Everest Public High School

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Christopher Lewine, Executive Director

📍 Principal, Everest Public High School

About Our School

Everest Public High School (Everest) is a 9-12 school located in Redwood City. Everest was the second school founded in the Summit Public Schools network (founded in 2009) in response to demand for more small, college focused schools in the Sequoia Union District. Everest's mission is to prepare a diverse population for success in college and to be thoughtful, contributing members of society. Everest focuses on personalized teaching and learning to realize its mission.

Contact

Everest Public High School
455 Fifth Ave.
Redwood City, CA 94063-3727

Phone: 650-366-1050
E-mail: clewine@summitps.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Sequoia Union High
Phone Number	(650) 369-1411
Superintendent	Mary Streshly
E-mail Address	mstreshly@seq.org
Web Site	http://www.seq.org

School Contact Information (School Year 2017-18)	
School Name	Everest Public High School
Street	455 Fifth Ave.
City, State, Zip	Redwood City, Ca, 94063-3727
Phone Number	650-366-1050
Principal	Mr. Christopher Lewine, Executive Director
E-mail Address	clewine@summitps.org
Web Site	http://everest.summitps.org
County-District-School (CDS) Code	41690620119503

Last updated: 1/23/2018

School Description and Mission Statement (School Year 2017-18)

Everest Public High School is a public charter school located in Redwood City and authorized by the Sequoia Union High School District.

Our Mission:
To prepare a diverse student population for success in a four-year university and to be thoughtful, contributing members of society.

Our Core Characteristics:
All students and teachers are expected to embody the six core characteristics: respect, responsibility, compassion, curiosity, courage, and integrity.

Academic Program:
Every student completes a college-prep course of study that is aligned to the Common Core Standards, and prepares all students for AP classes beginning their junior year. 100% of Everest graduates meet or exceed UC/CSU entrance requirements; 100% of Everest seniors take the SAT or ACT exam and at least two AP exams.

We focus on the four elements that are the foundation of college and career success in the 21st century:

Cognitive Skills – The deeper learning, critical thinking, communication and problem-solving skills needed to succeed in today and tomorrow's workforce
Content Knowledge – Engaging in learning that is personalized for each student, filling learning gaps and moving students towards competency in all subject-areas
Habits of Success – Empowering students to self-direct their learning and develop the habits that are invaluable for college and life success
Expedition – Immersing in real-world experiences to discover and explore passions and careers, applying learning in authentic ways.
Personalized Learning and Mentoring Program
Every Everest student has a Personalized Learning Plan (PLP), where students set learning and personal growth goals, track progress, receive immediate feedback and are able to access learning resources at any time. The PLP is designed to be a dynamic tool where families and teachers alike can offer support and coaching.

Everest students have mentors who individually support them through their goals. Mentors serve as college counselors, coaches, family liaisons and advocates, ensuring their mentees are excelling inside and outside of the classroom every day.

Our Faculty:
Our teachers are highly motivated, academically accomplished, innovative and creative. At Everest, teachers participate in 40 days of professional development each year, during which they work together to ensure students are always receiving the highest quality education.

Extra-Curricular Activities:
Participation in extra-curricular activities is essential to developing a well-rounded, college and career-ready student. Everest focuses on developing happy, healthy

students who have a well-balanced lifestyle that mixes academic classes with personal passions and enjoyable extra-curriculars.

Teaching and Assessment:
Everest uses research-based instructional methods and leverages technology in all subjects. Students are immersed in project-based learning and learn content and skills by developing solutions to engaging, real-world problems. Instruction is rigorous for all students, regardless of previous preparation, and curriculum is differentiated to provide a personal pathway to success.
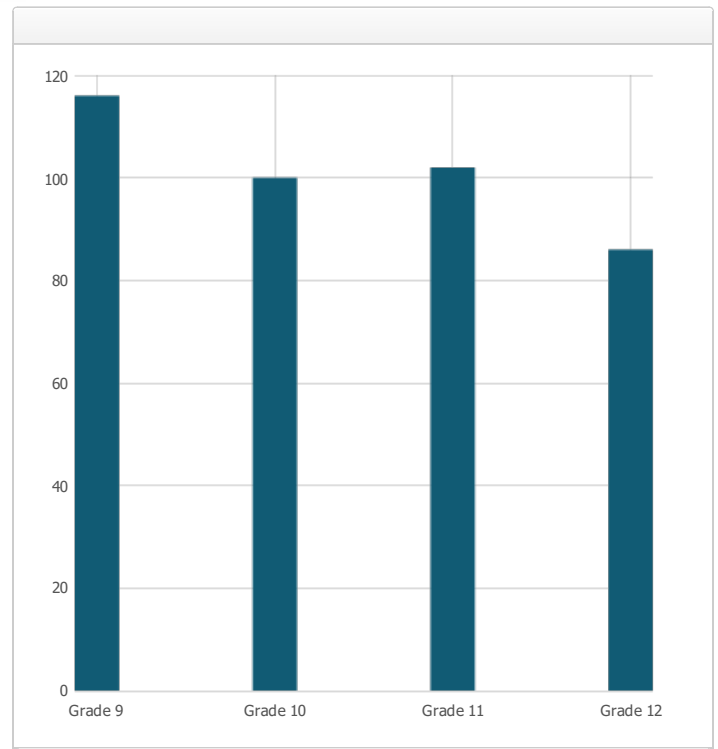
Assessment:
Everest students demonstrate competency of content knowledge and cognitive skills compared to state, national, and collegiate standards. Culminating projects are used to assess the college-ready content knowledge and critical thinking skills. Letter grades are assigned for coursework and are consistent with state and college measures. Students take all state standardized exams, Advanced Placement Tests, and the ACT and SAT."

Last updated: 1/23/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	116
Grade 10	100
Grade 11	102
Grade 12	86
Total Enrollment	404

Last updated: 1/23/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.0 %
Asian	2.5 %
Filipino	1.5 %
Hispanic or Latino	61.1 %
Native Hawaiian or Pacific Islander	1.2 %
White	21.0 %
Two or More Races	4.0 %
Other	8.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.9 %
English Learners	17.6 %
Students with Disabilities	11.6 %
Foster Youth	0.2 %

Last updated: 1/23/2018
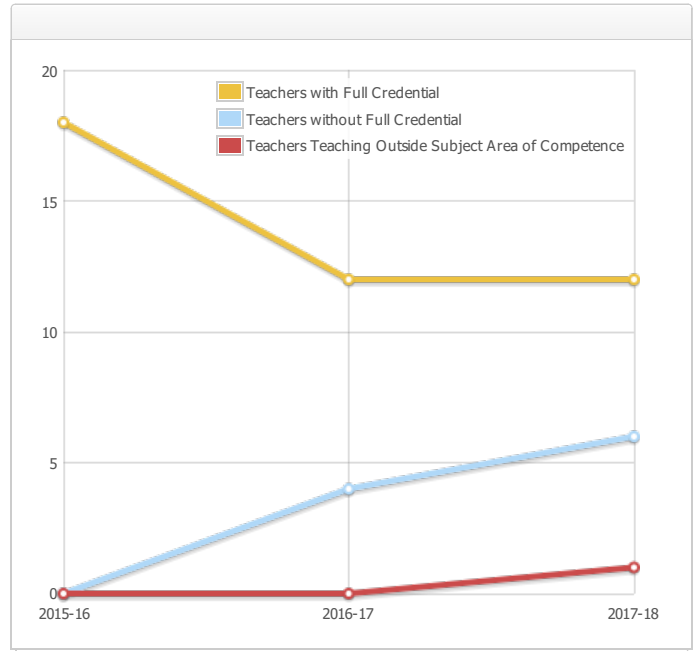
A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
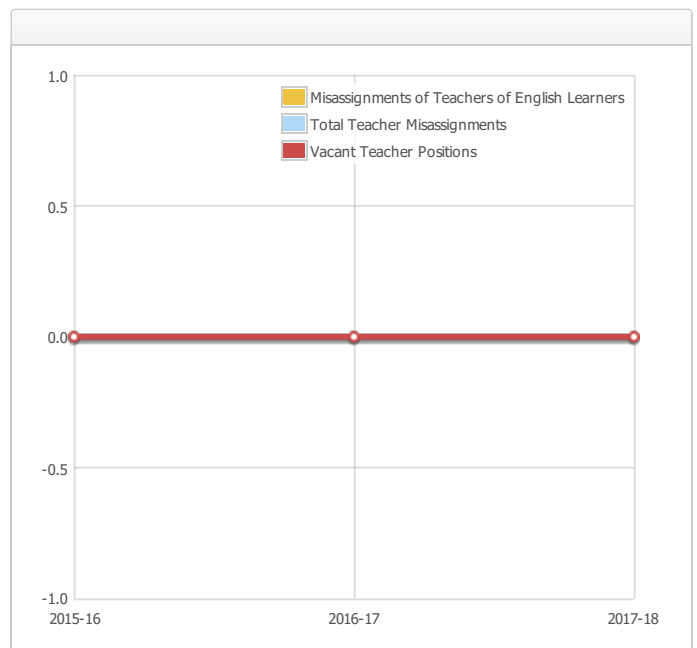- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	12	12	
Without Full Credential	0	4	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

Last updated: 1/23/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - http://info.summitlearning.org/ Reading Plus - www.readingplus.com News ELA - differentiated articles based on lexile level - www.newsela.com No Red Ink - Grammar and process writing support - www.noredink.com PBS.org - www.pbs.org/teachers/classroom/9-12/ BrainPop - www.brainpop.com SAS Curriculum PathwaysOnline Purdue OWL Writing Exercises Online - grammar/conventions resources Poetry Foundation - Poetry terms and poems Grammar Girl Online - grammar/convention resources - grammar.quickanddirtytips.com CNN/CBS Story Archive - Reading comprehension - literacynet.org/cnnsf/archives.html Poetry Out Loud - Poetry terms and poems My English Teacher Grammar - www.myenglishteacher.net Open Yale Courses - College lecture on poetic meter - oyc.yale.edu/english/engl-310/lecture-3 EReadingWorksheets General ELA - www.ereadingworksheets.com Time4WritingGrammar - www.time4writing.com Research - www.libraryspot.com Literary Glossary Literary Terms - www.shmoop.com/literature-glossary/ Writing Commons - Rhetoric - writingcommons.org Montgomery KYSchool District - Literary Terms - www.montgomery.kyschools.us/userfiles/1501/Classes/686/sound%20devices%20foundation%20lesson.pdf English Club Grammar Terms - www.englishclub.com/grammar/terms.htm Super Teacher Tools General ELA - www.superteachertools.com Wise Geek Literary T erms - www.wisegeek.com/what-is-consonance.htm Bright Hub Education Literary Terms - www.brighthubeducation.com Shakespeare Glossary Literary Glossary - www.shakespeareswords.com No Fear Shakespeare Shakespeare - www.nfs.sparknotes.com Teacher Google site Literary Terms - sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition Chomp Chomp Grammar - www.chompchomp.com Folger Shakespeare Library Shakespeare/Drama - www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/ Guide to Grammar & Writing - grammar.ccc.commnet.edu/grammar/ Jeopardy Labs - jeopardylabs.com American Literature Books and Short Stories - www.americanliterature.com UPenn Writing Center - PoetryPoetry resources (audio, text, etc) - www.writing.upenn.edu/~afilreis/88/home.html Vocabulary - vocab lists, puzzles, some quizzes - myvocabulary.com	Yes	0.0 %
Mathematics	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - http://info.summitlearning.org/ Khan Academy math videos and exercises - www.khanacademy.org Virtual Nerd - www.virtualnerd.com HippoCampus - www.hippocampus.org/HippoCampus/ Brightstorm Big Textbook Bank - www.brightstorm.com/textbook/ Dan Meyer Three Act Tasks Kuta Software customizeable worksheets - www.kutasoftware.com www.screencast.com/users/Ms.Roshan www.stupidcalculations.com Rossman/Chance Applets - www.rossmanchance.com/applets/ PBS.org - Online videos and curricular resources - www.pbs.org/teachers/classroom/9-12/ Manga High math games - www.mangahigh.com WTAMU Math Lab website tutorials - www.wtamu.edu/academic/anns/mps/math/mathlab/ CK-12 online textbook(s) - www.ck12.org/teacher/ NrichBank's Secondary Curriculum - nrich.maths.org/8517 NrichBank's Post-16 Curriculum - nrich.maths.org/9088 Purple Math online textbook - www.purplemath.com Regents Prep test prep / online textbook - regentsprep.org Math Is Fun online textbook w / practice problems - www.mathisfun.com National Library of Virtual Manipulatives - nlvm.usu.edu/en/nav/vlibrary.html Illustrative Mathematics Bank of good problems - www.illustrativemathematics.org illustrations that tutorguy Videos - www.thattutorguy.com/free-sample-videos/	Yes	0.0 %

Mathematics Vision Project - www.mathematicsvisionproject.org
Gooru - www.gooru.org
Math Goodies - www.mathgoodies.com/standards/alignments/grade7.html
Quantitative Methods in Social Sciences websites - ccnmtl.columbia.edu/projects/qmss/home.html
Steve Mays videos - www.youtube.com/user/maysterchief?feature=watch
Hadoman Pursues EdD/videos - education-portal.com/academy/subject/mathematics.html
IXL - www.ixl.com
Interactive Mathematics textbook and practice problems - www.intmath.com
Kendall Hunt High School Mathematics Resources curriculum materials (worksheets, lesson plans, etc.)
Illuminations NCTM Interactives, Lessons, and Weblinks - illuminations.nctm.org
The Radix Endeavor Games created by MIT - www.radixendeavor.org
Ten Marks Math Problems, Videos, and assessments - www.tenmarks.com
Kendall Hunt HS Math Resources - math.kendallhunt.com/x19356.html
Learn zillion short lessons - learnzillion.com
Wolfram Problem Generator - www.wolframalpha.com/problem-generator/
Mathalicious Lessons aligned with Common Core - www.mathalicious.com/lessons/
Balanced Assessment Tasks - balancedassessment.concord.org
Mathematics Assessment Project - map.mathshell.org/materials/index.php
PhET Interactive Simulations - phet.colorado.edu
Wolfram Educational Portal - education.wolfram.com

Science	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - http://info.summitlearning.org/ Practical Work for Learning (Nuffield Foundation) Ben Canning (teacher connected with SPS) Neo K12 Crash Course Bozeman Science Brain Genie Brightstorm CK12 Ted-Ed ChemThinkLearn Genetics DNA from the Beginning AAAS Education Portal: Science Science Case Studies Database DNA learning center HHMI - Biointeractive MESA Understanding Evolution Gooru Pearson (Biology) The Radix Endeavor PhET	Yes	0.0 %
History-Social Science	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - http://info.summitlearning.org/ Facing History Units and Resource Bank Stanford History Education Group Assessments and Resources PBS.org Crash Course by John Greene - YouTube Eyewitness to History - http://www.eyewitnesstohistory.com Gooru Big History Smart History Scholastic	Yes	0.0 %
Foreign Language	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - http://info.summitlearning.org/ Trent University - Spanish language exercises Dr. Lemon Avenue Language Learning Study Spanish Proyecto Aula Literatura	Yes	0.0 %

Proyecto Aula Lengua
Centro Virtual Cervantes
BBC Spanish
Realidades - Companion sites
Aprender Español
Quia
123 TeachMe
Spanish.Language&Culture - personal.colby.edu/~bknelson/SLC/index.php
Linguee
Quizlet
Duolingo
Libroteca
Audiria
Cliff-notes Homework Help
EcuRed
Biblioteca Virtual Miguel de Cervantes"

Health	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - http://info.summitlearning.org/ Sex Ed Playlist - tinyurl.com/sj-sex-ed	Yes	0.0 %
Visual and Performing Arts	Summit has an Expeditions program where all students will fulfill their Visual Performing Arts requirements. These courses have all of the necessary equipment and materials necessary for students to be successful.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

Everest Public High School is located at 455 5th Avenue in Redwood City in a district provided school building. The campus is comprised of student classrooms, teacher and administrative offices and common areas, student, faculty and guest parking spaces, two student computer areas, as well as an outdoor gated eating and playscape area.

Each classroom is equipped with an LCD projector and the entire building is equipped for wireless internet. There is a separate student and teacher network. All teachers have school laptops, and all students have their own Chromebook.

The building is alarmed and the front and back parking lots have locked gates.

The facilities used by Everest Public High School are provided by the Sequoia Union High School District in fulfillment of the district's Proposition 39 obligations. The district is responsible for major maintenance and code compliance of the facilities. The facilities are well maintained and in good condition and are adequate for the delivery of the instructional program. EPHS contracts directly for custodial services and the facilities are cleaned on a daily basis. In 2017, some improvements to the campus were made, notably redesigning the back courtyard to provide better space for student activities.

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good

Last updated: 1/23/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	83%	78%	61%	71%	48%	48%
Mathematics (grades 3-8 and 11)	46%	35%	45%	49%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	100	97.09%	78.00%
Male	46	45	97.83%	77.78%
Female	57	55	96.49%	78.18%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	72	69	95.83%	69.57%
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	95.45%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	60	58	96.67%	68.97%
English Learners	24	22	91.67%	45.45%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	98	95.15%	34.69%
Male	46	45	97.83%	44.44%
Female	57	53	92.98%	26.42%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	72	67	93.06%	17.91%
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	77.27%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	60	56	93.33%	19.64%
English Learners	24	22	91.67%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		**District**		**State**	
Subject	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Science (grades 5, 8, and 10)	56.0%	51.0%	61.0%	60.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/23/2018

Career Technical Education Programs (School Year 2016-17)

Everest Public High School does not currently offer CTE programs.

Last updated: 1/23/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	95.7%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	25.0%	38.1%	19.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Everest Public High School recognizes that students learn best when parents are involved in their learning and their learning community. Almost all current research indicates that parental involvement is the single most important ingredient to student success after socioeconomic status. Accordingly, EPHS actively reaches out to parents to encourage them to be involved in the school in many ways. The Everest Parent Organization (""EPO"") is responsible for coordinating Everest volunteer needs and activities, and recording volunteer participation. The EPO Leadership team strives to match school needs with the interests and schedules of each family and values input from the entire Everest community.

Parents are encouraged to contribute 30 hours of volunteer time in the above categories, some examples being:

- Helping on the school camping trip
- Helping on grade level Study Trips
- Helping to serve lunch
- Helping to do data entry, mailings, community outreach
- Helping with Open Houses
- Helping with the college process
- Helping Career Day
- Helping with athletics

State Priority: Pupil Engagement
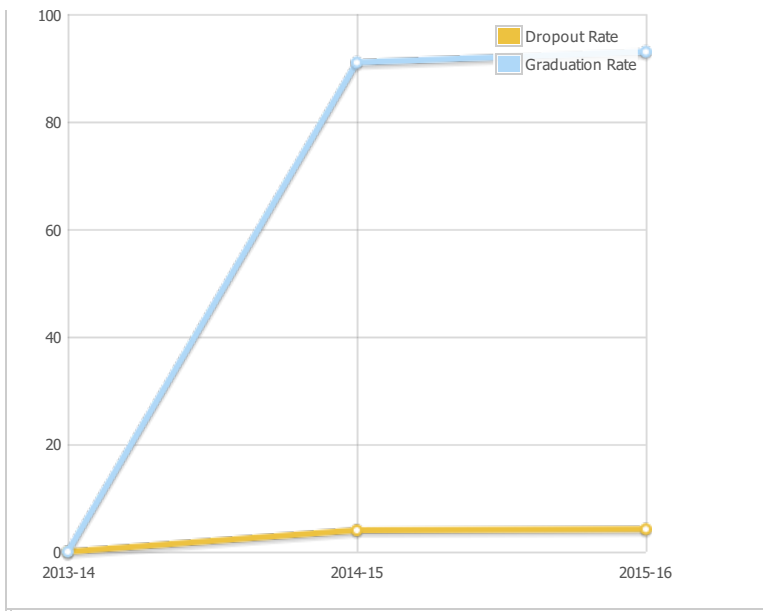
Last updated: 1/23/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	4.0%	4.2%	0.0%	5.7%	5.8%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	91.0%	93.0%	86.0%	86.0%	90.5%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

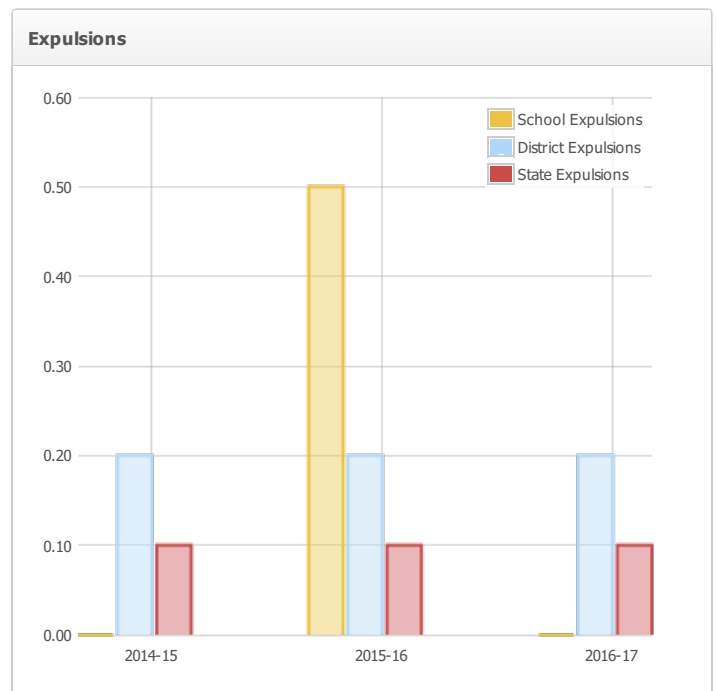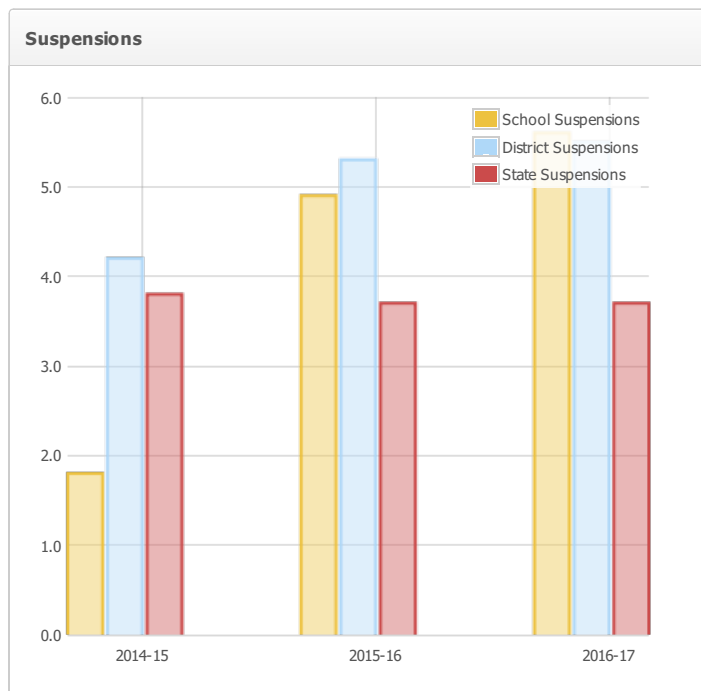| Student Group	School	District	State
All Students	97.2%	86.9%	87.1%
Black or African American	0.0%	83.3%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	100.0%	93.8%	94.4%
Filipino	0.0%	90.7%	93.8%
Hispanic or Latino	98.0%	80.5%	84.6%
Native Hawaiian or Pacific Islander	100.0%	81.7%	86.6%
White	92.9%	94.3%	91.0%
Two or More Races	100.0%	95.7%	90.6%
Socioeconomically Disadvantaged	90.7%	83.9%	85.5%
English Learners	100.0%	59.0%	55.4%
Students with Disabilities	85.7%	54.3%	63.9%
Foster Youth	0.0%	69.2%	68.2%

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8%	4.9%	5.6%	4.2%	5.3%	5.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.5%	0.0%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2017-18)

Everest Public High School has worked hard to ensure the School Safety Plan meets or exceeds safety standards. There is a designated team on site to review and monitor the safety plan periodically. The Plan includes but is not limited to Emergency Safety Drills, building inspections and safety training for staff members. All staff and students participate in training to ensure familiarity with emergency procedures. All staff members are certified in first aid and CPR.

The School also complies with the Education Code requirement that each new employee be fingerprinted for the purpose of obtaining a criminal background check as a condition of employment. EPHS follows standard health and safety practices as required by State and local law.

All visitors to the school are required to sign in and indicate the purpose of their visit. No unauthorized visitors are allowed on the campus. The School practices close communication with parents, such as calling home when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	26.0	1	14	0	25.0	2	13	0	22.0	6	12	0
Mathematics	27.0	1	13	1	24.0	4	12	0	23.0	5	11	2
Science	26.0	1	14	0	25.0	3	12	0	25.0	4	12	0
Social Science	25.0	1	14	0	25.0	3	12	0	22.0	6	12	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.4	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10093.0	$1323.0	$8770.0	$61761.0
District	N/A	N/A	$0.0	$94414.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-41.8%
State	N/A	N/A	$6574.0	$82770.0
Percent Difference – School Site and State	N/A	N/A	28.6%	-29.1%

Note: Cells with N/A values do not require data.

Last updated: 1/23/2018

Types of Services Funded (Fiscal Year 2016-17)

At Everest, we have many different types of programs and services available at the school that support and assist students. Those are:

Office Hours - after school, there are about 6 hours per week where students can come get support from their teachers and peers outside of the regular school day. During these office hours, teachers are available to support students in their learning of content, practice on skills they haven't mastered yet, or to get work done in a quiet and safe place.

Foundations- in order to address foundational knowledge and skills gaps, our school offers support and development for English Language Development, Numercy and Defined Learning Needs by providing intervention times structures, instructional resources and programs. We use programming to provide foundational literacy skills such as decoding and phonological awareness through Lexia Reading Core; oral fluency building through Reading Plus; numeracy intervention through ST Math and targeted small-group teacher facilitated direct instruction. In order to target the correct intervention, we use data from external assessments and core classes.

Flex Time- each week students have access to course interventions and course extensions. This is a structured time offered by our core teachers to support student success and foster student interest in all subjects.

Peer tutoring - during the day, as well as after school, we also have times where students support other students academically. The peer tutoring club is something driven by students, and is used widely by students to get help on content or skills for their courses.

Mentor Check ins - every student, every week, has an extended check in with their mentor. During this check in, mentors use this as an opportunity to support students in goal-setting, making plans, advocating for them, and how to improve their learning habits. This is a structured time where mentors can get at the root causes of why students need support.

Data - we also have a dedicated time for teachers to look at achievement data and meet in teams to dissect and make plans for students who need support. Every week, there is a time for data to be looked at to help students make plans, identify students who need more targeted support, and to see which students need to be more challenged.
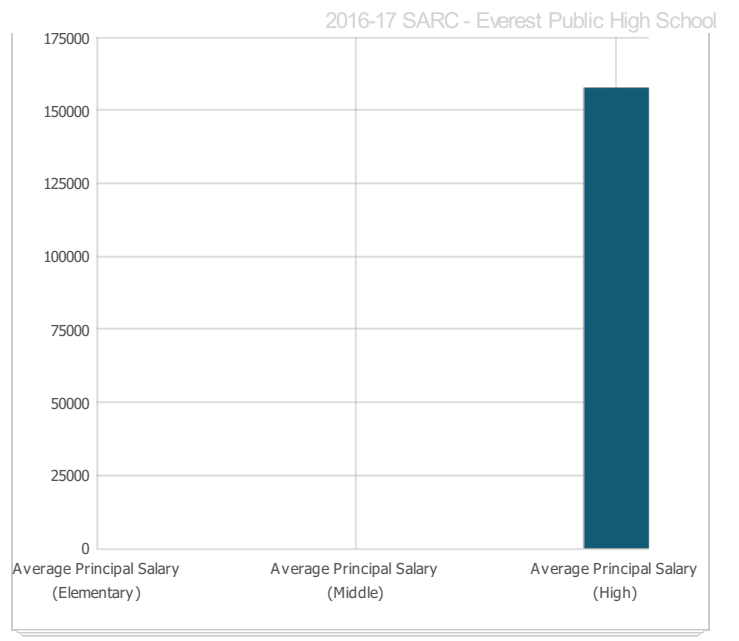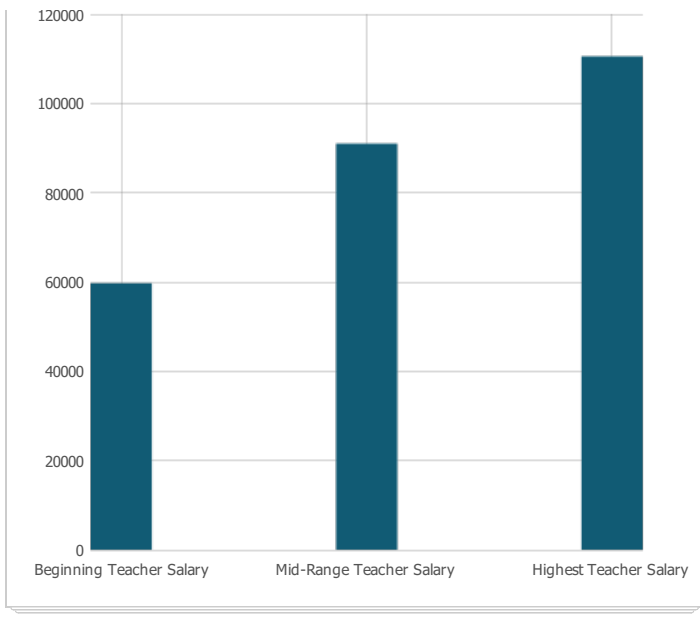
Last updated: 1/23/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,722	$50,221
Mid-Range Teacher Salary	$90,998	$83,072
Highest Teacher Salary	$110,550	$104,882
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	$	$128,094
Average Principal Salary (High)	$157,692	$146,114
Superintendent Salary	$240,573	$226,121
Percent of Budget for Teacher Salaries	32.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/23/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	47.8%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/23/2018

Professional Development

Everest believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence. As a result, Everest invests heavily in professional development for our staff. Professional development starts with every Everest teacher an empowered, self-directed and continuous learner who is working to improve student outcomes every day. We know that providing students with high-quality, high-impact teachers is one of the most important factors in their success.

Every year the faculty works together to look at student achievement data and to reflect on the previous year to determine goals for the next school year. For example, recent school goals include creating and maintaining a college-bound culture, actively engaging students in learning, creating a sense of belonging and ownership, and making progress in our work daily. These goals then inform the work that we do as a faculty and the individual goals of each teacher.

Teachers professionally develop skills and knowledge focused on enabling high-impact activities with every student, every day. We do this through an innovative professional development program in which:

Every teacher participates in 40 days of professional development each year.

Every teacher has access to professional development experiences that are personalized to meet their needs, goal-driven, and supported by high-quality tools and resources, such as workshops, collaboration with colleagues, peer observation, support from external partners, and individual coaching from site administration.

Every teacher's development is linked to student success.

Every teacher has the opportunity to share best practices and collaborate with his or her peers to ensure we are always providing students with the highest quality education.

These professional development experiences must ensure that teachers are empowered to drive their own development, growth and improvement. Every teacher has about one hour per day to plan individually or to work with other department members for collaborative planning. Each week, approximately 3 hours of time is allotted for staff meeting time; this time is broken down in to full faculty planning for common goals, visions, and school wide concerns, grade level time, and time for teams and individuals can work towards meeting goals set forth on their personal educator plans (PEPs).

Last updated: 1/19/2018