Everest Public High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 at http://dq.cde.ca.gov/dataquest/ 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Everest Public High School
Street	455 Fifth Avenue
City, State, Zip	Redwood City, CA 94063
Phone Number	(650) 366-1050
Principal	Jimmy Zuniga
E-mail Address	jzuniga@summitps.org
Web Site	http://everest.summitps.org
CDS Code	41 69062 0119503

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

School Description and Mission Statement (School Year 2018-19)

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 Summit Learning Plan (SLP), where students set learning and personal growth goals, track progress, receive immediate feedback and are able to access learning resources at any time. The SLP 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 .

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	111
Grade 10	103
Grade 11	89
Grade 12	97
Total Enrollment	400

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1.0
Filipino	0.8
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.5
White	14.8
Socioeconomically Disadvantaged	67.8
English Learners	19.8
Students with Disabilities	11.8
Foster Youth	0.3

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	12	9	9
Without Full Credential	4	6	7	7
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	6	7	2
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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/ Lexia Learinng - https://www.lexialearning.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	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		
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/ ST Math - https://www.stmath.com/ 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/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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/		
	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		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	The Radix Endeavor PhET		
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
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

School Facility Conditions and Planned Improvements (Most Recent Year)

"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."

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2018		
System Inspected	**Repair Status**	**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 Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2018	
Overall Rating	**Good**

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	78.0	48.0	71.0	62.0	48.0	50.0
Mathematics (grades 3-8 and 11)	35.0	14.0	49.0	45.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.88	47.73
Male	53	52	98.11	53.85
Female	36	36	100.00	38.89
Filipino	--	--	--	--
Hispanic or Latino	44	43	97.73	37.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	73.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	43.08
English Learners	26	26	100.00	11.54
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.75	13.79
Male	53	52	98.11	19.23
Female	36	35	97.22	5.71
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	4.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	9.38
English Learners	26	26	100	0
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	97.4

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 areas of physical education.

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 volunteer time in the below 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

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.0	4.2	4.8	5.7	5.8	4.2	10.7	9.7	9.1
Graduation Rate	91.0	93.0	91.6	86.0	90.5	88.1	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	90.7	88.5	88.7
Black or African American	100.0	87.2	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	75.0	95.4	94.9
Filipino	100.0	96.2	93.5
Hispanic or Latino	96.1	82.1	86.5
Native Hawaiian/Pacific Islander	100.0	91.5	88.6
White	78.3	94.2	92.1
Two or More Races	100.0	97.8	91.2
Socioeconomically Disadvantaged	100.0	91.4	88.6
English Learners	100.0	57.3	56.7
Students with Disabilities	90.9	60.7	67.1
Foster Youth	0.0	50.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.9	5.6	9.5	5.3	5.5	6.5	3.7	3.7	3.5
Expulsions	0.5	0.0	0.7	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	2	13		22.0	6	12		24.0	4	13	
Mathematics	24.0	4	12		23.0	5	11	2	21.0	8	12	
Science	25.0	3	12		25.0	4	12		25.0	5	11	
Social Science	25.0	3	12		22.0	6	12		23.0	5	12	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,093	$1,323	$8,770	$61,761
District	N/A	N/A	$8,770	$61,761
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$7,125	$85,815
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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.

Summit Reads - during the school day, we also offer times where students can get support in their reading. There is a dedicated time every day when students are required to read, and we use data to decide what level of support students need in their reading. Students who are reading at grade level are simply required to read for that time. Students reading below grade level use a reading remediation program to support them in actually learning the skills necessary to get back to grade level. And students who are far below grade level in their reading have small, teacher-driven reading remediation to learn remedial reading skills.

Summit Solves - similarly to Summit Reads, during the school day, we offer times where students can get support in their numeracy. This is a dedicated time every day when students are required to work on math, and we use data to decide what level of support students need in their numeracy. Students who are at grade level with their numeracy are simply required to do math problems at their grade level for this time. Students who are below grade level are doing math at their math level, and students who are far below grade level have small, teacher-driven numeracy remediation to learn remedial mathematics skills.

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.

Lexia - is a program we use to support students in their reading. It is a program designed to teach students how to improve in their reading, with exercises and tests that have proven growth in fluency and comprehension.

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$62,308	$50,747
Mid-Range Teacher Salary	$94,938	$86,127
Highest Teacher Salary	$115,337	$106,915
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$136,636
Average Principal Salary (High)	$167,346	$150,286
Superintendent Salary	$250,990	$238,058
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/.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	9	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	8	N/A
Science	4	N/A
Social Science	9	N/A
All courses	32	47.1

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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).