff provide rubrics, exemplars, and frequent checks for understanding to clarify expectations for students.

Through advisory, students receive instruction that is centered to their needs. Through weekly SMART goals, students are asked to identify their own priorities. Other instructional practices that seek to center students' experiences in the effort of building engagement are community circles, 1:1 check-ins during study hall, benchmarks built off of the ASCA standards, and various circuits on social-emotional learning mapped out for each grade-level. These circuits include counseling initiatives, financial literacy, workshops on mental health from our wellness team.

The school addressed the needs of students with diverse backgrounds and abilities through the following:
- Partnerships with outside organizations such as the Boy's and Girl's Club of the Peninsula, East Palo Alto Tennis and Tutoring, FutureProfits, Stanford Adolescent Psychiatry department, Peninsula Conflict Resolution Center, Youth Community Services, Live in Peace, Foothill College, and San Mateo County.
- Many of these community organizations support our Road 2 Legendary events, where students get to participate in an enrichment activity of their choice once a month. This year, we have offered swimming classes through the YMCA, a music production lab with Streetcode Academy, a bike mechanics workshop with Live in Peace, and more.
- Clubs like Health Career Collaborative, Dream Leaders, and monthly Bulldog Way awards along with honor roll and principal's honor roll.

Teachers use a variety of strategies to ensure clarity, including:
- Sharing rubrics and exemplars at the start of projects.
- Chunking assignments into manageable tasks and providing benchmarks.
- Using frequent checks for understanding (CFUs) like exit tickets and reflection prompts.
- In Geometry, students construct proofs collaboratively and analyze different solution pathways.
- Teachers incorporate student feedback through surveys and exit tickets to refine instructional practices.

Summary Analysis: Teachers are highly committed to ensuring

SMART Goal Community Circle Expectations

Advisory Scope & Sequence

Road to Legendary Slides

Defense of Learning exemplars

Defense of Learning Rubrics

students are engaged in challenging and relevant learning experiences. For example, 85% of staff implement inquiry-based strategies such as government budget projects and scientific CER investigations. These activities connect academic content to real-world applications, fostering deeper student engagement and understanding. Additionally, 70% of staff use rubrics and exemplars to ensure students understand performance expectations. However, there is room to improve differentiation for high-achieving students, as only 30% of strategies explicitly target this group.

While our findings reveal that we are effective in this criterion, growth can be made in strengthening the use of data to inform instructional practices, particularly as they relate to ongoing project-based learning experiences. We also want to develop a system to measure impact of Advisory circuits by collecting feedback from students to make decisions about programming. Having relied on project-based learning to boost engagement, we also want to revisit other schoolwide instructional practices and strategies to strengthen instruction overall. We also need to increase time for curriculum planning and cross-curricular collaboration, as staff want more time to develop project-based learning experience that can more align to the Gold Standard. One area in which we want to develop is to provide students with more public recognition. While students **are** involved in examining learning targets and objectives, students would benefit from deeper, more meaningful reflection in terms of how learning targets connect to and build on one another. Teachers point out connections between learning targets, but in the majority of classes, students do not deeply reflect on the meaningful connections between learning objectives. For example, Ms. Moran frequently says something like "Last class, we found solutions to **linear** equations. Today, we will still be finding solutions to equations, but we will be working with **non-linear** equations," and has students write down and annotate learning targets. However, students are not doing any academic work considering the connection between learning connections."

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions
- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being*.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (*2–3 pages maximum*)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
At EPAA, teachers have always sought to provide students with authentic and relevant real world experiences. Some staff have engaged in the work of developing culturally relevant practices in the classroom through professional development with Dr. Enid Lee of [Enid Lee Consultants](#), a leader in anti-racist education. Projects include real-world challenges, some examples of which include the cost-benefit analysis in Economics (which leads into students' eligibility for the US Bank Scholarship), and inquiry-based assessment on strategies of resistance in the Bay Area, designing a pin-hole camera, a compassion project, and the What's Next essay. In AP Calculus, students work through multi-step problems requiring connections between concepts. English projects involve student-driven inquiries and reflective essays tied to post-secondary readiness. In the classroom teachers employ methods such as think-pair-share, discovery-based instruction, and formative assessments to enhance learning. Some teachers also rely on equity cards for student participation, and through the pandemic, teachers employed Pear Deck to boost student engagement and allow for student voice and real time formative assessments and checks for understanding. Additionally, students have opportunities to influence learning through project topics, reflections, and feedback. Teachers regularly use student feedback to adapt instructional methods and address learning challenges. Some examples of this include engineering courses that include peer feedback in every module, helping students refine their projects. History students reflect on connections between course material and their own lives, fostering deeper engagement. **Student Agency Within the IEP Process:** Students' are engaged in interviews, assessments and interest inventories with their case manager to gain accurate data to co-create their IEPs. Students are included during the IEP meeting, and are supported to actively contribute and participate, sharing their perspective on their data and their progress. ● **Critical Thinking and Agency:** 90% of teachers incorporate strategies such as peer reviews, think-pair-share, and problem-solving tasks.	[Project-Based Learning Experiences 23-24](#) [Project-Based Learning Experiences 24-25](#)

- **Student Voice:** 50% of teachers actively use surveys or informal feedback to adjust instruction (e.g., math teacher adjusting assignments based on feedback).
- **Technology Usage:** 75% of teachers use platforms like Canvas, simulations, and Edpuzzles to enhance instruction.

In the past, laptop carts were distributed across classrooms in the school and teachers would borrow from each other, but this year, we finally were able to go 1:1 with laptops, distributing them to students so that each student would have their own device to bring to school every day and be responsible for. This was an important milestone because many teachers use various platforms for learning, such as Pear Deck, Edpuzzles, Canvas, and digital simulations to support interactive learning. Physics simulations allow students to explore concepts like gravity and acceleration interactively. Engineering students use CAD tools and online resources for rapid prototyping and testing solutions.

EPAA 1:1 Laptops

Additionally, textbooks for college classes are delivered digitally versus in-print. And college instructors deliver lessons and materials through Canvas, which students are accustomed to using for their high school courses, as well. For support, students have access to Varsity Tutors online tutoring, which they can go to for help after school. Last year the District used Paper Tutoring. Teachers can use digital resources like Relay and TurnItIn.com to monitor student activity and work.

Varsity Tutors

In their content classes, many lessons help students connect content to career pathways, such as budgeting exercises in Economics and real-world applications in Engineering. Students participate in culminating projects, such as defense of learning presentations. Through Advisory and finally Senior Seminar, students engage in both college and career exploration. The District has partnered with the California College Guidance Initiative, and through their platform CaliforniaColleges.edu, students now have access to modules and lessons for all grade-levels. Advisors and teachers have access to students' career and personal assessments by way of the Interest Profiler, Work Values assessment, and personality assessment. These results help guide students' exploration into their postsecondary pathways. Advisors also employ career projects to help students do further research, and then in the 11th grade, they develop a roadmap with various pathways to pursue their lives/careers of choice. Through our partnership with Able Works, 11th graders also receive a financial literacy circuit with a curriculum that includes a series of two units in Advisory. In Senior Seminar, students receive individualized college-access support or guidance to pursue other postsecondary options. Through this class, all seniors, the majority of which are first-generation college students, receive intervention support with letters of recommendation, personal statements, 4-year college

Senior Seminar 00 Syllabus
Senior Seminar 01 Syllabus

Sample Future Profits lesson

applications, financial aid, scholarships, community college matriculation, and vocational programs. In 2022, after recognizing a need to boost programming for our students pursuing education through community college or vocational training programs, we began a [community college and career tech convening](#) to tackle this issue. This work continues to this day, now known as the Future Pathways Consortium. This work has resulted in annual community college and career tech fairs. We partner with community-based organizations like Able Works, JobTrain, Americorps City Year, the San Mateo County Electrical Joint Apprenticeship and Training Center, Year Up, and local community colleges to ensure that students not pursuing a 4-year college right away have multiple options after high school as well.

Summary Analysis: The staff widely employs diverse strategies to foster critical thinking and student agency. For example, 90% of teachers report using evidence-based practices, such as group discussions, peer reviews, and project-based learning. Technology integration is also a strength, with 75% of staff leveraging tools like Canvas and simulations to enrich learning. One math teacher, for instance, gathered student feedback on the format of assignments and adjusted her instruction accordingly. However, only 50% of staff systematically incorporate student voice into decision-making, signaling an area for growth in amplifying student agency across the curriculum.

Furthemore, while Advisory remains a pillar of our charter and methodology for helping to boost student performance and school connectedness, we also recognize a need to improve the implementation of our advisory program, both for alignment of student experience and adherence to the core values. As such, Policy, Organization, and Leadership Studies (POLS) students from Stanford's Graduate School of Education will begin conducting research into what works for Advisory and what can be improved in the Spring of 2025. That research will include interviews with students and teachers, observations, and a literature review

While evidence of instructional strategies exists, we feel like we are somewhat effective in this area, as with annual turnover, institutional practices have been lost and we need to decide on which strategies to institute schoolwide again. We do not currently have any mandated schoolwide instructional strategies that all teachers implement across the board, which can lead to varied experiences across classrooms. However, many teachers use a variety of instructional strategies in their classrooms like:
- Structure-Student Talk
- Checks for Understanding/formative assessments
- Equity Cards
- Community Circles in Advisory

[Future Pathways Consortium meeting notes](#)

[Career Tech Fair 2024](#)

[Teen College and Career Fair 25](#)

- Objectives - Seminars - Graphic Organizers - Self and Formative Assessments - Rubrics - Scaffolding - Differentiation - Translation - Sentence Frames - Multilingual supports for language learners - Modeling - Use of Technology Constant practice with routines and procedures seems to be the key in the promotion of collaboration in the classroom and yet, at this time and space, we might need to revisit the use of our time, and the way in which we are responsible to interact for the purpose of academic success and achievement for all students, thus- making an improvement in the academic culture of the school as a whole.	

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Strong use of project-based and inquiry-driven learning that ties to real-world applications.
2. Effective use of technology and digital tools to enhance engagement and problem-solving.
3. High levels of student agency, with opportunities for feedback and personalized learning.

Areas of Growth

1. Expand professional development focused on differentiated instruction to better address needs of students at all performance levels.
2. Increase use of schoolwide data (e.g. PSAT, ICA results) to inform instruction.
3. Enhance resources for multilingual learners, particularly for newcomer students.

Category D: Assessment and Accountability (*6 pages maximum for Category D*)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *schoolwide reporting and accountability practices impact student learning and well-being*.

Criterion D1: Reporting and Accountability Process (*1–3 pages maximum*)

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

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
At East Palo Alto Academy, schoolwide reporting and accountability practices play a vital role in shaping student learning and well-being by ensuring that instruction is data-driven and tailored to meet the diverse needs of students. Regular assessment and reporting practices, such as benchmarks, exit tickets, and formative checks for understanding, allow teachers to monitor student progress and adjust instruction as needed. For instance, districtwide benchmarks, administered at the beginning and end of the year in Math, help evaluate student growth and inform decisions about pacing and reteaching. Advisory programs align assessments with standards-based grading and grade-level benchmarks, further ensuring consistency in tracking and supporting student progress. The District also engages students in the preparation for the CAASPP through daily challenge quizzes in Canvas for the 11th grade. The school uses an assortment of data to develop lesson plans and work with students, with collaboration across departments ensuring cohesive approaches. Math teachers rely on informal (classwork, exit tickets) and formal assessments (quizzes, unit exams) to plan lessons that address areas of need. For example, results from Unit 0 help	Formative Assessment Examples: For English: WRAP essay A routine where student complete a short, in class essay, after reading article or watching videos. For novel study, students complete multiple choice quizzes or short answers on a weekly bases. Example 1, Example 2 CAASPP Preparation Resources Standards-Based Grading in

establish a baseline of knowledge, enabling teachers to focus on foundational skills early in the year. In Science, data from the California Science Test (CAST) guides curriculum alignment with NGSS standards and practices, while Social Studies and English use daily CFUs and exit tickets to adjust lesson plans and address individual learning gaps. These efforts involve classroom teachers, co-teachers, and specialists in Special Education, who develop differentiated lessons based on IEP goals. Department meetings and professional development sessions provide opportunities for collaboration and alignment.	Advisory
Data drives instruction and improves student learning by identifying trends and gaps that inform teaching strategies. For instance, Social Studies teachers use CFUs and classwork analysis to determine whether to re-teach or advance the curriculum, while Math teachers incorporate districtwide Interim Comprehensive Assessment (ICA) results into their planning to align instruction with grade-level standards. Data is also used proactively to address student needs through interventions tracked in Infinite Campus (IC), SST meetings, and IEP planning. A review of attendance and behavior referral data has led to the interventions to address absenteeism and reinforce behavior expectations through restorative practices.	Communication to families about ICA Assessment EPAA Attendance and Behavior Plans
The data review process is consistent across departments but tailored to their unique needs. Math teachers review benchmark data on district minimum days to adjust pacing and instructional plans. Science teachers analyze CAST results to align the curriculum vertically, with department meetings fostering collaboration on developing cohesive instructional strategies. Special Education teachers review feedback gathered through Google Forms to track progress on IEP goals. Across the school, progress reports issued twice per semester provide a structured opportunity for reviewing and addressing student growth.	Initial SST Form Follow-up SST Form District-Minimum Day PD for ICA Debfrief
Beyond its current uses, data could further enhance instruction by integrating more frequent formative assessments and leveraging technology to provide real-time feedback. For example, incorporating student self-assessments could foster a deeper understanding of their learning progress while empowering them to set personal goals. Data could also inform interdisciplinary projects, allowing for a holistic view of student achievement across subject areas. Finally, identifying measures to gauge efficacy of schoolwide initiatives and interventions (e.g. course sequencing, Universal Reading, Portfolio Defense, etc.) and regular monitoring of those results need to be developed for continuous improvement.	
Schoolwide data practices influence broader policies and structures, ensuring alignment with achievement goals and benchmarks. The use of district benchmarks and standardized assessments like the ICA and CAST provides accountability and comparability. Advisory programs focus on universal skills such as reading and service learning, while progress is tracked through Student-Led Conferences and study hall check-ins. These benchmarks are reviewed periodically—district benchmarks are analyzed twice per year, while classroom	Advisory Study-Hall (aka S.W.A.G.) process - 12th - 11th - 10th - 9th

assessments are reviewed weekly or biweekly depending on the subject. These practices ensure that all students are supported in achieving their academic and personal growth goals.	

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions
- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being*.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (*1–3 pages maximum*)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
At East Palo Alto Academy, teachers use a variety of assessment strategies to monitor and modify instruction, significantly impacting student learning and well-being. These strategies ensure that teaching is responsive to student needs, supporting both academic achievement and personal growth. Across departments, formative assessments such as checks for understanding (CFUs), exit tickets, and class discussions provide real-time insights into student progress. For example, History teachers use tools like Kahoot, discussions, and visual projects to assess comprehension, while Math teachers utilize mini-quizzes and problem corrections to reinforce learning. These assessments help identify gaps in understanding and enable targeted reteaching or individualized support, fostering a culture of continuous improvement and student success. Teachers employ multiple methods to determine whether students understand classroom material. Math teachers use daily informal assessments like CFUs, exit tickets, and observations during instruction to gauge understanding, while summative assessments like quizzes and unit tests provide a structured evaluation of progress. English teachers incorporate quick writes, peer editing, and targeted	Algebra 1 Example Algebra 2 Example History Example Spanish Example Study Skills Example

questions during lessons to assess comprehension. History teachers use interactive tools and reflective projects, and Science teachers employ step-by-step processes, including checklists and small group whiteboard activities. These varied approaches ensure that teachers have a comprehensive understanding of student learning and can address challenges promptly.

Monitoring student progress occurs regularly and systematically across all subjects. Math teachers assess progress daily through classwork and weekly through quizzes, while English and History teachers combine daily formative assessments with formal grading several times per semester. Science teachers provide weekly updates and track mastery through individual assignments and collaborative activities. Schoolwide structures like progress reports (issued twice per semester), student-led conferences, and study hall check-ins further support consistent tracking of student progress. Counselors provide interventions at the semester for students in danger of failing. The use of tools like the Intervention Tab on Infinite Campus and SST meetings ensures that students in need of additional support are identified and provided with tailored interventions.

Feedback is a cornerstone of instruction at East Palo Alto Academy, offered frequently and in multiple forms to guide student improvement. In Math, students receive weekly feedback through quizzes and daily guidance during problem-solving activities. History teachers provide verbal feedback weekly and written feedback through Google Docs once or twice per quarter. English teachers use rubrics and narrative feedback, allowing students to revise their work based on clear expectations. Science teachers give feedback on every assignment, encouraging resubmissions to promote mastery. This ongoing cycle of feedback, self-assessment, and revision ensures that students are actively engaged in their learning and aware of their progress.

The school's comprehensive use of assessments, regular monitoring, and actionable feedback creates a supportive learning environment that prioritizes both academic success and student well-being. By integrating department-specific practices with schoolwide structures, East Palo Alto Academy fosters a cohesive approach to addressing student needs and ensuring equitable opportunities for growth.

Fall 2024 SLCs

Counselor Grade Check
Counselor Math Support form

Example of rubric for narrative feedback from English III

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. In the past, building a culture of student awareness of lexile score through the SRI test was supportive of Universal Reading time and increased literacy. Note: New test now in process Dec. 2024
2. EPAA's method of assessments encourages a culture of revision among students.
3. Our demographic students perform better on standardized tests and A-G eligibility as compared to other district high schools.
4. Utilizing department meetings to analyze data, both standardized and student work, to inform instructional practices and master schedule needs.
5. Schoolwide calibration and yearly improvements made to our portfolio assessment of the graduate profile have helped to establish a more consistent system.

Areas of Growth

1. Articulate with feeder schools in order to increase enrollment and improve vertical alignment.
2. Create a schoolwide routine in collecting and analyzing data to understand the efficacy of schoolwide programs and decisions.
3. Grade level meetings to encourage collaboration across curriculum areas and support student needs.
4. Collaboration with same subject teachers in the district to improve student engagement and provide curricular support.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (*6 pages maximum for Category E*)

Criterion E1: Family and Community Involvement

Directions
- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how the family and community involvement impacts student learning and well-being*.

Criterion E1: Family and Community Involvement (*1–2 pages maximum*)

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, families, and the community, valuing the identities of all individuals.

Findings	Evidence
Introduction: East Palo Alto Academy (EPAA) recognizes that family and community involvement plays a crucial role in enhancing student learning, fostering a sense of belonging, and promoting student well-being. In 2022, we hired a fullt-ime parent liaison to support this effort. Through various strategies and initiatives, EPAA integrates family and community engagement into the academic and social fabric of the school. The school has provided evidence of the effectiveness of these efforts through multiple platforms such as Cafecito, School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings, grade-level meetings, parent workshops, cultural events, weekly bulletins, the Road to Legendary program, and strong community partnerships.	- Cafecito, SSC/ELAC (monthly, morning and evening) - SLC's (3xs per year)
Evidence of Family and Community Engagement Initiatives: ● **Cafecito**: EPAA hosts regular Cafecito meetings, which are informal gatherings designed to provide a platform for parents and caregivers to engage directly with school staff. Feedback from these sessions has shown that families feel more connected to the school and are better equipped to support their children's education. ● **School Site Council (SSC) and English Learner Advisory Committee (ELAC) Meetings:** EPAA's SSC and ELAC meetings offer structured opportunities for families to participate in decision-making processes related to school policies, academic programs, and budgeting. In particular, the	SSC/ELAC Meeting Notes

ELAC has proven to be vital in empowering non-English-speaking families to engage with school activities, understand educational requirements, and support their children's learning needs.The involvement of parents in SSC and ELAC meetings helps align the school's goals with the priorities of its community, contributing to more relevant and effective programming.
 	
● **Grade-Level Parent Meetings:** School Counselors at EPAA organize grade-level meetings with families to discuss student progress, understanding A-G progress and their transcripts, and offer tailored academic support strategies. These meetings foster a collaborative environment where staff and parents can work together to address challenges and celebrate successes. By involving families in the academic planning process, EPAA ensures that students receive the necessary support both at home and in the classroom.
 	
● **Parent Workshops:** EPAA regularly organizes parent workshops focused on various topics such as academic strategies, social-emotional learning, college and career readiness, and supporting children with disabilities. These workshops provide families with practical tools and knowledge to support their children's learning at home. Feedback from workshop participants indicates that these sessions help parents feel more confident in their ability to engage in their children's education and improve their students' academic performance and overall well-being. We also partner with the Rosalie Rendu Center to offer ESL adult classes.
 	
● **Cultural Events:** Cultural events at EPAA celebrate the diversity of the school community and provide a platform for students and families to share and learn about each other's backgrounds. These events foster a sense of pride, inclusion, and respect among students, and also create opportunities for families to interact and build connections. Cultural events play a significant role in enhancing the social-emotional development of students, as they promote a sense of identity and belonging.
 	
● **Weekly Bulletins:** The school communicates regularly with families through weekly bulletins that provide important updates on school events, academic expectations, and community resources, ensuring that families stay informed and are able to actively participate in their children's education.
 	
● **Road to Legendary Program:** The Road to Legendary program is a signature initiative at EPAA, designed to support students in their journey to academic excellence and personal growth by partnering with community organizations.
 	
● **Community Partnerships:** EPAA has established strong partnerships with local organizations, businesses, and higher education institutions. These partnerships provide additional resources and opportunities for students, including internships, mentorships, and college preparation programs. By connecting students and families with the broader community, EPAA helps ensure that students have access to a wide range of resources that support their academic, social, and
	[Grade Level meetings/ Parent Workshops (5 xs per year)](#)
	
	[Family University](#)
	
	[Parent Workshop on Career Pathways](#)
	
	[Canvas and IC workshop/ information](#)
	
	[ESL Classes (Rosalie Rendu Center)](#)
	
	Cultural Events
	   ● [Latinx Heritage Month Celebration Video](#)
	   ● [Black History Month Celebration Video](#)
	   ● [AAPI Celebration Video](#)
	   ● [Staff Pride Month Video](#)
	
	Weekly Bulletin
	   ● [Staff](#)
	   ● [Student](#)
	   ● [Families](#)
	
	[Photos from Road to Legendary](#)
	
	   ● [YCS Club](#)
	   ● [Boys and Girls Club](#)
	   ● [Stanford Health Careers Collaborative](#)
	   ● [Stanford Medicine Children's Health Van](#)

emotional development. These community connections also enhance students' sense of belonging and contribute to their well-being by fostering relationships outside of the school environment.

Impact on Student Learning and Well-being: Through these initiatives, EPAA has created an environment where families are active partners in the educational process. The evidence suggests that this involvement has led to:

- Improved Academic Performance: Students whose families are actively involved in school activities tend to perform better academically. Parent participation in workshops, grade-level meetings, and the Road to Legendary program has directly supported students in setting and achieving academic goals.
- Enhanced Social-Emotional Development: Cultural events and Cafecito meetings have fostered a positive school climate that encourages social-emotional learning. Students report feeling more supported and understood, which contributes to their overall well-being and reduces feelings of isolation.
- Stronger Sense of Community: Family and community engagement activities such as cultural events and community partnerships seek to create a stronger sense of belonging among students and families. This sense of community has proven essential for promoting student motivation, engagement, and emotional resilience.
- Increased Family Empowerment: Through the SSC, ELAC, and other family engagement initiatives, parents feel more empowered to advocate for their children's needs and contribute to the school's direction. This collaborative partnership between home and school ensures that students receive the necessary support to succeed.

Summary Analysis: The findings of strengths from East Palo Alto Academy indicate that family and community involvement has had a significant positive impact on student learning and well-being. By fostering strong partnerships with families and the local community, EPAA works to create a supportive and engaging environment where students are more likely to thrive academically and socially. Continued emphasis on these initiatives will be crucial in ensuring that all students at EPAA have the support they need to succeed. The areas of growth for East Palo Alto Academy are creating more affinity spaces for students and families where they can further their growth and empowerment and foster a greater sense of leadership. Families may attend the cultural events and various meetings throughout the year but there needs to be more available opportunities for them to lead. For example a parent team (PTA) and volunteering opportunities. This year, we built a system for tracking parent involvement in school activities, but we were not as proactive with that in the past, so an area of growth would be to try to match that with the student impact.

Criterion E2: School Culture and Environment
Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain *how the school culture and environment impact student learning and well-being*.

Criterion E2: School Culture and Environment Criterion (*1–2 pages maximum*)

The school leadership focuses on continuous school improvement by providing a nurturing learning environment and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
Introduction: East Palo Alto Academy (EPAA) recognizes that a positive school culture and supportive environment are fundamental to promoting student learning and well-being. Much of our current programming has been influenced by results from the District Panorama Survey that students and staff have taken annually since the pandemic. Since 2019, and particularly after the pandemic, we have seen a decline in areas like School Belonging, School Climate, School Engagement, and School Safety. As such, we have reaffirmed our commitment to inclusivity, respect, and emotional support to create an atmosphere where students feel safe, valued, and motivated to succeed. EPAA's approach to cultivating a healthy school culture is reflected through various programs, initiatives, and policies, including sports, educational and cultural clubs, a policy on hate speech, student and parent well-being spaces, restorative justice services, mental health counseling, advisory programs, and the use of instructional aides. EPAA works with Peninsula Conflict Resolution Center (PCRC). This organization offers tailored conflict resolution services with a strong focus on restorative practices, designed to meet the specific needs of school communities. Whether through mediation, conflict coaching, training, or facilitation, they help enhance communication, foster collaboration, and cultivate lasting harmony. Their experienced team works closely with schools to implement restorative approaches that address harm, promote accountability, and strengthen relationships. By equipping organizations and communities with effective strategies, they support the creation of a more peaceful, understanding, and inclusive school environment. They are dedicated to helping schools resolve conflicts and build a culture of restorative practices that fosters healing and growth. The following findings outline how the elements above aim to contribute to the overall success of the school community.	Panorama Survey slides Panorama Survey Staff Results Extracurricular Sports & Clubs Policy on Hate Speech Parent and Student Wellbeing Space (PAWS) Road to Legendary After- school opportunity - Teacher office hours - After-school Tutoring Flyer - After-school Tutoring Referral - Online Tutoring Counseling Referrals PCRC RJ services Advisory Program - Advisory Calendar

Evidence of a Positive School Culture and Environment: **Sports Programs:** EPAA offers a variety of sports programs that foster teamwork, discipline, and school spirit. Participation in sports not only promotes physical health but also provides students with opportunities to develop leadership skills, work collaboratively with peers, and build self-esteem. The sense of belonging and pride that comes from being part of a team enhances students' engagement and motivation, contributing to both their academic and social development. ● **Educational Clubs:** Educational clubs at EPAA, such as Dream Leaders and Health Care Collaborative, Yearbook, Speech & Debate, Canopy, Art offer students opportunities to explore their academic interests beyond the classroom. These clubs help develop critical thinking, problem-solving, and communication skills, while also fostering a sense of accomplishment and academic identity. Engaging in these clubs encourages students to pursue their intellectual passions, thereby enhancing their academic growth and resilience. ● **Organizational and Cultural Clubs:** The variety of organizational and cultural clubs at EPAA, including EPA Con Poder (LatinX club), Poly club, Black Student Union, Pride Club, provides students with spaces to connect with peers who share similar interests and backgrounds. These clubs promote a sense of belonging, creativity, and cultural awareness, helping students to feel valued and respected within the school community. Cultural clubs, in particular, celebrate the diversity of the student body and encourage students to embrace and learn from each other's differences. ● **Policy on Hate Speech:** EPAA has a strict policy on hate speech that ensures all students and staff feel safe and respected. The policy is informed by extensive research from Stanford POLS students in 23-24 and outlines clear consequences for discriminatory or harmful behavior and promotes a culture of respect and inclusivity. This policy helps create an environment where students can focus on learning without fear of harassment, bullying, or discrimination. The commitment to zero tolerance for hate speech fosters a climate of trust and mutual respect, which is essential for students' emotional well-being and academic success. ● **Parent and Student Well-Being Space (PSWS):** EPAA has designated spaces where both parents and students can access resources and support related to their mental and emotional health. The Parent and Student Well-Being Space is a safe and welcoming environment where families can receive information about mental health resources, counseling services, and wellness programs. This initiative ensures that students and their families have the support they need to manage personal challenges, fostering overall well-being and reducing stress that can impede academic performance. ● **Student-Led Conferences:** Student-led conferences at EPAA provide students with an opportunity to take ownership of their	- [Advisory Folder](#) [EPAA Sports](#) [24-25 Schedule of Clubs on Campus](#) [Dream Leaders](#) [HCC](#) [Yearbook Club](#) [Canopy](#) [EPA Con Poder](#) [Poly Club](#) [Black Student Union](#) [Pride Club](#) [Policy on Hate Speech](#) [Parent and Student Wellbeing Space](#) [SLC Script Template](#)

learning. During these conferences, students present their academic progress, set goals, and reflect on their growth with the support of teachers and family members. This process fosters a sense of accountability and encourages students to become self-directed learners. The conferences also strengthen the partnership between home and school, helping families stay informed and engaged in their children's academic journey.

- **Restorative Justice Services:** EPAA employs restorative justice practices (with the Peninsula Conflict Resolution Center) to address conflicts and promote positive relationships within the school community. Restorative justice encourages students to take responsibility for their actions, understand the impact of their behavior on others, and work collaboratively to repair harm. This approach not only resolves conflicts in a constructive manner but also teaches students valuable skills such as empathy, communication, and problem-solving. Restorative justice aims to create a more harmonious and supportive school environment, reducing suspensions and improving students' social-emotional well-being.

- **Advisory Program:** The advisory program at EPAA is designed to support students' academic and social-emotional development by pairing them with a teacher or staff member who serves as a mentor. Advisors meet regularly with students to check in on academic progress, discuss personal challenges, and offer guidance on college and career readiness. The advisory program fosters strong relationships between students and staff, creating a safe and supportive space for students to express themselves and seek help when needed. This mentorship contributes to students' sense of security and belonging, improving their overall school experience.

- **Instructional Aides:** EPAA employs instructional aides to provide individualized academic support for students who may need extra assistance. These aides work alongside teachers to offer targeted interventions, ensuring that all students, regardless of their learning needs, have access to the resources and support they require to succeed. By offering personalized attention, instructional aides help students overcome academic challenges and build confidence in their abilities, which positively impacts both their academic performance and emotional well-being.

Impact on Student Learning and Well-being:
The integration of these cultural and environmental elements at EPAA has a profound impact on students' academic success, personal growth, and overall well-being. The evidence suggests the following outcomes:

- Improved Academic Engagement and Performance: Participation in sports, educational clubs, and the advisory program encourages students to take an active role in their learning. The student-led conferences and personalized

support from instructional aides further ensure that students receive the guidance they need to succeed academically.

● Stronger Social-Emotional Skills: Restorative justice practices, mental health counseling, and the Parent and Student Well-Being Space promote emotional resilience and healthy coping mechanisms. These initiatives help students manage stress, resolve conflicts constructively, and develop positive relationships, all of which contribute to improved well-being and academic focus.

● Sense of Belonging and Inclusion: The diverse range of clubs, policies on hate speech, and cultural events seek to foster a school environment where students feel valued and respected. This inclusive atmosphere promotes positive mental health and enhances students' motivation to engage with their peers and teachers.

● Community Support and Connection: The active involvement of parents in school activities, through spaces like the Parent and Student Well-Being Space and events such as student-led conferences, strengthens the partnership between home and school. This partnership ensures that students have the necessary emotional and academic support systems in place to thrive.

● Reduction in Behavioral Issues: Restorative justice services and the clear policy on hate speech create a safe and respectful school environment, leading to fewer incidents of conflict or discrimination. This helps maintain a positive and focused learning atmosphere where all students can succeed.

Summary Analysis:
Our continued investment in these cultural and environmental initiatives will be crucial for maintaining a thriving, healthy school community. EPAA's areas of strength that are effective are providing a supportive, inclusive, and engaging environment. Through programs like sports, clubs, restorative justice, and mental health counseling, the school fosters the social-emotional growth of its students while also addressing their academic needs. Where EPAA could be more effective and show growth is how we measure and collect data to show that the entire school demonstrates an atmosphere of trust, respect, inclusivity, and equity of support. If EPAA wants these programs to be highly effective there needs to be systems that directly show evidence that it has been effective. What are the standards and baselines to which all students are experiencing a caring school culture and are they being met through our school culture?

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions
● Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
● Explain or reference evidence that supports your succinct, narrative response.
● Explain *how the multi-tiered support systems impact student learning and well-being*.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.3 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
Introduction: East Palo Alto Academy (EPAA) has implemented a comprehensive Multi-Tiered System of Supports (MTSS) to ensure that every student receives the appropriate level of academic, behavioral, and emotional support needed to succeed. Through its MTSS framework, EPAA integrates targeted interventions, personalized support services, and collaboration across all tiers of support. This system is designed to address the diverse needs of students, promote equitable access to resources, and improve both their academic outcomes and overall well-being. The following findings outline how the MTSS approach, including the MTMDSS Plan, Care Team Meetings, Restorative Justice program, and Boys and Girls Club case management, has contributed to EPAA's success in meeting the needs of its student population.	MTSS Document Panorama survey SUHSD School Counseling Program: Tier 1 Lesson Plans Care Team Meeting Calendar (every other week) Well-Being Survey Mental-Health Referral Form School Counselor Referral - Staff Student Self-Referral to School Counseling Parent Referral to School Counseling Wellbeing Space - Sign In
Evidence of Multi-Tiered Support Systems at EPAA: MTMDSS Plan (Multi-Tiered Model for Delivering Student Support Services): The MTMDSS Plan at EPAA is designed to provide a tiered approach to addressing the needs of students across academic, behavioral, and social-emotional domains. The plan is organized into three levels of support: Tier 1: Universal supports that all students receive, including high-quality instruction, positive school climate practices, and proactive behavior management strategies. Tier 2 (~35%): Targeted interventions for students who may be at risk or are showing early signs of academic or behavioral challenges, including small-group instruction, behavioral check-ins, and social-emotional learning (SEL) programs. Tier 3 (~25%): Intensive, individualized interventions for students with significant or persistent needs, often involving one-on-one counseling, specialized academic support, or involvement in outside services like mental health counseling or case management through community organizations. Around 25% of our students receive support in this tier. The MTMDSS Plan ensures that every student receives the right level of support based on their specific needs, and it provides a structured way to monitor progress and adjust interventions as necessary.	

Care Team Meetings: A key component of the MTSS framework, these meetings involve teachers, counselors, administrators, and other support staff who meet regularly to review the progress of students identified as needing additional support. The Care Team collaborates to assess students' academic and emotional needs, identifies appropriate interventions, and monitors the effectiveness of those interventions over time. This collaborative approach aims to provide all students in need with consistent, holistic support. Evidence shows that the Care Team meetings have resulted in more coordinated interventions for students, leading to faster identification of needs and more timely support. As a result, students have demonstrated improved academic performance, better engagement in school activities, and greater social-emotional stability.

Restorative Justice Program: The RJ program focuses on building empathy, resolving conflicts, and restoring relationships when harm is done. This approach is different from traditional punitive measures as it encourages students to take responsibility for their actions, reflect on how their behavior impacts others, and participate in repairing harm. By using restorative circles, peer mediation, and conflict resolution techniques, the RJ program helps students develop critical social skills, improve relationships with peers, and reduce instances of chronic behavioral issues. The RJ program has also contributed to a reduction in suspensions and expulsions, as students are given the opportunity to make amends and reintegrate into the school community in a positive way. The restorative process enhances students' emotional well-being, helping them feel heard and supported while also promoting a culture of respect and accountability.

Boys and Girls Club Case Management: EPAA partners with the Boys and Girls Club of the Peninsula to provide case management services for students who need additional social-emotional or behavioral support. Boys and Girls Club case managers work closely with students and families to identify challenges outside the classroom, such as housing instability, family trauma, or mental health issues, which may impact a student's ability to succeed in school. Case managers provide personalized support to students by connecting them to community resources, such as food assistance, housing support, mental health services, and after-school programs. They also work with the school to ensure that students receive consistent support both at home and in the classroom. This partnership ensures that students have a safety net of resources that support their overall well-being, allowing them to focus on learning without the distraction of unmet basic needs.

BGCP High School Success Advisor

Impact on Student Learning and Well-being: The implementation of EPAA's Multi-Tiered System of Supports has led to several measurable outcomes in student learning and well-being:

Academic Improvement: Through Tier 2 and Tier 3 interventions, students who are at risk of academic failure receive more targeted and intensive support. For example, students receiving small-group

instruction or one-on-one tutoring have shown improved grades and test scores, as well as increased engagement in classroom activities. The MTMDSS Plan ensures that interventions are adjusted based on ongoing assessments, allowing for a more personalized approach to academic achievement.

Reduction in Behavioral Incidents: The Restorative Justice program has proven to be effective in reducing behavioral issues such as fighting, bullying, and chronic absenteeism. As a result, there has been a notable decline in suspensions and other disciplinary actions, fostering a more positive and respectful school environment.

Improved Social-Emotional Well-being: The integration of social-emotional learning through the Restorative Justice program, Care Team interventions, and case management services has helped students develop stronger emotional resilience and better coping strategies. Students are more equipped to handle stress, anxiety, and interpersonal conflicts, which contributes to their overall mental health and well-being. The Boys and Girls Club case management service further supports students by addressing out-of-school factors that may impact their emotional health, such as family issues or social isolation.

Increased Family and Community Engagement: The MTSS framework at EPAA encourages close collaboration between the school, families, and community organizations. Care Team meetings and case management services involve families in the support process, ensuring that parents and guardians are actively engaged in their child's academic and emotional development. This partnership between home, school, and community has led to stronger relationships and greater alignment in the support provided to students, which has had a positive impact on student success.

Enhanced School Climate: The multi-tiered approach to support creates a positive school climate where students feel cared for, valued, and supported. The school's commitment to addressing both academic and social-emotional needs ensures that students are not just learning in the classroom but are also developing the skills and resilience they need to succeed in life. The restorative practices, combined with academic interventions and case management, help create an environment of trust and respect, which contributes to a more inclusive and supportive school community.

Summary Analysis:
The Multi-Tiered System of Supports (MTSS) at East Palo Alto Academy has proven to be a critical framework for addressing the diverse needs of its students. By providing targeted academic, behavioral, and social-emotional support through the MTMDSS Plan, Care Team meetings, the Restorative Justice program, and Boys and Girls Club case management, EPAA ensures that students receive the necessary resources and interventions to succeed both in school and in life. These systems work in tandem to create a supportive and inclusive environment that enhances student learning and well-being, reduces barriers to success, and fosters long-term personal growth.

The evidence from these practices shows that the MTSS approach is effective in helping all students reach their full potential.

Strengths:
The Multi-Tiered System of Supports (MTSS) at East Palo Alto Academy has been working in creating systems that recognize the needs of students and/or families. The assessment happens from staff working/meeting individually with students and families, school surveys that are given twice per year, District surveys that are provided twice per year, parent workshops, and class presentations. These systems work to facilitate the recognition of needs among our students and families.

Once the need is recognized, we tend to support the student/family with the following; connect the student/family to the appropriate support through school services or link them to external services.

Areas of improvement:
At East Palo Alto Academy we continue to grow in facilitating the support to all the students/families who show need. At times the students might not get the appropriate support at the start of services due to not having enough qualified staff who can support their needs, we continue to grow in providing the needed assistance for the amount of time the student might need, and grow in supporting families through connecting them as soon as the need is identified.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. The value of diversity and inclusion within our school community.
2. Strong community partnerships that support our MTSS plan
3. The creation of our Parents and Students Wellbeing Space has helped to make support for our community more accessible.

Areas of Growth

1. Creating more learning opportunities for all students, parents and staff to continue creating an inclusive environment for all.
2. Fostering a culture of collaboration and alignment among all staff to effectively address the diverse needs of all learners.
3. Provide the identified support for students and families as soon as the need arises with the appropriate and qualified staff
4. Clear communication with families that supports both student and parent engagement.

Prioritized Areas of Growth Needs from Categories A through E

Through the analysis of our program, we have identified the following prioritized Areas of Growth.

	Category A	**Category B**	**Category C**	**Category D**	**Category E**
Growth	Develop and implement systems to analyze data as a school to make decisions and allocate resources related to goals and priorities, including support for English learners, intervention programs, professional learning options, and additional support materials as needed	Address the discrepancy between A-G achievement rate and state standardized assessments	Expand differentiation strategies to address the needs of both high achieving and struggling learners	Create a schoolwide routine for collecting and analyzing data to understand assessment efficacy	Foster a culture of of collaboration and alignment among all staff to effectively address the diverse needs of all learners

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- **Insert or use the table with prioritized strengths and growth areas and determine the 3-4 growth areas for inclusion in your plan.**

	Category A	**Category B**	**Category C**	**Category D**	**Category E**
Strength	Multiple venues through which stakeholder input is invited and solicited	Providing students with range of realistic college and career options through early college classroom, College and Career Center, Advisory, and Senior Seminar	High levels of student agency, with opportunities for feedback and personalized learning.	Our demographic students perform better on standardized tests and A-G eligibility as compared to other district high schools.	Strong community partnerships that support our MTSS plan
Growth	Develop and implement systems to analyze data as a school to make decisions and allocate resources related to goals and priorities, including support for English learners, intervention programs, professional learning options, and additional support materials as needed	Address the discrepancy between A-G achievement rate and state standardized assessments	Expand differentiation strategies to address the needs of both high achieving and struggling learners	Create a schoolwide routine for collecting and analyzing data to understand assessment efficacy	Foster a culture of of collaboration and alignment among all staff to effectively address the diverse needs of all learners

- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

An analysis of our program confirms that our major student learner needs can be summarized below:
1. Students are struggling to meet proficiency standards in statewide math and English assessments

2. English learners perform at levels disproportionately lower than their peers on various academic and postsecondary measures (e.g. CAASPP results, Dual Enrollment, 4-year college, etc.)
3. All learners require access to course curriculum that is equitable and differentiated to their needs
4. Students and staff report lower levels of school connectedness and engagement overall, as compared to years before the pandemic.

Since our COVID, our school priorities have shifted from the initial Action Plan that was created, and in the interim, our foci as a school have increased. In this process, we have found that, while we have instituted multiple initiatives since then, we do not have a systematic approach to track and collect data, monitor results routinely, and analyze program effectiveness for continuous improvement.

Evidence to support our findings includes CAASPP data and other measures for student achievement. In particular, we note that while our students complete a-g coursework at higher rates than their demographic counterparts at the district comprehensive school and as compared to the district as a whole (see chart),

EPAA %, MAHS % and District %

94303
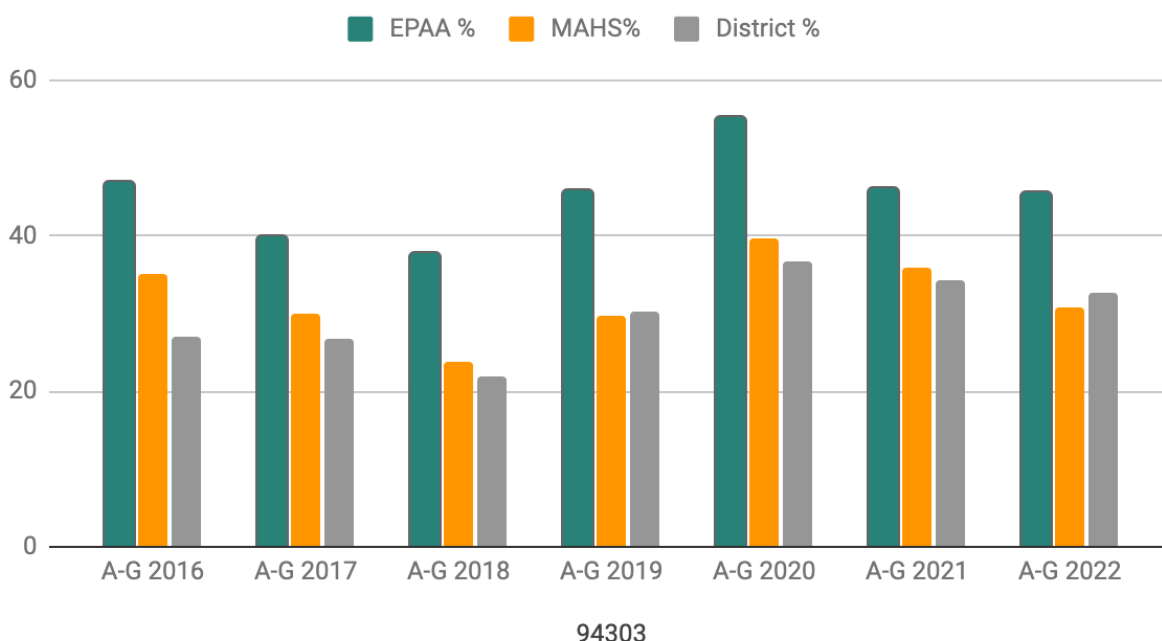
there is a distinct gap between their a-g completion levels and rates of met/exceeding standards on the CAASPP assessment. Our model places all incoming students in a-g coursework, with an additional support classes in English for some students depending on their lexile levels, but no such support exists for math, even though 51% of our students are recommended for Math Support before Algebra 1 based on their incoming MIRA assessment data.

Furthermore, last year, 0% of our English Learners (and dual identified students) met or exceeded standards on the CAASPP ELA or Math assessment. These groups of students also demonstrate achievement disproportionate to their numbers in the following areas where they are consistently the least represented when compared with groups in other Language Fluency categories: Dual Enrollment coursework (25%), A-G completion (35%), and 4-year college acceptances (40%). For a school that is made up of nearly 100% students of color, this remains a major area of growth.

Finally, available Panoramic Survey data from students and staff all demonstrate significant drops in reported rates of School Belonging, School Climate, and School Engagement when compared to results from before the pandemic.

Panorama Student Survey Results							
	FALL 2017 % Favorable	FALL 2018 % Favorable	FALL 2019 % Favorable	FALL 2020 % Favorable	FALL 2021 % Favorable	FALL 2022 242 Responses % Favorable	FALL 2023 229 Responses % Favorable
Sense of Belonging	64	62	62	n/a	64	30	35
School Climate	66	68	66	n/a	n/a	34	31
School Engagement	56	56	56	n/a	n/a	25	29
School Safety	76	78	76	n/a	n/a	62	57
Supportive Relationships					86	82	84
Diveristy & Inclusion					n/a	54	59
Cult. Awareness & Action					n/a	38	57

While increases in Cultural Awareness and Action and Diversity and Inclusion are noted (which can be attributed to our DEI focus in 2021), the decreased favorable rates in other areas suggest that more focus needs to be placed on student wellbeing as an additional measure to support student success. We also note a strength in the favorable rating on Supportive Relationships that students feel they have at our school, which underscores the importance of staff reported data on like measures. In fact, as similar rates of decline can be noted in staff data, we suggest that an effort to bolster staff wellbeing can positively impact student wellbeing, which can lead to greater student success and improvement in school climate overall.

Panorama Staff Survey Results					
	Fall '18	FALL 2018 % Favorable	Fall '19	FALL 2019 % Favorable	FALL 2021 % Favorable	FALL 2022 % Favorable
School Climate						
Classified	4.1	82%	4	80%	N/A	51%
Certificated	3.5	70%	3.9	78%	62%	46%
Feedback & Coaching						
Classified	3.9	78%	3.7	74%		23%
Certificated	3	60%	3.3	66%		39%
Professional Learning						
Classified	3.8	76%	3.9	78%		44%
Certificated	3.5	70%	3.7	74%		36%

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.
1. Develop and maintain systems to improve data-driven decision-making and engage in continuous improvement cycles.
2. Implement targeted support and resources for diverse learners to achieve more equitable outcomes.
3. Increase collaboration for alignment to address diverse needs of students and school culture.

Chapter 5: Schoolwide Action Plan

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan.**
- **Revise the schoolwide action plan and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

Our current LCAP includes five goals centered around access to curriculum, extracurricular resources, and additional support aimed to promote more equity and improve student achievement.

LCAP Goals
1. Provide a rigorous, supportive and equity driven educational program to the scholars of EPAA by ensuring highly effective teachers, who are credentialed and highly qualified, are able to effectively implement standards-aligned instructional materials and provide access to a broad course of study, including extracurriculars. By providing a well-rounded program and student-oriented supports, EPAA increase scholar resiliency and postsecondary success.
2. Students will demonstrate annual progress using multiple measures including state-mandated assessments and local assessments, and Defense of Learning: Access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, making measurable progress in mastering grade-level CCSS.
3. Develop Interventions and practices to support English Learner achievement and create systems to monitor/track progress through data analysis and collaboration between teams. By providing increased access to interventions and practices to strengthen student learning, EPAA increases English Learner achievement.
4. Promote and increase school and community connectedness by providing quality site-wide student, family, and community engagement and education opportunities anchored in restorative practices and authentic community centered values.
5. Increase the percentage of students admitted into 4-year colleges by improving the A-G eligibility rate of our students, particularly long-term English language learners, by empowering all students to independently and successfully navigate the postsecondary pathway, with students able to complete the eligibility requirements, application, and enrollment process, knowledgeable about the array of choices and possessing of the requisite skills to follow through.

Through the process of our self-study, we were able to uncover areas of growth that we feel align with our LCAP goals. That helped us to create the **three schoolwide growth areas** for continuous improvement, termed Action Plan Goals, identified at the end of Chapter 4. We believe these Action Plan Goals align to the LCAP Goals in the following ways.

1. Develop and maintain systems to improve data-driven decision-making and engage in continuous improvement cycles.
LCAP Goal 2, LCAP Goal 3, LCAP Goal 5

While our school has always implemented multiple initiatives to attempt to meet the myriad needs of our students and school community, we do not currently maintain consistent systems to track progress or assess measurable growth. This action plan goal seeks to help us develop a system whereby we can use data before and after decisions are made to measure efficacy and make necessary changes.

2. Implement targeted support and resources for diverse learners to achieve more equitable outcomes.

LCAP Goal 1, LCAP Goal 2, LCAP Goal 3, LCAP Goal 5

Our self-study revealed that our EL students (LTELs), students who have been reclassified, students with IEPs, and dual-identified students perform disproportionately low on almost all indicators. While we have attempted multiple interventions throughout the years on different tiers, this Action Plan Goal seeks to work in conjunction with Action Plan Goal 1 above to help us provide more targeted support and resources on a continually improving basis. This goal also speaks to our need for professional development on instructional strategies that will benefit all students. Additionally, we also have identified a need to support our learners who would benefit from access to more challenging coursework or seek opportunities to engage with more rigorous learning opportunities.

3. Increase collaboration for alignment to address diverse needs of students and school culture.

LCAP Goal 1, LCAP Goal 3, LCAP Goal 4,

Since the pandemic, stakeholders from all parts of our learning community have both qualitatively and quantitatively expressed lower levels of connectedness, engagement, and belonging. This Action Plan Goal, in alignment with LCAP goals that seek to grow extracurricular offerings, improve our program of school activities, and engage the school community in more self- and culturally-affirming practices aims to target this multifaceted issue.

In our effort to create a process to monitor our progress on the WASC Action Plan goals, we engaged various stakeholders (e.g. parents, students, CAB, and staff) in the creation of the WASC Action Plan, which includes tasks (or action steps) designed to help with implementation over the coming years. The intent is to use this Action Plan as a living document to guide our work every year, as we revisit it to measure progress, reassess initiatives, and refine action steps.

Appendix

Include hyperlinks to relevant evidence:

A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link
B. California School Dashboard Summary performance indicators
C. Results of student interviews on Areas of Growth
D. Results of parent/community interviews on Areas of Growth
E. Master schedule
F. Approved AP course list
G. UC A–G approved course list
H. School accountability report card (SARC) 22-23 (published 23-24)
I. Graduation requirements
J. Midyear LCAP Budget Review- January 2025
K. Staff Orientation on EPAA (like a handbook and glossary of terms for programming, resources, and support)