Everett Alvarez High School



2018-19 Self-Study Report

Western Association

of

Schools and Colleges

Prepared for the April 8-10, 2019 WASC Visiting Committee On-Site Visitation

1900 Independence Boulevard, Salinas, California 9390

Gdocs 2017 ACS WASC/CDE Edited Ed.

Everett Alvarez High School

Western Association of Schools and Colleges

2018-19 Self-Study Report

1900 Independence Boulevard, Salinas, California 93906

April 8-10, 2019 Visiting Committee On-Site Visitation

Visiting Committee Chair

Mr. Paul Mansingh, Principal Hercules High School

Committee Members

Ms. Robyn Cosgrove, Principal Madera High School

Dr. Jamie DeWitt, Teacher Support

Mr. Dennis Durbin, Special programs

Mr. John Egnor, Director of Special Education

Mr. Justin Ehrenberg, Italian Teacher/Department Chair

Mr. Paul Faris, Assistant Principal Dublin High School

TABLE OF CONTENTS

Preface and Timeline 8

Chapter I: Progress Report 10

Chapter II: Student/Community Profile and Supporting Data and Findings 15

Chapter III: Self-Study Findings 45

- **A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources** 45
- **B: Standards-based Student Learning: Curriculum** 65
- **C: Standards-based Student Learning: Instruction** 81
- **D: Standards-based Student Learning: Assessment and Accountability** 99
- **E: School Culture and Support for Student Personal and Academic Growth** 125
- **Prioritized Areas of Growth Needs from Categories A through E** 144

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs 145

Chapter V: Schoolwide Action Plan 146

Appendices 180

Salinas Union High School District

SUHSD Board of Trustees

Carlos Rubio, Trustee Area #1
Patty Padilla-Salsberg, Trustee Area #2, President
Phillip Tabera, Trustee Area #3, Vice-President
Jorge Rojas, Trustee Area #4
Anthony Rocha, Trustee Area #5
Sandra Ocampo, Trustee Area #6
Kristina Szaszy-Jones, Trustee Area #7, Clerk

District Administration

Dan Burns, Superintendent

Dr. Blanca Baltazar-Sabbah, Educational Services
Alberto Verduzco, Assistant Superintendent, Human Resources
Ana Aguillon, Mgr. of Bus.Ser/CBO

Everett Alvarez High School Staff

Administration

Matthew Flemming, Principal
Jessica Rodgers, Assistant Principal
Joseph Macdonald, Assistant Principal
Marciano Flores, Assistant Principal
Amber Woodward, Assistant Principal

Counselors

Sylvia Miranda, Head Counselor
Sandra Mondragon
Ramon Anaya
Ariana Cortez
Monica Silva
Diana Basurto
Loretta Cota

Directors

Sky Becker, Activities Director
Clovis Clinton, Athletic Director
Katie Bassler, EL Specialist

Certificated and Classified Staff Rosters



Classified Staff

Attendance	***Career Center (RM:107)***	Adela Aguilera
Tapia, Monica- Attendance Tech	Betancourt, Janet	Brianna Garces
Reyes, Ana- Attendance Clerk	Ruano, Laura	Fermin Rocha
Alfaro,Cynthia-Attendance Clerk	***Bilingual/Migrant (EL) (RM:102)***	Jorge Soler
Registrar	Tapia, Claudia	Jose Cervantes Garcia
Villalpando, Maria- Registrar	Ortiz, Teresa	Laura Suarez
Del Real, Cristina- Reg. Clerk	Raquel Vargas	Lilyann Salinas
Counseling	***Other Classified***	Mike Ramos
Segovia, Kristin-Counseling Sec.	Adrian Bravo	Reyna Loera
Departments/Offices	Connie Frausto	Ricky Apostle
David Bollin	Irene Sagun-Martinez	Albert Gonzalez
Francisco Gutierrez	Text Books- Tina Montellano	Adriana Espinoza
Community Liaison- Sandra L.	Laura Orozco	Alejandra Gudino
PBIS Clerk- Laura Suarez	Maria Villalpando	Martinique Elrod
Detention- Anthony S.	Marina Acosta	Miguel Rodriguez
Cafeteria- Lilyann Salinas	Monica Ibarra	Anita Ng
Plant Foreman- Sergio Sanchez	Ricardo Negrete	Natali Juarez

Certificated Staff

Library/Textbook	Gremaud, Monique	Parker, Carrie
Librarian- Carmen Schreiber	Griffith, Kyle	Paxton, Laura
Career Center (RM:107)	Gutierrez, Anthony	Perez, Stephanie
Betancourt, Janet	Hagerty, Diana	Pulido, Angelica
Bilingual/Migrant (EL) (RM:102)	Hashiba, Erica	Retzlaff, Jonathan
Bassler, Katie	Hedgepeth, Michael	Reyes, Fred
	Henry, Jordana	Romero, Juan
Aaroe, Mike	Hoefling, Julie	Rose, Scott
Arellano, Jose	Holden-Klingler, M.	Rosenberg, Allan
Avalos Pena, Cindy	Holmes, Hilary	Ryglicki, Sarah
Avila, Tanya	Hoyos, Carmen	Schneider, Katherine
Bainbridge, Jason	Jefferson, Nicole	Seitz, Frank
Barrera, Ana	Johnson, Jamie	Serna, Stephanie
Barrios, Candace	Johnson, Trevor	Simoncic, Christine
Blanckmeister, Paul	Jones, Mark	Sloss, Bryan
Bogdan, Paul	Kaminskis, Jodie	Souza, Janice
Booth, Robert	Kovarik, Cassie	SPED Derpartment
Boren, John	Lambert, Patricia	Stephens, William
Brabant, Chris	Lavengood, Megan	Storey, Jan
Brant, Tera	Lawson, Edward	Susarrey, Roanda
Brau, Steve	Lee, Richard E.	Telles, Angela
Brem, Gavin	Lee, Richard U.	Thurston, John
Briney, Matthew	Leish, Josh	Topete, Ana
Britany, Itai	Leone, Jeanne	Trujillo, Cindi Renee
Cannon, Rachel	Lominario, Balena	Tumminelli, Brian
Castillo, Lisa	Lopez, Pedro	Vega, Sheryl
Cazarez, Stephanie	Mack, Joshua	Villa, Jennifer
Clayton, James	Marchello, Patricia	Webb, Katie
Cordero, Nathan	Martine, John	Williams, Peter
Crowley, Daniel	Matz, Taylour	Williamson-Page, John
Diaz, Amber	McEntire, Jasmin	Wirth, David
Dulisse, Michael	Mentze, Mark	Wood, John
Eichhorn, Judy	Mercado, Alvaro	Wormley, Carolyn
Farland, Ashly	Myers, Megan	Yamaguchi, Akemi
Filice, Tracy	Nestojko, Tom	Young, Brenda
Frederick, Clayton	O'Brien, Joseph	Zarza, Chloe
Fulton, Colin	O'Brien, Lori	Zazuerta-Ruiz, Miguel
Garcia-Romo,Leticia	Orbegoso, Ricardo	Zelensky, Anthony
Garrison, David	Orozco-Aburto, Maria	
Gaskell, Kristal	Ostrowski, Jennifer	Newman, Hayley
Gavazan, Jose	Pak, Unkyong	Delgado, Mario
Ghan, Briana	Palacios, Jorge	
Gonzales, Ramon	Pantoja, Daniel	

Preface for the Self Study

Planning for the WASC Self Study began almost immediately upon the arrival of the new principal in the summer of 2017. Administrative and faculty leads were selected and training and collaboration began. The entire staff was brought into the process with a staff survey in November 2017 regarding their experience with the WASC process. There was placement of staff and stakeholders on various focus group committees beginning in the second semester of the 2017-2018 school year. At this time, parent stakeholder groups, student groups, and members of the community were informed and recruited to provide information and to contribute to the process as well. Given that a large cross section of our stakeholder population works hours that are not compatible with a regular school schedule, electronic means of communication were used to gain input from parents and the community.

When the faculty and staff began to meet for purposes of undergoing the self study, input was taken from all groups to determine what our goals and vision as a school should be. This informed our further discussion and research into the school program, it's goals and expected outcomes for students, and our academic standards. From there, we began a deeper process of inquiry into the data regarding our students and their achievement. As you will see in the self study report, we started with a broad view and drilled down to more specific areas in order to better inform our response and action plan. Using the WASC Self Study template and our own district and site goals and initiatives, we compared our trends in achievement and outcomes to our goals. From there, we made adjustments to our action plan, which then shaped and informed the direction of our Single Plan for Student Achievement. The goal has become to create one process of inquiry, reflection, and planning which will incorporate our site and district initiatives within our action plan and ongoing SPSA development annually. Finally, built into this action plan is a process for continued inquiry which is intended to keep the the Self Study process alive and operating as a permanent function of our faculty collaboration, rather than an intermittent approach based upon the accreditation cycle. A special note is that the format for this self-study has been prepared according to the Guidelines of the Western Association of Schools and Colleges ACS WASC/CDE Focus on Learning Accreditation Manual, the 2017 Edition (Edited for 2018-2019 SY Visits).

WASC Visitation and Review Timeline

The WASC recommended process was followed and included a variety of stakeholders such as staff members, district personnel, parents, and students. The following timeline began in the fall of 2018 and was adhered to with various adjustments that contributed to the development of the Self-Study Report.

November 2017	Site team attendance at WASC Training Session
January 2018	Site Team Leadership Formation
February 2018	Staff Orientation Sessions regarding WASC Process
March 2018	Focus Group Planning beginning March 19, 2018 at School Minimum Day
April 2018	Refinement of School Mission and Vision at April Faculty Meeting
Aug/Sept 2018	Refinement of Focus Area Plans, Evidence, and Site Action Plan Development
October 2018	Finalization of Student Learner Outcomes (SLO's)
Nov & Dec 2018	Site Leadership Team Review and Planning
December 7, 2018	Site pre-visit by WASC Visiting Chairperson
January 2018	Review of Final WASC Self Study Draft and Action Plan Review by Leadership Team and Stakeholders
February 25, 2018	Submission of Self-Study to WASC Visitation Committee
April 8-10, 2019	WASC Visiting Committee On-Site Visitation
Spring 2019	Submit modified schoolwide action plan based on WASC recommendations and development of School Site Plan for 2019-2020



EVERETT ALVAREZ HIGH SCHOOL

CHAPTER I: PROGRESS REPORT

2018-2019



Chapter I: Progress Report

This chapter is the summary of progress on the five items that were identified as *Schoolwide Critical Areas* of follow-up on the last self-study in 2013 and the mid-cycle report in 2016 which are listed in bold below each area. The current schoolwide action plan has been revised to incorporate interventions to address these areas.

Student Achievement

1. The school and district staff needs to continue to focus on the weaknesses identified on page 10 of the 2012-13 Title 1 Schoolwide Report, including the students' inconsistent scores on many assessments, poor grades, and lack of college readiness.

The school and district staff continues to focus on students' inconsistent scores on many assessments, poor grades, and college readiness. The school and district continue to implement interventions that should provide more support for struggling students and lead to positive growth in student learning and achievement.

EAHS data is generated from a variety of sources, some of which are new to the state, school, and district. Annual Measurable Objectives of English Learners as measured via the CELDT, now replaced by the ELPAC Test, and via the SBAC, is collected and shared. Performance Based Assessments (PBA) or Interim Based Assessments (IBA), are aligned to CCSS and administered to students three to four times a year; these tests are calibrated, graded following district protocols and within specific time frames, with the data reviewed in collaboration teams. With regards to Math, each course has a common semester final given to all students in the district and this data has been used to provisionally place students in appropriate math classes. Spring Semester common final assessment results has been used to improve student placement in math classes for the following school year and teachers will use the data to determine curricular focus areas in order to increase student learning.

Additional data which is collected and shared includes: Total A-G Completion rate, AP Course enrollment, EAP for ELA and Math and AccuPlacer for ELA and Math. Much of this data has been shared by the former Principal in the annual Principal's "Summit" presentations for the district leadership as well as school stakeholders such as School Site Council, Faculty, Classified Staff and site leadership on an annual basis. PBIS and CM/GRR data is shared more frequently in staff meetings as these programs are district-initiated and gauged by instructional coaches and site administration for fidelity and effectiveness. CFA's (Common Formative Assessments) created by the collaborative teams are given a number of times per quarter, with that data reviewed within the collaborative teams. Efforts to incorporate new Smarter Balanced Data are being made.

In significant areas of graduating students and college preparation, Everett Alvarez Students meet or exceed District, County, and State averages. In other measurements of college preparation such as SAT, ACT, and AP scores, this trend does not continue with EAHS Students scoring below District, County, and State averages. When comparing graduation data and district-initiated assessments with AP, ACT, and SAT scores, there seems to be a discrepancy between the two which may indicate a lack of college readiness.

Graduation Rates-CDE Dashboard Data

EAHS Rates	**2012-13 85.05%**	**2013-14 92.55%**	**2014-15 93.17%**	**2015-16 93.2%**	**2016-17 90.4%**	**2017-18 89.7%**

Success is being evidenced in several different measurable ways. The **2018 US News High School Rankings** awarded Everett Alvarez High School a **National Silver Award**. U.S. News reviewed 28,813 public high schools in all 50 states with over 20,548 eligible to be ranked based upon data from the 2015-2016 school year. Using Common Core data, Advanced Placement test data, and statewide accountability proficiency test results and graduation rates, only 700 California schools were recognized. Out of these 700 high schools, 85 earned gold medals, 439 received silver medals including Alvarez High School, and 174 earned a bronze medal. EAHS continues to exceed District, County, and State percentages of graduates in both the graduation rates and students that meet the UC/CSU requirements.

2017-18 12th Grade Graduates Meeting UC/CSU Requirements

EAHS	# of Grads	# Met Req	Percentage	Total Percentages of District, County & State Agencies
EAHS Totals	**481**	**247**	**51.4%**	**District-42.4% County-44.4% State-49.9%**

Another significant measurement is efforts by the district in tracking the number of scholarships and other financial support offered to graduating seniors districtwide. In 2017 Alvarez Seniors garnered an impressive $6,435,918 dollars. This increased with the graduating class of 2018 to $10,218,395! This exceeded the total amount from any other high school in the Salinas Union High School District which has four comprehensive high schools. The number of students taking AP tests is increasing. EAHS AP teachers are meeting to develop ways to increase student success rates, including implementing educational technology to teach test-taking skills.

PLC Collaborative Communication

2. The committee notes that there is still a need to facilitate two-way, collaborative communication between parents and the school, students and staff, between administration and other staff, and the site and the district.

The school and district have continued their efforts to implement a Professional Learning Community Model to improve communications and support from all stakeholders. A majority of credentialed staff have been trained in the PLC Model. Weekly staff collaboration sessions of content and grade level teachers use PLC strategies to address student learning needs. The communication between the school and its students, as well as parents, increased with the access to more technology in our district. With the use of Google Classroom by many staff, notifications on a two way basis between students and staff have noticeably increased. Home monitoring of student progress and attendance is possible through the implementation of district technology

efforts. This includes the newly adopted Synergy Database where parents can access grades on ParentVue, and students can monitor theirs on StudentVue.

In regards to communication between staff and administration, staff voted to once again resurrect a Faculty Senate to provide opportunities for staff voices to be heard. It has provided a forum for staff to take action regarding concerns. Membership has participated in union/administration monthly PAL meetings, generated bell schedule proposal discussions, formed a staff bowling team, and addressed community issues. Discussion began in the Senate this past year because of staff requests to address the impacts of the current Bell Schedule on the School Community Stakeholders.

Systematic Student Intervention

3. The school needs to make its interventions systematic, including increasing collective success in the use of homeroom time, and effective coordination of intervention efforts.

Ongoing efforts are being made to make interventions systematic for student achievement. This has included increasing collective success in the use of homeroom time and effective coordination of intervention efforts. Through AVID, Link Crew, and GEAR UP groups, other steps are being made to address this need. PBIS implementation has been made with homeroom being used to implement many of these topics. The school's Tier 1 team through PBIS implements homeroom lessons for teachers to deliver that include our site SLOs and behavior expectations through Eagle SoaRR (Safe, Respectful, Responsible). The Tier 2 team through PBIS runs targeted academic and behavioral interventions through the homeroom period as well. The mid-cycle Visiting Committee noted that the logistics of homeroom seem much more organized and efficient than they were three years ago. Tardy sweeps are often conducted prior to the daily homeroom period which has improved students arriving on time. When switching homerooms to make up work or get tutoring, homeroom passes are required by the receiving and sending teachers.

An online credit recovery was established district-wide using an online program from Edmentum Courseware known as "Plato" has been implemented. This courseware meets the UC A-G requirements. Intersessions during school breaks have been started for several years for academic credit recovery for students who are behind in credits. A Saturday Eagle Academy was started in the fall of 2017 as an intervention. This Academy intervention not only helped students academically and with attendance rates, but also provided specific school related topic presentations for parents. It has continued to expand during the present school year.

With the new creation of the Safety Nest Wellness Center, a new system was set up with staff to refer students using a Google Form who were struggling academically, emotionally, or behaviorally. Through this system, our school is able to identify students who need intervention more quickly, and is able to place them in Tier 2 supports in a more effective, timely manner by filtering through the referrals.

Staffing/Staff Development/Professional Support

4. Continue to improve hiring practices and timing to minimize the turnover in certificated and administrative staff, and carefully evaluate assignments of new hires in an effort to retain staff.

There continues to be an increase in staff and a high turnover of site staff due to a variety of reasons. Because of student enrollment growth at both the site and district levels, there has been a need for more staff to accommodate more students. With a new high school site scheduled to be opened in the district in the fall of 2019, there will be further changes ahead in both staff and student populations. Since the last accreditation there has been a 100% turnover in site administration members. Efforts to fill all instructional and certificated support positions have continued to be a challenge. In order to attract new staff to fill vacant positions, a number of strategies have been implemented and are being considered at the district level. District hiring practices have included hiring bonuses in certain staff shortage areas. With a shortage of classrooms for all staff to be assigned to individual rooms, a number of staff are either traveling teachers or are unable to prepare in their classrooms for classroom instruction. Some staff volunteered to travel so that an unequal burden would not be put on new hires. A request for additional portable classrooms was made to the district to relieve this issue, but was not done this past year. This has continued to be a challenge for improving student learner outcomes on a consistent basis.

Since the last WASC review, we have improved instruction in support of student achievement by adding the following:

- On site educational technology specialist
- Google Classroom synced with our rosters
- 1-1 chromebooks for teachers and students
- Monthly Tech PD
- Monthly themed instructional support
- Updated school website to provide timely information to students and families, including grades on Home Access Center, now Synergy/ParentVue

Staff has received professional development/support as per school and district goals to support student learning. In 2016, EAHS teaching staff was 98% NCLB compliant. As part of a district initiative, 95% of EAHS teachers are trained in CM/GRR, with those hired late in the year receiving training in the Spring of 2016. PBIS team members have received training in RTI (Response to Intervention) and CFA (Common Formative Assessment). Core content Math, English, Science, and Social Studies teachers receive training through the district in CCSS implementation, pacing guides, and test development. Challenges have been experienced at EAHS with regards to staff turnover in ensuring all staff are trained in all district initiatives.

All EAHS students have received individual Chromebooks to support SBAC testing as well as district initiatives to create 21st century learners who are adept at technology. Staff have received district training support in the use of Google Suites, Synergy, our new grading system, as well as other educational technology through continuous professional development on Tech Tuesdays. The number of EAHS teachers willing to do additional on-site trainings, along with the district support to do so through staffing, money and trainings, has increased substantially.

Trainings are frequent, with district staff coming to the site to train during prep periods and after school. District-sponsored trainings are also available during winter and summer breaks. Site instructional coaches have been funded to assist staff in successful instructional strategies and best practices.

WASC Staff Training

5. More staff needs to attend WASC training to incorporate the cycle of ongoing improvement and to share the work of maintaining and updating the yearly reports that will be required going forward.

The Visiting Committee in its mid-cycle update had previously recommended that more of the staff, especially members of the leadership team, needed more training in the WASC process. Everett Alvarez High School had a new principal beginning in the 2017-2018 school year. The Principal is well-versed in the WASC School planning process having just been the coordinator for a high school that just completed a WASC Accreditation the previous year. He served on a site visiting committee in the spring of 2018. The EAHS Teacher in charge as the WASC Coordinator has been involved in a similar leadership position in the last site self-study and has extensive experience in this area. The Assistant Principal hired in July of 2018 and given the administrative responsibility for the self-study has served on recent WASC Visitations and site studies.

As indicated in the preface, the Principal immediately initiated the current self-study process in the fall of 2017 taking a team of administrators and teachers to a WASC training. Also, one of the first steps in starting the self-study process was to survey the entire staff with a staff survey in November 2017 regarding their experience with the WASC process. The survey indicated there was a very limited amount of staff experienced with WASC training. In the site selection of the WASC Leadership Team there is a mix of experienced staff with relatively new individuals to the process in order to meet WASC expectations for collecting and reflecting on data about the effectiveness of interventions going forward. At the February 2018 faculty meeting, staff was made aware of the planning for this WASC Self-study with a review of the WASC/CDE Focus on Learning, introducing the staff WASC Leadership team members, and the timeline to meet the WASC expectations. Both the Assistant Principal and Self Study Coordinator participated in the WASC/ACSA Webinar in September 2018 regarding revisions aligning WASC, the LCAP, and School Plans.



EVERETT ALVAREZ HIGH SCHOOL

CHAPTER II: STUDENT/ COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

2018-2019

Chapter II: Student/Community Profile and Supporting Data and Findings

History and Background of the School

The Salinas Union High School District (SUHSD) serves the city of Salinas, at the northern end of Monterey County, along with several smaller communities in the Salinas Valley. Salinas is a city of approximately 157,380 people. The population of the area has grown enormously, 44.68% over the last 30 years. According to the United States Census Bureau, there has been a population increase from 2010 to 2016 of 4.5%. 75.38% of the population of Salinas claim Hispanic ethnicity, while 24.62% are non-Hispanic.

Its major industry has long been agriculture, though historic ties to the ranching industry can still be seen in such cultural markers as the annual rodeo and the mascot of the district's oldest high school. The current unemployment rate is 6.50% in Salinas above the rate of the United States at 5.20%. The average income per capita is $17, 810, household annual is $49,728, and the family median Income is $51,426. Each of these figures are well below the United States averages. The cost of housing, medical coverage, and living in Monterey County is substantial and many of the community's families are impacted by this.

Everett Alvarez is the youngest of the four comprehensive high schools in the Salinas Union High School District and is located in the northeast section of Salinas, California. It was named for the local hero of the Vietnam War, Everett Alvarez Jr. Early in his life in Salinas he credits learning that working hard everyday and getting a good education brought him success. He was the first in his family to go to college earning a degree in Electrical Engineering. He joined the Navy, served in Vietnam as a pilot, was shot down, imprisoned, and tortured for over eight years. He is still living and attends graduation ceremonies stating that perseverance and faith got him through his time in prison. The prestigious Everett Alvarez Award is given to students and staff who demonstrate his characteristics in relation with our school.

The current school site opened in 1995, with a student body of 740 ninth- and tenth-graders. Everett Alvarez High owes its existence to the growing housing developments that have sprung up on the northern and eastern edges of town. Though many of these developments had previously slowed down, there is some new building and the population is growing in the community. Over its first seven years, the school experienced rapid expansion normal to new schools, growing to over two thousand students by 2001 Since that time, the school's demographic profile and ethnicity makeup has remained relatively stable, growing only by a few hundred students. In 2017-18 the school had a 2,645 student enrollment and is expected to increase in the coming school year. The campus has begun to show signs of being impacted by classroom and other facility needs. While the diversity of the student body has remained relatively consistent, it should be noted that the SUHS District enrollment has increased so that it has identified and begun building both a new middle school and a high school facility that will open in the near future. This will have a significant impact on the campus of EAHS in a variety of ways including student population, classrooms and school staffing.

Community Outreach Programs

The staff and administration at Everett Alvarez High School recognize high levels of student success and require active involvement with the parents and community at large. Everett Alvarez reaches out to the community and works side-by-side with many programs in place- some that are unique and make us stand apart.

Back to School Night is an event held in August in order to provide parents an opportunity to meet with Staff, showcase student talent (performance by music department, Baile Folklorico, NJROTC drill teams, Cheer team), and provide parents an opportunity to "walk through" their child's schedule and meet with their teachers. **School Site Council** is common to other schools in that parents, students, certificated and classified staff are voted onto the council to meet monthly where they review the School Plan, Budget, and Programs at Everett Alvarez. The **School Site Council** was created by the California State Legislature to ensure that students, parents, teachers, staff, and community members are part of the decision-making process in schools.

English Learners Advisory Council involves parents of English Learners meet monthly with the English Learner Specialist, Community Liaison, and School Administration. The **English Language Learners Advisory Committee (ELAC)** consists of parents of English Learners who meet monthly to support their children in academics. **The Migrant Program** constitutes a series of regular meetings for the parents of migrant students. There is an additional counselor and clerk dedicated to support students in this program.

Parent-Teacher Organization is an active Parent-Teacher organization that meets every month at a minimum. The chief purpose of this organization is to enhance and support academic and extracurricular programs. In 2015-16, they committed to support the Positive Behavior Intervention Systems (PBIS) program by finding ways in which we can tangibly recognize students and staff exhibiting positive behaviors. **Parent Booster Clubs** also includes booster clubs for athletics, band, theater, and the Agriculture Academy. All clubs meet regularly to support these programs. **Parent Outreach programs** have included Principal's coffee meetings, Healthy Family trainings, Freshmen parent informational meeting during Link Crew orientation, and Senior Parent Night are a few among many offered by the school.

Strengthening Families program is a program designed for at risk students and their entire family. This is a weekly program in which the School Community Liaison meets with a small number of families over dinner. The family members work out solutions for better communication and ways in which they can work as a family unity to support their student.

Technology Communication to community stakeholders has increased as technology is improved, district wide. The use of "Blackboard" and "Synergy/StudentVue/ParentVue" have been implemented. Blackboard allows teachers and staff to send telephone messages to the parent or guardian and StudentVue/ParentVue through Synergy provides a real time look at student grades and assignments. This is available to both parents and students. All students and staff are provided with individual chromebooks. Staff have been provided with a variety of technology training sessions and many staff use technology in their regular instruction.

The Steinbeck Rotary Service Club, otherwise known as our EAHS Interact Club, is highly visible and supportive of student groups. In 2018 it was recognized by the International Rotarians as the Number 1 Rotary student group in the world! The Alvarez Rotary Student

Interact Club working closely with the local Rotarians have raised thousands of dollars for Breast Cancer and has been recognized by the community for its tremendous contributions. ASB students present to the Rotarians frequently regarding topics such as PBIS and Academic Excellence programs (student of the month are honored, football half time party with entrance to the game for academic excellence and to reward positive behavior). This organization sponsors several events including a Student of the Month Program that hosts students at monthly breakfast meetings and provides $50 incentive awards to students. Also, the Rotarians assist in a special Top 100/Senior Awards Dinner Evening a unique event they sponsor at the school. Other community organizations support the school in a variety of ways. The **National Steinbeck Center** involves staff and students through writing events, special programs, and literary activities that recognize local author John Steinbeck. A local community church known as **Venture** has adopted the school and has provided staff refreshments and special day support.

Community Service Hours are done by Everett Alvarez High School students who perform 60 community service hours as part of their graduation requirement. Many of our students go above and beyond the required hours which provides opportunity to get to know their community and give back. Students perform services through many different venues.

Everett Alvarez High School became a school wide **Title 1 School** as of 2012. The report required to receive this status mirrors the school plan and WASC report. Thus, it has become another venue in which to share with all stakeholders how the school is doing. The Title 1 report is given two times per year to all stakeholders that attend at the School Site Council. Title 1 monies support many school needs and identified student learning needs.

The Campus

Alvarez's campus has undergone significant change since it first opened. Constructed originally without bond monies, the campus was incomplete when it opened in 1995, and the district accommodated the early growth of the school by adding portable classrooms.

Over fifteen years ago, voters in Salinas approved a school construction bond which has allowed Alvarez to acquire several fully-equipped science classrooms, sixteen standard classrooms, a second gymnasium, a new track, a stadium, and an aquatic center. In the past ten years, the district has added many facilities to our campus such as the completion of the stadium, an Agriculture building/produce store, a band practice room, and an Aquatic Center. Maintenance and construction projects are ongoing. This summer solar paneling began. Athletic field artificial turf was replaced. A new intervention center building is scheduled to begin construction this school year. Today about 30% of the classrooms are still portables. A cafeteria, theater and applied arts center are yet to be built as proposed in the original plan for the school.

The student population has grown so that the facilities are filled at 102% capacity during the 2018-19 school year. Over 20 teachers will have to share classrooms, with most of them moving at least one class period to another classroom. A request was made to add additional portable classrooms which was denied this past year. With the opening of a new high school in 2019-2020 it is anticipated that this should relieve overcrowding of both students and staff in the following school year.

Bell Schedule

The current bell schedule is unique to Everett Alvarez High School in this district. It is called a "modified block" schedule. The classes are 106 minutes each Tuesday through Friday, with Mondays being traditional six 50 minute blocks. An advisory/intervention homeroom block occurs after lunch Tuesdays, Thursdays, and Fridays. Wednesday schedule is a "late start" day as the teachers have collaboration during the first hour of school.

Monday
(All 6 Periods)

Period 1	8:10 - 9:10	(60)
Period 2	9:16 - 10:13	(57)
Nutrition	10:13 - 10:18	(5)
Period 3	10:24 - 11:21	(57)
Period 4	11:27 - 12:24	(57)
Lunch	12:24 - 1:04	(40)
Period 5	1:10 - 2:07	(57)
Period 6	2:13 - 3:10	(57)

***Wednesday Collaboration**
(Blocks 2,4, & 6)

Collaboration	8:03 - 8:52	(49)
Block 2	8:58 - 10:47	(109)
Block 4	10:53 - 12:39	(106)
Lunch	12:39 - 1:19	(40)
Block 6	1:24 - 3:10	(106)

* Students will have a late start **every** Wednesday for teacher collaboration. Classes begin at 8:58 AM.

Tuesday, Thursday
(Blocks 1, 3 & 5)

Block 1	8:10 - 9:59	(109)
Nutrition	9:59 - 10:04	(5)
Block 3	10:10 - 11:56	(106)
Lunch	11:56 - 12:36	(40)
Homeroom	12:42 - 1:18	(36)
Block 5	1:24 - 3:10	(106)

Friday
(Blocks 2, 4 & 6)

Block 2	8:10 - 9:59	(109)
Nutrition	9:59 - 10:04	(5)
Block 4	10:10 - 11:56	(106)
Lunch	11:56 - 12:36	(40)
Homeroom	12:42 - 1:18	(36)
Block 6	1:24 - 3:10	(106)

Our students exceed the required amount of instructional minutes during the school year. Staff work a longer day than other teachers in the district and have more weekly staff collaboration sessions then other district school sites. The longer class sessions require staff to alter traditional instructional teaching strategies at times. At the request of staff, this led to discussion of possible bell schedule changes in the 2017-2018 school year. Several schedule changes were discussed and proposed. It appears this will be an ongoing discussion for improvement and possible adjustments or change.

Staffing

From the last Accreditation in 2013 to the current school year of 2017-2018 there has been a significant increase in staffing to match student growth. This past year there was 136.63 Full Time Teaching Equivalent positions which is an increase of 27.03 FTEs from 2013. We also have 58 classified staff members. The school is staffed by six administrators including one principal, four assistant principals and one director of student activities. This is an increase of one assistant principal position since 2013. The Counseling Department is staffed by 10.2 professionals. The

staff at Everett Alvarez consists of highly talented and trained members including the last two year's District Teachers of the Year!

There has been a turnover in administration that has been matched by turnover and change in certificated staff since 2013. There has been a combination of things that have caused this to occur. A number of school growth positions have been added. This included two certificated full-time intervention specialists. There has been a high faculty turnover rate during some of the past six years. Retirements have added to this figure. With a teacher shortage in California, it has been a challenge for the District to recruit, hire, and retain teachers but different strategies are being implemented. A district LCAP Goal Outcome for 2016-17 was for 100% of probationary teachers to return the following year and the actual was a 94% figure. Hiring bonuses have been offered to new hires in curriculum areas of need. Full-time itinerant substitute teachers have been hired by the District to assist with class coverage when there is a shortage of substitute coverage but when regular teachers are needed to cover classes it has an impact on staff preparation. The district has streamlined the hiring process for paraeducators and AVID tutors to improve services for English learners.

Staff needs and issues are addressed in several ways. The District has adopted a model for labor issues known as **PAL.** Monthly meetings between employee labor representatives and site administration are conducted. In August 2015 the Faculty revived a **Faculty Senate** through an overwhelming vote of the teachers so that the faculty would have a voice concerning the professional learning community. Its mission is to allow faculty a voice to communicate their thoughts on matters that affect the staff, students, school, and community. They meet weekly, host guest speakers, and address a wide variety of issues. The Senate has incorporated a "Sunshine Committee" into their activities for staff socialization including monthly district bowling, luncheons, and guest speakers.

Professional Staff Development

All new teachers in this school district participate in Induction. The mode in how this is done has changed in recent years. Our primary induction partner is the Center for Teacher Innovation located at the Riverside County Office of Education. This is the district's second year in their program, which was chosen because of its ability to align state induction requirements with the needs of the district, while providing a flexible, authentic, mentor-based experience to our teachers. EAHS has 14 teachers participating in this induction program in 2017-18. Two education specialists at EAHS have been enrolled in the CSU Monterey Bay Master of Arts in Education program, which includes an induction component. The district provides mentor teacher support, while CSUMB provides program support. Both induction programs are fully accredited by the CTC.

The program provides comprehensive support for teachers with preliminary credentials in general education and education specialists so that they can achieve a clear credential. Teachers work with site-based reflective (induction) coaches and their administrative evaluators to develop individual learning plans that target areas of growth on the CSTP. Teachers work with their coaches to complete six cycles of inquiry on topics highly relevant to their teaching practice. Teachers and coaches meet weekly for both "just in time" support for daily questions and challenges as well as for assistance with completing tasks associated with the inquiries. Coaches

observe their teachers, and also participate in professional development to expand their coaching skills.

Professional Development opportunities have supported both site and district initiatives. Nearly all staff have been trained in **Gradual Release of Responsibility** (GRR) and **Constructing Meaning** (CM). These strategies are district initiatives which support English Learners and best practices for all students. Technology training support has been a major support provided by the District. District LCAP Annual Measurable Outcome Goals reflect efforts that "All teachers and classified staff will be highly qualified, trained and retained." Teacher "Coaching Positions have been added. In this position veteran teachers spend one or more periods out of the classroom assisting staff with instructional strategies. Teachers at EAHS collaborate weekly in course-alike grade level teams based upon the **Professional Learning Communities** (PLC) Model. The teams review best practices, discuss student work, review student achievement data, design common assessments, and plan instruction. Course leads in subject areas lead the collaboration groups.

WASC Accreditation History

Mission/Vision/Commitments/Outcomes

This is the fourth self-study that the school has done in its history. The school has since grown into a large comprehensive high school and the old ESLRs did not comply fully with the school's culture and vision that has developed. Beginning in February of 2018 with many new staff members and a near capacity student population, staff revisited the school mission, vision, commitments, and schoolwide learner outcomes in making revisions. The SLO's were revised to be aligned with the District LCAP Goals. The process was completed in October 2018.

Mission Statement

Proudly following the legacy of Everett Alvarez Jr., We will empower our students to succeed academically and serve their community with respect, responsibility, and honor.

Vision Statement

Our staff will: Provide a rigorous academic program to support all students' success and passion for lifelong learning. Afford students the opportunity to explore, learn from, and give back to the community. Demonstrate diplomacy, integrity, and commitment to excellence, which will inspire students to do the same.

Staff Collective Commitments

We commit to….

1. Work in collaborative teams in order to develop and implement best practices for the delivery of standards-based curricula.
2. Use instructional time strategically in order to maximize rigorous student learning.
3. Use “best practices” to ensure that ALL students learn.
4. Develop classroom learning environments and routines that are conducive to student learning.
5. Respect school-wide rules to ensure continuity and consistency of the learning environment.
6. Promote academic literacy and fluency through the implementation of “best practices” such as Gradual Release of Responsibility (GRR) and Constructing Meaning (CM).
7. Provide all students opportunities for developing leadership roles in one or more school-community venues.
8. Develop a school-wide systematic intervention systems.
9. Provide multiple opportunities to ensure that students develop individual responsibility and achieve academic success.
10. Develop a school-wide protocol to ensure a safe learning community.
11. Provide multiple opportunities to involve parents and community members in the support of student learning.
12. Develop school-wide protocols to support and/or assist students who have emotional, mental, and social health issues.

Schoolwide Learner Outcomes

Here are our current Schoolwide Learner Outcomes. They were revised this year due to the ESLRs still being in place previously. We reviewed the ESLRs, saw how we wanted to incorporate that information and our new school LCAP goals into our SLOs.

Academic Success

Students will demonstrate academic success by graduating and being college and/or career ready.

· Eagles think critically and carefully analyze academic and life challenges in order to make the best choices. Eagles are physically and mentally present in all classes and activities. Eagles expect to be held to high standards and will always strive to meet them.

Responsibility

Students and all stakeholders will demonstrate responsibility for student education by developing students that are high achieving, diverse, and culturally sensitive.

· Eagles hold themselves accountable for their own success, setting goals and working hard to achieve them, without blaming others for setbacks. Students, staff, and all stakeholders work together to ensure success for all. High performing faculty and staff will assist responsible students to high levels of achievement.

Respect & Honor

Students will demonstrate respect for themselves, their school, and community by being engaged in environments that are safe, caring, and healthy.

· Eagles respect all people because they recognize the value in themselves and others, and they encourage respect in our community. Eagles are helpful, use language that demonstrates respect for their education, and treat others as they want to be treated. Eagles engage in meaningful service to others, keep their commitments, and are an example to others in their commitment to excellence.

WASC Accreditation History

Our last full WASC report in 2013 received a 6 year with a 2 day visit. The first time we were accredited was in 1997.

The LCAP process is simple. We share the LCAP goals with the parents and community through two meetings in the fall and one in the spring each year. We also do it through School Site Council every month. ELAC gives input as well. Our district LCAP goals are as follows: Goal #1- The performance and opportunity gap will be eliminated- all students will graduate college and/or career ready, Goal #2- Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent, Goal #3- All students will be engaged in teaching and learning environments that are safe, caring, and healthy.

Student Activities

Alvarez maintains a diverse and lively selection of over 50 clubs and other student organizations, funded and organized through the **Associated Student Body Activities** office. The Student Activities office typically carries between $187,243 and $227,666 in accounts from one year to the next and in 2016-2017 processed about $40,423 in receipts and expenditures. These totals include much of the routine funding for our interscholastic athletic teams. Special school wide activities are regularly sponsored such as a back-to-school mixer, dances, formal dances, grad night trip, unity days for freshmen, and a multicultural day. There are a multitude of student clubs and organizations for students to participate in. Just a few of these are listed in the following paragraphs.

The **Everett Alvarez Athletic Program** brings the community together and engages our students. EAHS athletic programs have had its student participation nearly double since the last WASC Visitation. The Everett Alvarez varsity football team earned the Central Coast Sectional (CCS) Championship in 2013-14, following a year of zero wins. In 2015-16 the team made it to the CCS playoffs again. The Girls Volleyball team earned the CCS Championship in 2015-16 for the first time. Other teams regularly make it to the playoffs or earn championship titles in many sports.

The **Everett Alvarez Music Program** is a large part of our community as they play for events. The Pep Band has played for over 13 boys and girls athletic events in the past few years. Choir, Guitar, and Bands also performs for Freshman Orientation, Back to School Night, Veterans Day parade, and other community events. The EAHS Music program has grown from 4 to 6 sections with an increase from 80 to 180 students participating. The growing program is more seasoned and are beginning to earn awards. There are more options available for students such as Advanced/Beginning/Intermediate bands, Advanced Guitar, and Choir. The band received a Superior rating at a regional CCS Band Festival in 2014. Fourteen students have been selected to the CCS Regional Honor Band and Vocal Ensembles. In the past two years three students have been selected to the All-State Orchestra.

The **Naval Junior Reserve Officers Training Corps** numbers have grown from 28 students at one time to more than 100+ students. As a result, we were reinstated by the Navy so that students are now eligible for many program benefits for students. This program reaches out to the community in many ways. They perform for many events in the community in addition to

school events such as football games, Freshman Orientation, Back to School Night, etc. Several students have attended trainings in the Florida and Hawaii bases as well.

Campus Climate, Guidance and Support

Positive Behavior Interventions Systems (PBIS) is a new program implemented as of 2013-14 as an approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior for all students. There is a five year implementation window. PBIS requires staff and student training, systems in place, and personnel. In 2013-14 Tier 1 began and was expanded to school wide PBIS in 2014-15. School wide lessons have been developed and these are delivered annually by teaching staff to all students with Homeroom Period instruction. Baseline data is being collected using the Schoolwide Intervention Systems data tracker (SWIS) to determine if the program is effective through measurable data such as reduction of referrals, suspensions, and expulsions.

While there has been some positive initial results, there have been negative perceptions that have arisen also. Conscious efforts to reduce site discipline referrals appears to some staff to be undermining their efforts to maintain classroom and campus discipline. Efforts to have all students succeed academically might be eroding rigorous academic levels. Behaviors of a few students are increasing so that not all students are following the campus **Eagle SOARR** expectations with consistent consequences. There have been concerns at our school as at much of the country with school safety. Staff concerns led to **A.L.I.C.E.** (Active Shooter Response) training to begin taking place at Alvarez in 2017 and this has spread to district support to ensure that all staff received training during the 2017-18 school year.

School wide themes and standards have been implemented to improve school student climate. The current SOARR standards from PBIS (safe, respectful, and responsible) are being reinforced with students. Rewarding positive behavior is a large part of the program for students and staff. Incentives include Eagle SOARR cards, pizza parties, football tailgates, and other incentives. All staff have access to the Eagle Pride cards so they may reward students. Student bullying continues to be a pervasive issue on campus, thus in 2014-15 a PBIS lesson which addressed Bullying was developed. A poster for Bullying is in every classroom and school office so students may access the QR code and scan the bullying report. New issues such as Affirmative Consent are addressed with students on a need basis with the development of homeroom lessons. Our **Eagle SOARR Student Club PBIS teams** are continually working on new approaches to improve student problem behavior. **Link Crew** which is a student outreach program that promotes campus spirit and positive attitudes. A central element of its method is to connect freshman students with trained student mentors from the older classes.

The **Counseling Department** at Everett Alvarez High School is staffed by 10.2 professionals. This consists of 6.6 counselors, a ROP/career counselor, a mental health counselor, a Community Human Services counselor and a .6 Migrant Education counselor. In addition to their normal assignments (which designate counselees according to their place in the alphabet), counselors also have charge of specific programs (Academies, Ag Business, AVID, GATE, Puente, and MCOE). The counseling staff provides Alvarez students many services including direct guidance, academic planning, career guidance, facilitation of community support services,

and post-secondary guidance. In accordance with state guidelines, Alvarez's counselors annually meet individually with every student to map out the student's course load and assist in planning for the future. The meetings occur chiefly during the spring, as students register for classes the following year. This regimen of meetings has become smooth and relatively non-disruptive, as the guidance department has refined an efficient system of scheduled student appointments.

College Articulation Programs for students aiming for continued education are coordinated by Everett Alvarez High School staff who work closely with local colleges such as Hartnell Community College, California State University of Monterey Bay, and University of California at Santa Cruz to provide students with a vision for their future. AVID and GEAR-UP tutors are recruited from local colleges. GEAR-UP is a new program to the campus. It is an early outreach and support organization jointly done by Alvarez and Cal State Monterey. It organizes activities to establish a college mindset atmosphere on campus among students. Annual Hartnell Curriculum Symposiums have been held where both EAHS counselors, math, and English teachers speak with college staff regarding articulation strategies to improve student college attendance county wide. Field trips to the colleges are planned for AVID, Puente, School Academies, and other student groups. Articulation of a 3-year "STEM" scholarships college program in which students may earn a Bachelor of Science degree in three years has been started with Hartnell and CSUMB. A district initiative being implemented that Everett Alvarez plans to participate in is a College Signing Day. This is part of a national program which recognizes students who have signed or been accepted to attend various colleges on May 1st annually.

· **Specialty homerooms** are for specialized Advanced Placement Preparation homerooms, Yearbook, Puente, AVID, and Link crew to name a few. The best use of homeroom time continues to be a matter of calibration on the campus. Alvarez has experimented with several models for homeroom over the years. For most students, homerooms are organized by grade level, and students are placed with teachers who know them as their instructors in regular classes. Attempts at providing intervention for student learning needs have been attempted in a variety of ways in homeroom by individual teachers.

Student Demographic Data

Student Demographics

The student body, though culturally and ethnically diverse, is primarily Hispanic/Latino, who number over 90**%** of the student population. The majority of Alvarez's students are bilingual, and for many of them, English is their second language; even students not officially designated as ELL frequently speak some other language than English at home. In 2016 according to data used by the U.S. News National School Rankings, Everett Alvarez had an enrollment of 2,466 with a 90% minority student population. 58% were considered economically disadvantaged. Most of our English Learners are considered Long Term English Learners. In the 2018-19 school year we have 415 Long Term English Learners. We currently have 65 ELD students who have been in the country 0-3 years. In the 2017-18 school year, we had 85 students qualified to RFEP with ELPAC, but did not meet the STAR criteria. Thus, the scaffolding and sensitivity required in ELL instruction is a pervasive feature of the larger school culture, even in classes not specifically designated as ELL. Due to the high number of students who qualify

EAHS is considered a Title 1 school.

2018-19 Student Distribution by Ethnic Group Numbers and Percentages

Year Total	Afri-can Amer-ican	Asian	Fili-pino	His-panic or Latino	Pacific Islander	White	Two or More Races
2018-19 **2,653**	**0.6%** **16**	**0.7%** **19**	**2.5%** **67**	**90.1%** **2,373**	**0.1%** **2**	**5.5%** **145**	**0.4%** **11**

Given the wide variety in their background and culture, Alvarez's students have access to a varying range of home resources, depending on the economic status of their families. Alvarez's attendance area encompasses a variety of neighborhoods that include newer housing developments close to the campus and in the nearby community of Santa Rita, as well as more established and generally less affluent neighborhoods in parts of East Salinas. Alvarez draws its students from several different feeder schools, chiefly La Paz Middle School and Harden Middle School (from SUHSD) and Gavilan View Middle School from the Santa Rita Unified School District. The other two SUHSD middle schools (Washington and El Sausal) have some representation in the Alvarez student body, along with a smattering of students from the region's private and parochial schools, such as Madonna del Sasso and Sacred Heart Catholic schools and Lagunita school. For the most part, EAHS has few articulation problems with its feeder schools. As noted, four of them are in our own district, and the other major feeder (Gavilan View) has generally been cooperative in facilitating a smooth transition for its graduates into Salinas Union High School District schools.

Number of Students Enrolled by School Year, Grade Levels, and Total

YEAR	Grade 9	Grade 10	Grade 11	Grade 12	No grade level	TOTAL
2014-15	**680**	**604**	**617**	**567**	**28**	**2,496**
2015-16	**677**	**639**	**572**	**560**	**18**	**2,466**

2016-17	740	657	605	515	30	2,547
2017-18	703	716	620	566	40	2,645
2018-19	703	674	675	582	19	2,653

Conclusions indicated by the data:

1. **Student Population has shown a steady increase over the past five years of 5.7%.**

Student Distribution by Ethnic Group

Ethnic Groups by Year, Numbers and Percentages of Total Population

Year Total	Afri-can Amer-ican	Asian	Fili-pino	His-panic or Latino	Pacific Islander	White	Two or More Races
2014-15 2,496	1.3% 33	0.9% 22	3.4% 84	84.4% 2,106	0.2% 5	9.0% 225	0.8% 20
2015-16 2,466	1.1% 28	0.9% 23	2.9% 72	84.5% 2,083	0.2% 5	9.5% 235	0.8% 19
2016-17 2,547	0.9% 23	1.0% 26	2.8% 72	85.7% 2,184	0.2% 4	8.5% 216	0.9% 22
2017-18 2,645	0.7% 18	0.9% 24	2.6% 70	88.1% 2,330	0.1% 3	6.8% 180	0.8% 20
2018-19 2,653	0.6% 16	0.7% 19	2.5% 67	90.2% 2393	0.1% 2	5.5% 145	0.4% 11

Conclusions indicated by the data:

1. **The major ethnic student population group is Hispanic or Latino which is more than 90% of the total school population.**
2. **The Hispanic or Latino student population group has grown slowly over the past five years for a 5.8% increase, all other ethnic groups have remained steady or shown a slight decrease in both population and percentage totals.**

Graduation and College Preparation

Graduation Rates-CDE Dashboard Data

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
EAHS	85.05%	92.55%	93.17%	93.2%	92.1%	89.7%	
SUHSD	80.24%	81.38%	84.80%	90.9%	93.5%	86.4%	
State	80.44%	80.95%	82.27%	83.2%	82.7%	83.0%	

2016-17 12th Grade Graduates Meeting UC/CSU Requirements

EAHS	# of Grads	# Met Require-ments	Percent-age	Total % For District, County & State 2016-17	Total % For District, County & State 2017-18
Female 2016-17 2017-18	 234 239	 135 132	 58.7% 55.2	District-51.5% County-48.7% State-52.7%	District-49.9% County-50% State-55.3%

Male **2016-17** **2017-18**	 **256** **242**	 **100** **115**	 **39.2%** **47.5%**	**District-33.6%** **County-35.0%** **State-40.8%**	**District-34.6%** **County-38%** **State-44.3%**
Totals **2016-17** **2017-18**	 **452** **481**	 **222** **247**	 **49.1%** **51.4%**	**District-42.7%** **County-41.8%** **State-46.8%**	**District-42.2%** **County-44.4%** **State-49.9%**

Conclusions indicated by the data:

1. In significant areas of graduating students and college preparation Everett Alvarez Students meet or exceed District, County, and State averages.

2. In other measurements of college preparation such as SAT, ACT, and AP scores this trend does not continue with EAHS Students as they score below District, County, and State averages.

Student Achievement Data

CDE English & Math Dashboard Indicators for Grade 11:Distance from Level 3

Subject	2015	2016	2017	2018
ELA	+10.4	+29.5	+14.3	-0.6
Math	-95.1	-76.7	-90.8	-45.3

CAASPP English Percentage of Students Meeting or Exceeding State Standards

Year	EAHS	SUHSD	California
2014-15	54%	33%	44%
2015-16	63%	39%	48%
2016-17	59%	54%	60%
2017-18	52%	48%	56%

CAASPP Math Percentage of Students Meeting or Exceeding State Standards

Year	EAHS	SUHSD	California
2014-15	15%	16%	33%
2015-16	25%	21%	36%

2016-17	**20.5%**	**22%**	**32%**
2017-18	**19%**	**20%**	**31%**

CAASPP Science Percentage of Students Scoring of Proficient or Advanced

Year*No test 2016-2018	**EAHS**	**SUHSD**	**California**
2013-14	**55%**	**51%**	**60%**
2014-15	**49%**	**44%**	**56%**
2015-16	**41%**	**38%**	**54%**

Conclusions indicated by the Student Achievement Data:

1. There are some content areas that EAHS Students score well in when compared to both to the local District and State averages.

2. There are areas for growth in a number of subject contents.

3. There is a discrepancy between student achievement on standardized tests across different content areas.

Summary of Key Indicators of School Climate and Student Well-Being from 2016-17 EAHS Healthy Kids Survey Results

Indicator	**Grade 9-%**	**Grade 11-%**
School Engagement and Supports School connectedness(high)	**43**	**40**
Academic motivation (high)	**27**	**31**
Caring adult relationships (high)	**28**	**33**
High expectations (high)	**41**	**46**
School Safety and Substance Use School perceived as very safe or safe	**57**	**55**
Experienced any harassment or bullying	**33**	**22**
Had mean rumors or lies spread about you	**31**	**26**
Been afraid of being beaten up	**16**	**7**
Been in a physical fight	**7**	**5**

Seen a weapon on campus	**10**	**10**
Been drunk or “high” on drugs at school,ever	**10**	**4**
Mental and Physical Health Current alcohol or drug use	**14**	**14**
Current binge drinking	**5**	**3**
Very drunk or “high” 7 or more times	**7**	**3**
Current cigarette smoking	**2**	**1**
Current electronic cigarette use	**7**	**1**
Experienced chronic sadness/hopelessness	**29**	**31**
Considered suicide	**15**	**14**

Conclusions indicated by the data:

1. A high number of students feel engagement and supported at school.

2. While over half of the percentage of students feel safe at school there are a significant number that have safety issue concerns.

3. Mental health issues rank highest in the area of *Mental and Physical Health.*

LCFF Priority 1- Basics (Teacher, Instructional Materials, Facilities)

Our teachers are 99% appropriately assigned. We currently have one teacher teaching one section outside of their credential area and three teachers working under emergency permits.

The Salinas Union High School District has a thorough process to verify the use of standards-aligned materials. After a curriculum is adopted, then they have our instructional coaches trained in those materials. Next, our PLC course leads are trained. Then the rest of the staff is trained. The district then conducts several trainings and walkthroughs throughout the year to ensure program fidelity.

Professional Development: All teachers who are new to the district may participate in a weeklong summer institute focused on the district’s standards-based curriculum. We hold monthly meetings for all new teachers where various appropriate topics and procedures are explored. All teachers have opportunities to participate in conferences and workshops related to the subjects they teach throughout the year. During monthly faculty meetings, we routinely incorporate professional development. Additionally, we schedule department-specific staff-development days throughout the year to enable staff within each department to focus on their curriculum. We infuse professional development during monthly leadership meetings for our department chairs and collaborative leads.

Key initiatives at Everett Alvarez High School include Constructing Meaning (CM) and Gradual Release of Responsibility (GRR). All new teachers receive a five-day training in the summer or fall for these initiatives. We have four instructional coaches who work with teachers in small groups, individually and with the faculty during the monthly staff meetings. Instructional coaches and the principal receive ongoing training throughout the school year. In the spring, the instructional coach team attended a conference to ensure they are still current on their practice. Teachers are also versed in the area of Positive Behavioral Interventions and Supports (PBIS) during faculty meetings. The PBIS leadership team attends a national conference in the fall each year. The Professional Learning Community (PLC) model practices are getting refined, as 40 percent of our teachers have attended the Response to Intervention training, and 100 percent of our administrators have attended the training.

Monitoring progress in these initiatives is done via self-assessment, the Professional Learning Community rubrics, surveys and learning walk data collected by administrators and coaches. This data is shared with the staff and helps to determine next steps for training.

District courses are approved by content Steering Committees, comprise of site Department Chairs, and the district Instructional Council, comprised of Principals and Directors. Courses must be aligned to state approved content standards. Course curriculum and assessments are evaluated every year to ensure they are aligned to standards. The Board resolution for verifying the use of standards-aligned materials is under Board Policy #6141.

District PD is focused on supporting teachers to unpack standards, design, and facilitate standards-based instruction. District Instructional Learning Team Walks are conducted at different sites each to assess quality of standards-based instruction.

Site ILT calibration walks are conducted at each site by the site administration and Instructional Coaches to assess quality of instruction and data is used to inform teacher professional development needs. Site Professional Learning Communities, comprised of teachers who teach the same course, meet almost weekly as a team to collaborate around 4 essential questions:

What should students know/learn? (Standards-aligned)

How will we know if students learned it? (standards-based assessments)

What will do if students meet standards?

What will we do if students did not meet standards? (Enrichment/Intervention)

Our school facilities are maintained and in good repair. Below is a copy of our most recent SARC report.

School Facility Good Repair Status	2018-19 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	6/1/2018
Date of the most recent completion of the inspection form	8/30/2018

LCFF Priority 2- Implementation of Academic Standards

Everett Alvarez High School has implemented academic, content, and performance standards to a high degree. The district has an entire educational services department that examines and aligns curriculum. Each summer they have one teacher from each course review and update the pacing guide. During the school year, our PLCs review the pacing guide and develop lessons and common formative assessments that are aligned to state standards. The PLCs then use the data from those CFAs to develop a plan for those not being successful. In addition, the district gives benchmark exams quarterly so they can keep a pulse on how well standards are being implemented.

LCFF Priority 3- Parent Engagement

Our parents are given many opportunities to participate in and give input to school decision-making. The best way to do so is through our School Site Council. Our School Site Council parents meet with the council monthly to oversee the school budget and school plan. English Language Advisory Committee (ELAC) meets monthly and is led by our English learner specialist and an assistant principal. The committee serves to ensure that all English language learner students have access to an equal education through use of appropriate curriculum, student schedules, teachers and resources. Safety Committee parents meet monthly to review and discuss

matters relating to campus health and safety and to review the site's comprehensive safety plan annually. The Parent Club: This group supports student programs, athletics and the music program. Parent Group Wednesdays: Parents meet with the Community Liaison every Wednesday morning for lively discussions on various topics. Various Parent Booster Clubs for band and various athletic teams have parent groups for support and outreach.

LCFF Priority 4- Performance on Standardized Tests

CAASPP results

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Everett Alvarez HS		Salinas Union HSD		California	
Subject	**16-17**	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
English language arts/literacy	59%	52%	39%	39%	48%	50%
Mathematics	20%	19%	21%	21%	37%	38%

Our ELA results show we lost 7 percentage points from last year to this year. Our ELA data shows that we are performing better than the district and the state. Our Math results show that we lost 1% point from last year to this year. In addition, we are scoring lower than the district and the state. We are addressing our ELA and Math through our PLCs as well as our district curriculum meetings.

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	577	551	95.49%	52.45%
Male	288	272	94.44%	41.54%
Female	289	279	96.54%	63.08%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	73.33%
Hispanic or Latino	486	463	95.27%	49.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	63	60	95.24%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	385	367	95.32%	48.50%
English learners	172	157	91.28%	18.47%
Students with disabilities	45	40	88.89%	5.00%
Students receiving Migrant Education services	11	9	81.82%	0.00%
Foster youth	❖	❖	❖	❖

Mathematics				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	577	558	96.71%	18.71%
Male	288	276	95.83%	19.27%
Female	289	282	97.58%	18.15%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	46.67%
Hispanic or Latino	486	469	96.50%	17.34%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	63	62	98.41%	17.74%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	385	371	96.36%	15.99%
English learners	172	165	95.93%	4.91%
Students with disabilities	45	41	91.11%	0.00%
Students receiving Migrant Education services	11	10	90.91%	0.00%
Foster youth	❖	❖	❖	❖

Based on the data in the ELA chart, we can see that our female students outperform our male students 21.5%. In Math the male students outperform our female students by 1.12%. You can see that over half our students tested fall within the Socioeconomic disadvantaged category. They performed within the average for our site. Our English Learners are performing well below our site average. We are addressing our subgroup deficiencies through our professional development, targeted curriculum/ courses, etc.

ACT Scores: Composite Average

Year	# Tested	Reading	English	Math	Science
2016-17	105	19	19	19	19
2015-16	100	20	20	20	20

SAT Scores

Year	# Tested	Total # Meeting ELA Benchmarks	Total # Meeting Math Benchmarks	% Meeting Benchmarks ELA / Math
2016 - 17	218	145	76	ELA: 66.5% Math: 34.8%
SAT Reasoning Scores: Mean		**English**	**Math**	**Writing**
2015 - 16	192	461	448	453

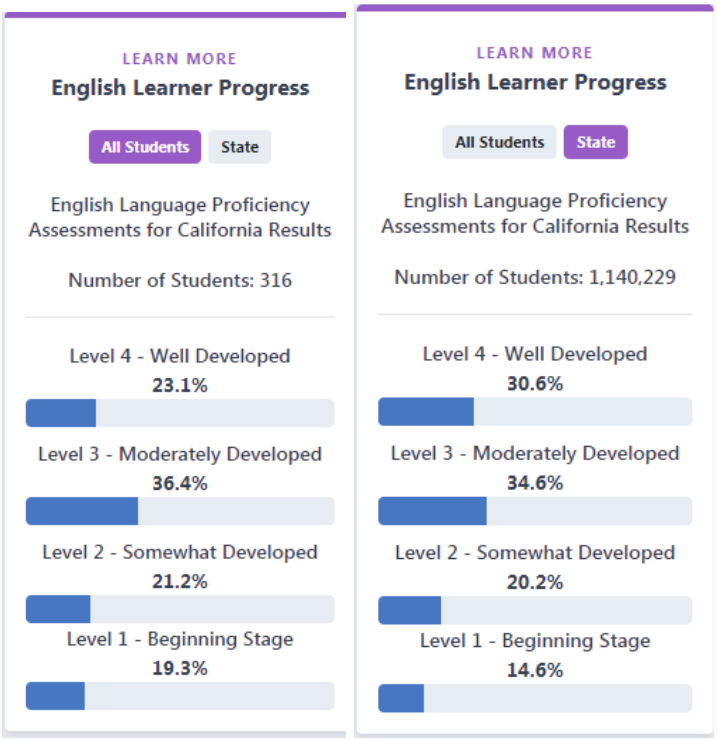
Note: All Juniors in the Salinas Union HS District take the PSAT free of charge since 2017-2018.

AP Test Results

	2018			2015		
	# Taken	# Passed	% Passed	# Taken	# Passed	% Passed
District	3463	1458	42.0	1941	999	51.5
EAHS	828	252	30	479	204	42.6
	2017			2014		
	# Taken	# Passed	% Passed	# Taken	# Passed	% Passed
District	2975	1312	44.1	1621	873	54
EAHS	796	295	37	368	194	52.7
	2016					
	# Taken	# Passed	% Passed			
District	2072	1082	52.2			
EAHS	478	209	43.7			

Our AP test results show that over the past 5 years the numbers of exams taken has increased 111%. The number of exams passed has increased from 194 to 252 over the past 5 years.

EL Proficiency - EL Performance on CA Dashboard



Our ELPAC scores show that 59.5% of our ELs are a level 3 or 4 overall. It also shows that we need to focus on our ELD and ALL courses to help improve the scores of our lower performing ELs.

LCFF Priority 5- Pupil Engagement

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Everett Alvarez HS	93.20%	92.10%	90.40%	1.70%	3.50%	4.20%
Salinas Union HSD	84.80%	84.70%	83.60%	4.50%	5.10%	6.50%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

Chronic Absenteeism:

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Everett Alvarez High	2,775	2,707	359	13.3%
Salinas Union High	16,371	15,961	2,359	14.8%
Monterey	82,041	81,007	9,138	11.3%
Statewide	6,384,919	6,315,131	702,531	11.1%

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	18	18	1	5.6%
American Indian or Alaska Native	*	*	*	0.0%
Asian	26	25	4	16.0%
Filipino	71	71	4	5.6%
Hispanic or Latino	2,443	2,385	315	13.2%
Pacific Islander	*	*	*	0.0%
White	191	183	31	16.9%
Two or More Races	21	20	4	20.0%
Not Reported	*	*	*	0.0%

Average Daily Attendance:

2015-2016	2016-2017	2017-2018
2,304	2,490	2,473

LCFF Priority 6- School Climate

Suspension rate

Suspensions and Expulsions

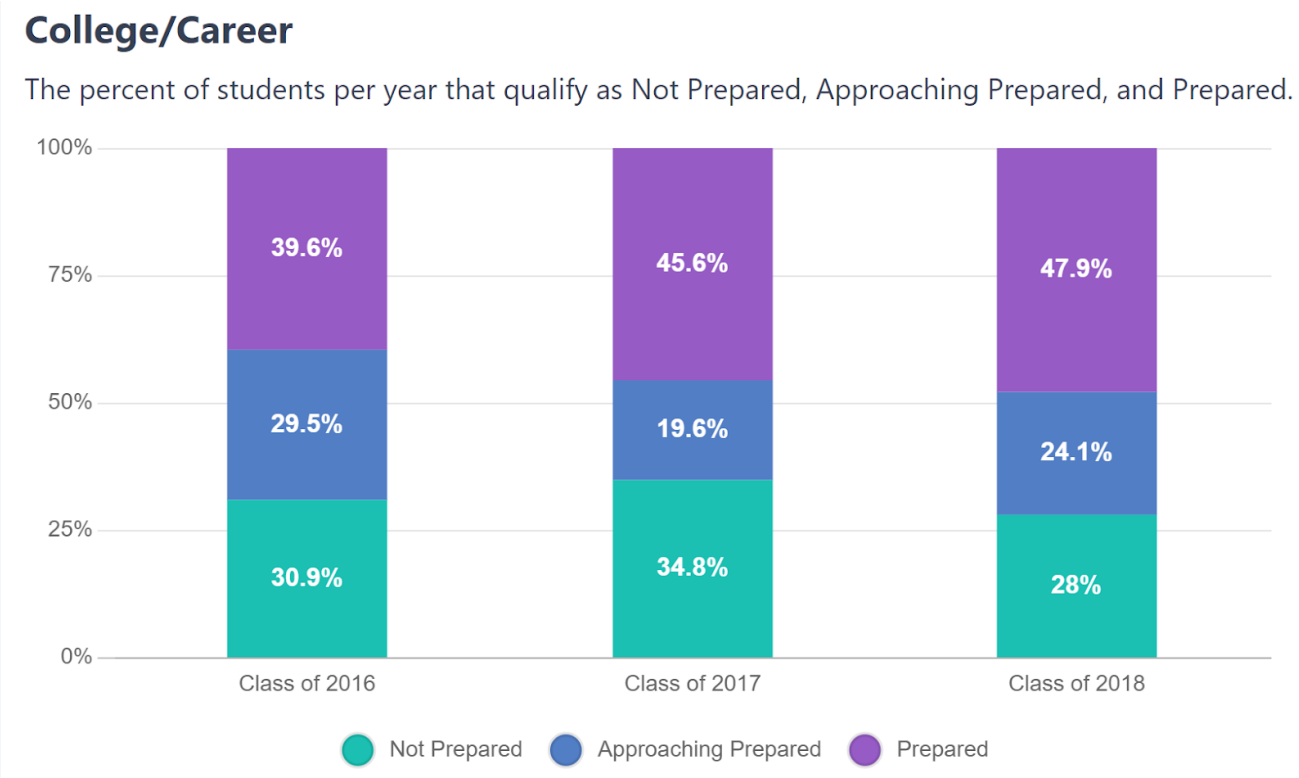
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Everett Alvarez HS			
	15-16	**16-17**	**17-18**
Suspension rates	6.6%	4.6%	8.8%
Expulsion rates	0.4%	0.3%	0.3%
Salinas Union HSD			
	15-16	**16-17**	**17-18**
Suspension rates	6.8%	8.8%	9.9%
Expulsion rates	0.3%	0.3%	0.3%
California			
	15-16	**16-17**	**17-18**
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Our suspension rates have increased over the past three years by 2.2%. Our suspension rates are below the district average and well above the state average. We are addressing this through our PBIS programs available to students. Our expulsion rates have remained the same. We are equal to the district and slightly above the state average.

LCFF Priority 7- Access to a Broad Course of Study

College and Career ready



Our College/Career indicators show that we are moving in the right direction! We went from 39.6% being prepared in 2016 to 47.9% two years later. We are working hard to increase those numbers through several factors.

A-G completion rates

A-G Completion Rate

Year	# of Grads	# Met Req	Percentage
2016- 17	462	224	48.5%
2015- 16	477	200	42.03%

UC/CSU Admission	
Everett Alvarez HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	98.07%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	48.48%

Our A-G completion rates show that we are heading in a positive direction. We've increased 6% in completion rates. We are continually working on improving our A-G completion rates through several ways: 4 year plans that students complete their freshman year, individual annual transcript review so each student is taking the proper classes, etc. We are looking at our master schedule and bell schedules to see if those are contributing barriers to A-G completion rates.

LCFF 8- Other Pupil Outcomes

District policies, expenditures per pupil. Title I, and other funding sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	$8,127
Expenditures per pupil from restricted sources	$1,723
Expenditures per pupil from unrestricted sources	$6,403
Annual average teacher salary	$77,172

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Everett Alvarez HS	$6,403	$77,172
Salinas Union HSD	$8,888	$78,479
California	$7,125	$85,815
School and district: percentage difference	-28.0%	-1.7%
School and California: percentage difference	-10.1%	-10.1%

Overall Summary from School/Community Profile and Supporting Data

Since the previous WASC visit in 2013, Everett Alvarez High School has undergone many changes. Some of these have occurred at the site level while many have come from beyond the school site and from the district, state and national levels. These have had as much or greater impact then efforts by the site to address WASC planning and recommendations. The District LCAP now drives the School Site Plan for Student Achievement. The district goals in the LCAP are followed school-wide. The site plan is revised and updated annually by the site leadership team with input from the School Site Council. State mandates and changes in school student discipline has resulted in implementation of the Positive Behavior Interventions Systems (PBIS) as of 2013-14. Steady student enrollment growth, combined with staff turnover, has resulted in a 100% change in site administration and a changing and larger instructional staff. Site facilities have been impacted by this growth.

A comprehensive analysis of the School and Community Profile is summarized below in areas of strength and need. These were identified with supporting data points in Chapter 2 of this Self-Study. They are listed below.

Areas of Strength

- In significant areas of graduating students and college preparation Everett Alvarez Students meet or exceed District, County, and State averages.
- There are some content areas that EAHS Students score well in, such as English, when compared to both to the local District and State averages.
- Healthy Kids Survey results show a high number of students, over 40%, feel engaged and supported at school.
- The number of scholarships and other financial support offered to graduating seniors has increased dramatically.
- The number of students taking AP Tests is increasing.
- Intervention efforts including intersessions, Saturday Academies, Homeroom, Homework Clubs, and online credit recovery coursework are being implemented for students.
- Efforts have continued to implement a Professional Learning Community Model to improve communications and support from all stakeholders.
- Common Formative Assessments(CFA's) are being created by staff collaborative teams across the curriculum with student data being reviewed.
- Everett Alvarez High School, teachers, and students have been recognized for outstanding achievement and recognition.
- Staff development efforts resulted in 2016 that 98% of teaching staff was NCLB. Compliant. 95% of teachers were trained in district initiatives including CM and GRR Instruction.
- Growth positions have been added including two certificated full-time intervention specialists.
- Positive Behavior Intervention Systems (PBIS) Implementation is well underway.
- Use of technology in the classroom has increased tremendously with all students now having individual Chromebooks. An online student credit recovery program has been implemented. Staff technology training has been supported by district efforts.

Areas of Need

- In some measurements of college preparation such as SAT, ACT, and AP scores, EAHS Students score below District, County, and State averages.
- There are areas for growth in a number of subject content areas such as math.
- There is a discrepancy between student achievement in content areas.
- While over half of the percentage of students feel safe at school, there are a significant number that have safety issue concerns.
- Student mental health issues rank highest in the area of *Mental and Physical Health.*
- Ongoing efforts to make interventions systematic for student achievement need to continue to address at-risk, low performing and second language student needs.
- Efforts to retain staff need to be continued.
- Facility needs for students and staff need to be addressed as continued community growth occurs.

Critical Student Learner Needs

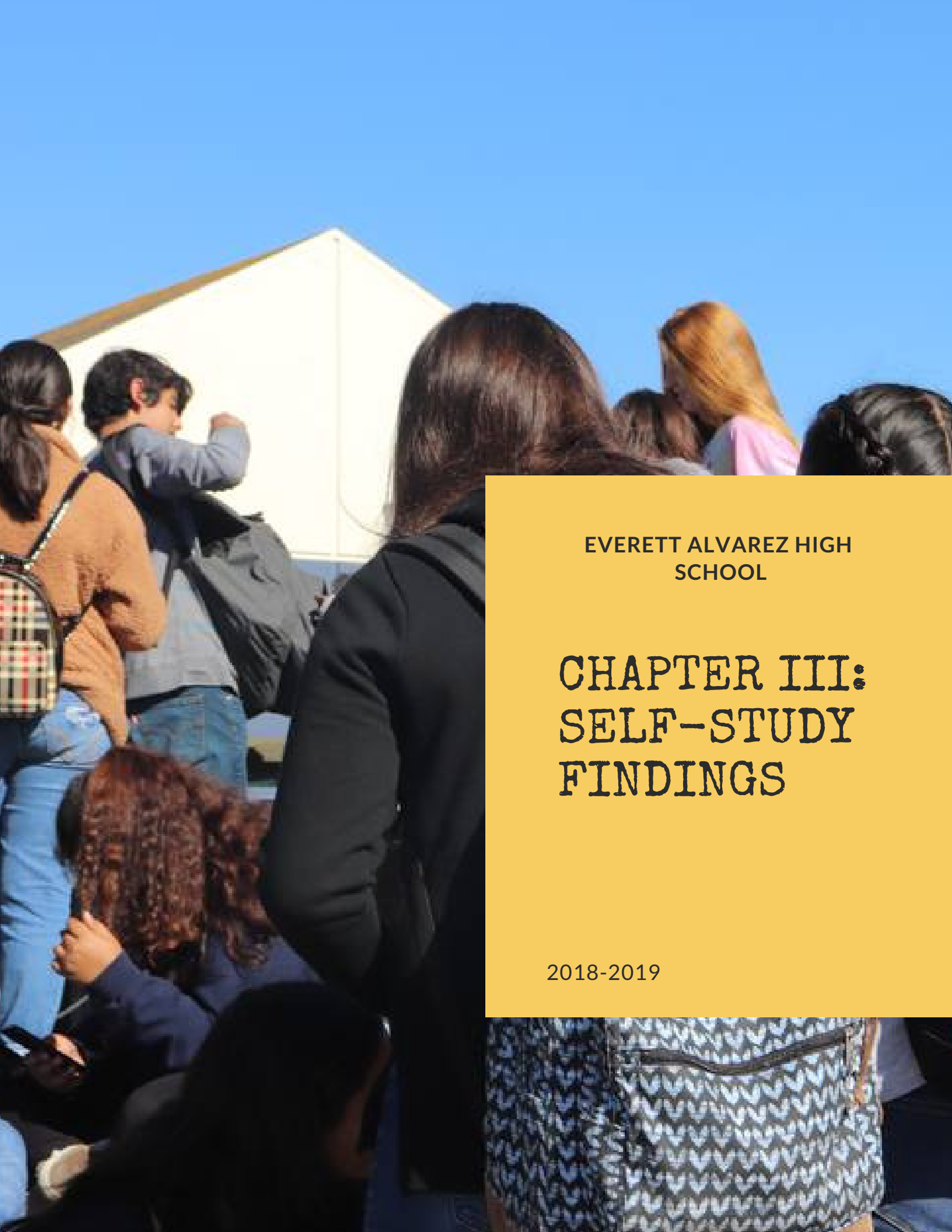
The following critical learner needs were identified through an analysis of the data and input from the Focus Groups and Leaders:

1. Continued remediation efforts for low achieving student populations is needed in the form of remediation support.
2. An increase in the number of students who feel engaged, supported, and safe at school is needed.

Significant Questions From Data Analysis

The following questions have been raised from the data analysis and are related to the critical student learner needs:

1. How are we addressing our low performing student achievement?
2. How are we effectively implementing the Schoolwide Learner Outcomes (SLO's)?
3. What is effective in improving our student learner needs?



EVERETT ALVAREZ HIGH SCHOOL

CHAPTER III: SELF-STUDY FINDINGS

2018-2019

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

Focus Group Member	Department
Matt Fleming	Admin
Sandra Mondragon	Counselor
Roxanne Becker	Counselor
Brenda Young	Art
Stephanie Serna	AG
Mark Menze	CTE
Rachel Cannon	ELA
Sheryl Vega	ELA
Steven Brau	ELA
William Stephens	ELA
Jose Arellano	Global
Kristal Gaskell	Global
Jonathan Retzlaff	Health
Anthony Guiterrez	Math
Michael HoldenKlinger	Math
Nathan Cordero	Math
Paul Blanckmeister	Math
Edward Lawson	NJROTC
Carmen Hoyos-Burns	PE
Angelica Pulido	Sci
Josh Leish	Sci
Ricardo Orbegoso	Sci
Angela Telles	SPED
Cindy Avalos	SPED
Chris Brabant	SS
Clayton Frederick	SS
Colin Fulton	SS
Leticia Garcia-Romo	SS

Adrian Bravo	Classified
Connie Frausto	Classified
Irene Sagun-Martinez	Classified
Kristin Segovia	Classified
Laura Orozco	Classified
Maria Villalpando	Classified
Marina Acosta	Classified
Monica Ibarra	Classified
Ricardo Negrete	Classified
Ricky Apostle	Classified

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The Vision and Mission Statements are clearly stated in each classroom and align with the belief that students can be academically successful and contributing members of society. The statements partially reflect the profile data and reflect the district LCAP, however more focus on foster youth is needed. The Mission, Vision, and Student Learning Objectives need to be revisited on a regular basis so that they are known by all students in every classroom. Ongoing reviews are done so that clarity is developed by all stakeholders. Moreover, the statements partially reflect the profile data and reflect the district LCAP, however more focus on foster youth is needed. We are working effectively to meet the needs of some of our special populations but there are many students whose family and domestic matters have a deleterious effect on academics and mental health. The WASC Process requires us to collect data and information and determine how these students may be served in keeping with our "belief" that all students can learn and be career and college ready.	• Vision Statement • Mission Statement • LCAP • PLC • Dataquest • Department Meetings • School Site Council

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
There are multiple opportunities for engaging parents, staff, representatives from the entire school, the district board, local businesses, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes. These efforts are met with varying degrees of effectiveness, depending on stakeholder levels of participation. Only a small fraction of parents participate in outreach and School Site Council meetings. The processes that the school has are somewhat effective in regards to engaging representatives from the stakeholders to give input on SLOs, vision, and mission statements. We have various meetings with these stakeholders present, but more for informational purposes rather than collaborative purposes.	● School Site Council ● ELAC Meetings ● Weekly Parent Meetings ● Parent Outreach Meetings ● Schoolwide Learner Outcomes

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The school ensures that students, parents and other members of the community have opportunities to understand and become committed to the school's vision, mission and schoolwide learner outcomes through a variety of meetings and committees listed in the adjacent "evidence" section. Additionally, we provide resources such as student handbooks, PBIS lessons, Digital Citizenship lessons, safety and college readiness programs to show our school's SLOs, Mission, and Vision.	● Student handbook ● PBIS Lessons ● Digital Citizenship Lessons ● Eagle Safety Nest ● School Site Council ● ELAC Meetings ● Weekly Parent Meeting ● LCAP committees ● Gear Up meetings ● AVID parent meetings ● Puente parent meetings ● AP Parent Night

	• Senior Parent Night • Financial Aid Night (Cash for College) • Open House • Back to School Night • Drug Contract Signing Night

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Board policies and procedures support the school's vision, mission and schoolwide learner outcomes. Board policies and procedures ***sometimes*** support monitoring student progress. We use Synergy's ParentVUE and StudentVue to allow families to keep track of student progress. During the first quarter the student VUE were not aligned with Teacher VUE grades. Board policies and procedures sometimes support engaging parent and community participation in site governance. The School Site Council meets each month on the third Wednesday after school. In compliance with state and local guidelines, the membership is composed of parents, students, teachers and other site staff.	• Policy #5121 • Board Policies • SLOs • PBIS • Synergy School Information System • ELAC • SSC • Meeting on Tuesdays with EL Specialist • LCAP • Board Policy #4344.1

Nominations are solicited from parents via direct mail during registration and at Back to School Night each fall. Parents who attend Back to School Night are asked to vote on paper ballots. Student nominees are selected and voted upon by the ASB. The faculty selects their representatives at a union meeting. Winning nominees are then invited to the School Site Council meeting where officers are elected, by-laws reviewed and addressed as appropriate. The principal is an ex-officio member of the council. All other terms are limited to two years per the by-laws. Council officers serve a year. Board policies and procedures do support reviewing program effectiveness in alignment with the district LCAP requirements.	

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Policies related to online instruction are somewhat effective regarding online curriculum, instruction, and support methodologies. This Contracted Academic Learning program is currently in revision from the district. Adjustments have been made in this school limiting the amount of credits a student can earn per semester are allowed. Instructors are required to go through a District training so that course student expectations are consistent as compared to previous years. Edmentum courses meet the University of California requirements. However, not all District courses cover the same curriculum so updated course review is done at the District level.	● PLATO, Springboard ● Counseling Dept ● District CAL Instruction and Course requirements

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The school community and parents are annually informed as to how they can participate in the school's governance in writing via the registration packet, back to school all calls and at the Back to School Night as to how they can participate in the school's governance. Further invitations to participate go out	● ELAC ● Cafecito ● SSC ● LCAP committees ● Sign In sheets

in regular newsletters sent out electronically. The school community and parents that participate in the School Site Council have the opportunity to engage in the governance of the school. The challenge however is how to encourage and engender more participation. The numbers of participants could be better. The opportunities in place include ELAC, Migrant Parent Meeting, and *Cafecito*. *Cafecito* is an opportunity to informally gather parents and teachers along with administration for coffee and refreshments. The purpose is to place salient issues on the table, ask questions, proffer ideas and solutions and to just foster a bridge of familiarity and trust among stakeholders. The success of these opportunities reveal that the school community and parents are sometimes engaged in the governance of the school through their participation on district LCAP committees and other advisory or shared decision-making groups.	

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
The school leadership makes efforts to ensure understanding and the use of the the district's Uniform Complaint Procedures. This is done through student homeroom presentations, annual mailings to the home, and mandated staff trainings. Board policies and procedures do support implementing complaint procedures. We have official grievance procedures. Parents and staff receive information annually on the Uniform Complaint procedures. Uniform Complaint Procedures are posted in every space on campus however, it is not universally known exactly where these are made available. The UCP follows state law and local policies. A UCP is triggered when a complainant completes the written complaint. This triggers a time-bound investigation. The complainant is guaranteed due process and notification regarding the determination of the investigation. It is unclear to what extent and how parents are made aware of this opportunity or how it works other then annual district home mailings and communications.	● Posted in classrooms ● Mailed home to every student/parent ● Student homeroom presentations ● Staff mandated trainings

Instructors are required to go through a District training so that course student expectations are consistent as compared to previous years. For new curriculum or new district initiatives, the District requires training for consistency, fidelity, and effectiveness.	

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
The continuous school improvement planning process is somewhat broad-based insofar as there is minimal commitment to engaging stakeholders on a consistent basis that will result	Community Organizations ● School Site Council ● LCAP Budgeting

in a forward movement toward the goals of our committees. The committees have representatives made up of parents, teachers, staff, the business community, post-secondary, employers and students from the community, however, there is a sense that there is minimal input from outside members on the issues due to a low number of attendees at these meetings (e.g. average attendance of 10-15 at Weekly Parent Meetings held by the community liaison, with 70 different individuals attending throughout the course of the 2017-18 year). Moreover, when attendees are present they are reticent to come up with their own recommendations and will defer to the suggestions of the administrative team members that are present. The question is how to elicit and encourage a greater voice on the part of the stakeholders. A viable solution can be to administer and/or distribute a needs assessment designed for community stakeholders. The goal being that those issues that are salient to the community will engender more participation. The continuous school improvement planning process is somewhat collaborative fostering the commitment of the stakeholders and to this extent, strategies need to be in place that will engender a compelling interest, such as needs assessments, interest surveys, weekly announcements related to pressing issues that will lend parents an opportunity to voice their concerns and desires. Moreover, there is limited clarity as to the degree with which improvements are part of an ongoing cycle. 10-25 parents attend ELAC meetings, varying with agricultural seasons and partly owing to the fact that communities where many EL students' families live are located 4.5 miles away and public transportation options are limited. Topics covered for those who do attend include college options/financial aid, drug and gang involvement information, SIS orientation and graduation requirements. ELAC meetings are mainly informational rather than collaborative, with selection of agenda items driven primarily by staff rather than parent input. More effort needs to be made to engender participation of the bilingual community, including business owners.	● Weekly Parent Meetings ● Holding meetings in community and not just on site. ● Gear Up - with CSU/UC-167 of our parents attended Gear Up meetings, more than half of these attending 2 hours or less throughout the 2017-18 year. ● ELAC for parent input on EL students ● Migrant Program

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college-*

and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

Findings	Supporting Evidence
The Single Plan is mostly aligned with LCAP based on student achievement, college and career-readiness, and schoolwide learner outcomes. The SPSA is revised annually with input from faculty, staff, the School Site Council, ELAC and parents at large. Each fall and spring, the site administration host parent meetings in the evening to present the LCAP and the SPSA goals. During these meetings, input is solicited from the attending parents. Beginning in January, the administration meets first with faculty department chairs to review the current year's SPSA. At this time, the administration and department chairs begin to look at the current goals and outcomes. From this discussion, the department chairs return to their departments, and discuss the outcomes and goals with the teachers. Each department and PLC then discuss what revisions need to be made based upon the success of the implemented goals. In March, the administration takes this input to the School Site Council, and begins crafting the new SPSA for the following year. The new plan is shared with the ELAC for more input and feedback in their April or May meeting. Then, the plan is shared with the department chairs, PLC leads, and the schoolwide staff. The School Site council approves the plan for recommendation to the SUHSD Board of Trustees in May. Funds are allocated by the district and the school site begins implementing the new SPSA on July 1. Students are placed in A-G classes and have access to vocational and technical career opportunities. However, we have found that many students have not been able to successfully complete the minimum requirements due to grade achievement, access to CTE (ie. lack of space availability, master schedule constraints). There are supports to help students become successful student disengagement and academic apathy through the multi-tiered plan development efforts underway.	• SPSA • LCAP • Gear Up • Upward Bound Counseling activities: • Grade level activities • College Application Workshops • Financial Aid Application • Calendar • 4-yr academic plans • Student notes • Facilities

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Processes and procedures for involving staff in shared decision-making to support student learning is somewhat effective insofar as there are a variety of committees designed to encourage and elicit feedback. Moreover, these committees invite a forum to air concerns and issues related to school administrative decisions While the district mandated initiatives at times have little input from current staff, but Professional Learning Communities do allow a measure of input on implementation of curriculum at the classroom level. Curriculum, Instruction, and Assessment week has teachers revisiting pacing guides and assessments, making modifications and adjustments as needed to align with the scope and sequence. These professional meetings include teachers across disciplines.	● PLC agendas ● Leads and Chairs ● Instructional Coaches ● Multiple PLCs utilizing Common Curriculum and assessments (with individual modifications) ● Staff web site page ● Faculty Senate ● PAL ● PBIS (MTSS) ● Intervention Homerooms

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
The existing structures for internal communication are effective to the extent that staff and faculty have lines of communication open and bridges in place that not only allow, but encourage and foster an "open door" policy on matters related to workplace environment, concerns, and finding solutions where necessary. However, the existing structures for planning are somewhat effective insofar as curriculum decisions, labor issues, and facility planning. The existing structures for resolving differences among the staff or administration are somewhat effective. The staff have formed a faculty senate wherein teachers bring up school concerns and questions so that these can be brought to light with administration and through other channels. Teachers attend Faculty Senate and PAL meetings to discuss concerns which are then brought to the administration for resolution. Further, these Faculty Senate meetings, while small in scope, work toward planning and promoting a variety of seasonal and	● PAL (Partnership between Administration and Labor) ● Faculty Senate ● PLC meetings ● Monthly Faculty Meetings ● Grievance Process ● Admin. Role and Responsibilities Form ● Turnover of staff and admin (sometimes mid-year)

social activities that can be done outside of the work day and include staff families. While high teacher and administration turnover has provided a fresh start to positive working relationships, it has also prolonged the time necessary to effectively define problems and implement solutions.	● Faculty Senate Bowling Team ● Sunshine Faculty Senate Social Schedule

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes 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.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
The district procedures to ensure all staff members in all programs are qualified for their responsibilities are somewhat effective.The school does have confidence in the effectiveness of District procedures to assign staff members and provide an appropriate orientation process. New staff members go through an extensive orientation program which prepares them for success across multiple spheres. The district hosts a week long new teacher orientation each year the week prior to the start of school. This program includes training on the adopted technology, specific curriculum, EL and SWD supports, and district instructional initiatives in addition to personnel and district procedures. The school has confidence in the effectiveness of District procedures to maximize the expertise of all staff members in relation to impact on quality student learning. All of our Systematic ELD trained teachers implement at emerging	● New Teacher Institute and Induction

category, 89% of teachers are trained in Gradual Release of Responsibility (GRR) and Constructed Meaning (CM). Our Instructional Coaches plan ILT learning walks so that our other staff can learn and see different instructional strategies, and all of our core content teachers participate in standards-based professional development.	● LCAP summary data

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The system used to communicate administrator- and faculty-written policies is somewhat clear. Charts, pacing guides and handbooks which define responsibilities, operational practices, decision-making processes and relationships of leadership and staff are somewhat clear. Some communicative procedures are in place, such as routine faculty, chairs and leads meetings, etc., along with frequent administrator emails.	● District/Site web site ● Student handbook ● PBIS flow chart and behavioral expectation posters ● Staff email ● Meeting notes

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Professional development support, time and resources is effective to meet the needs of staff . The measurable effect that professional development/learning activities, including coaching and mentoring has had on student learning is high. Staff gets extensive PD across a variety of topics by subject area, initiative, and teacher qualification.	● LCAP Summary ● Test Data across core content areas ● PBA/CFA/IAB data ● Teacher Coaching data collected on student achievement/behavior/r

	eferrals as a result of initiatives such as CM, GRR, PBIS ● ILTs

A4.3. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
The processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support students learning is somewhat effective. The contracted Academic Learning program is currently in revision from the district, so the District is currently using the program PLATO from Edmentum. Instructors are required to go through a District training so that course student expectations are consistent as compared to previous years. All online PLATO teachers, as well as regular teachers, receive opportunities to further their knowledge of classroom technology through District initiatives such as the EdTech Showcases as well as Tech Tuesdays through the Site EdTech.	● PLATO training ● EdTech Showcase ● District Tech Tuesdays

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Supervision and evaluation procedures are very effective. There are procedures in place at the site and district level to develop staff growth through structured supervision. Procedures are in place for effective and productive staff evaluations	● District evaluation policies ● Evaluation artifacts ● Learning walks/ILT

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
The supervision and evaluation procedures of the school are somewhat effective at promoting professional growth of online instructional staff. The training that teachers receive are given by previous online teachers instead of a District personnel or Edmentum staff. More formalized training and professional development would make the program more effective.	● Google folder for On-site PLATO training

A5. Resources Criterion

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 learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Leadership and staff are involved in allocating resources via regular Department Chair and Curriculum Lead meetings. This process is ongoing and systematic throughout the school year. Priority funding is allocated for EL programs, credit remediation, Professional Development, AP, PSAT and other testing. The school is continuously working on improving student process and comprehension of essential standards and academics with allocated funding and resources. For example, we have provided teachers with Extra Work Agreements to provide a tutorial for students who have not met essential standards. We are looking at data to determine the success of these tutorials. While the Homework Center and Saturday Eagle Academy draw in many students for remediation and attendance recovery, there is no evidence as of yet to show that students are indeed meeting the goal of being college and career ready. The District has allocated funds to the site to administer different college-readiness initiatives, such as the PSAT. This test is administered to 9th-11th students yearly. Although this is a promising avenue to meet college-and-career-readiness standards, the test administration process needs improvement in execution and communication. This has had what staff	● Chromebooks and Google Drive accounts and Apps for all students and staff ● NMSQT, Fitnessgram ● PLATO, GEAR UP ● AG Program ● AP Exams, PSAT, PD

considers a negative effect on the entire student body. The District and school needs to work on communicated important decisions and pending initiatives so each party has the time and resources to roll them out to ensure effectiveness.	

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt*: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The site works with the district to develop and audit the budget on an annual basis.The principal and staff involved in financial management meet quarterly with the district's CBO. At these meetings, current budgets are reviewed and monitored collaboratively. Each year when the site is reviewing the SPSA and allocating funding to its LCAP goals, the district monitors the use of categorical funds for legal compliance and adds another layer of monitoring to ensure that the LCAP goals are addressed in the site's SPSA. Every expenditure requested and made by the site is reviewed at multiple levels which vary based upon the funding source. Budget allocations are made by the district based upon a variety of formulas. These are primarily based upon demographic factors that generate state and federal allocations to the site.	● District level "Cabinet" administration meetings

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The facilities enables the school to maintain a learning environment to meet the educational health and safety needs of students. In particular, buses are provided for transportation of students to and from school. Extra buses are available when needed for after school, homework center and Saturday Eagle Academy activities. Student bathroom lines can be long during passing periods, lunchtime and nutrition breaks. Dietary needs are met via free breakfast, lunch and after school snack programs. The PBIS program facilitator works with Resource Officers to support student educational, mental, emotional,	● Eagles nest ● Sunrise Counselor ● Health Human Services ● Health Technician ● Resource officers ● Chromebook/ projectors ● Free Student Meal programs

and safety needs. There is a new facility planned for construction as a student Wellness Center in the Spring of 2019. The campus has had new solar panel systems placed on the campus this past year. Several community groups use the school facilities for athletic activities and other district schools use the school pool facility. Impacts have occurred on the school site. Some has been due to student growth. Class size requirements and a lack of classrooms have resulted in some teachers traveling to different classrooms during the day. Others do not have teacher work center stations. There noticeable wear and tear on classroom doors, heating, and cooling systems. Some teachers are without necessary classroom keys and gate keys. There is a shortage of science classrooms without the facilities including sinks or storage for laboratory classes, which could prove problematic. The school is working on remedying these issures.	● Campus Map ● Campus teacher classroom schedule

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Our school SPSA is aligned with our LCAP and allocates funding for maintaining and allocating technology for students. Currently our students receive chromebooks on a 1:1 basis when they arrive at EAHS as freshman. The policies and procedures we use to acquire and maintain adequate instructional materials, involve inventory, constant maintenance, repair and replacement of defective parts and chromebooks for all students regardless of socioeconomic circumstances. This task is carried out by our librarian and one of our Assistant Principals. Additionally, our school has technology workshop for teachers, where teachers are paid hourly to keep abreast of the latest classroom tools and techniques for student achievement. The technology team, technology coordinator on site, and Assistant Principal in charge of technology meet on a quarterly basis to monitor progress and effectiveness of programs at the site level and	● SPSA ● LCAP ● Chromebook Initiative ● Site Technology Committee

make suggestions for improvement at the district level.	

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
Resources are available to enable the hiring, nurturing and ongoing professional development of well-qualified staff. This includes offering hiring bonuses to applicants new to our district, as well as professional development specific to the employee's subject area. Our district provides trainings that support the content area and the district initiatives. In addition, our site has department chairs panel during an interview in order to provide input on new hires. Our site also provides new teachers with a monthly New Eagle Teacher Meetings to help hires acclimate to our site culture. Professional development exists for new hires that ensure instruction to meet the needs of all students. Gradual Release of Responsibility, Constructed Meaning are mandated by the district and teachers are pulled out of class to attend these. Additionally, a wide variety of technology professional development courses are offered by our district and are available during school holiday breaks and after school ensuring that everyone has a chance to participate. In order to meet the emotional needs of students additional staff increases have included additional counselors and intervention specialists. With the implementation of PBIS at the school resources are being allocated and used in this area.	● Hiring Bonuses ● Professional Development ● Instructional Coach/ Department Chair on Hiring Panel ● New Eagle Teacher Meetings Monthly ● Technology professional development fliers and attendance rosters.

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The district provides us with the LCAP goals based on stakeholder meetings and input. They then give our site the SPSA shell that includes the LCAP goals embedded in it. Our site then goes through our SPSA development processes and we develop a draft SPSA. We then take that draft to be reviewed and approved by our SSC. Once it's approved we then tie any purchases to our SPSA. Therefore, all of our funds are in direct correlation to our students' achievement, schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness.	● SPSA ● LCAP ● SSC minutes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

- As a school, we identified that a critical learner need is continued remediation efforts for low achieving student populations is need in the form of interventions and remediation support. Through this section, it is apparent that our site is somewhat effective in using our organization, its funds, and its resources to provide remediation and engaging opportunities for learners.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- As a staff, we validate, celebrate, and embrace our diverse cultures and backgrounds. The interventions at Alvarez to support our students including the Safety Net and attendance retrieval such as Saturday School. The PLC's, collaboration, PBA and PD are organized and includes everyone. There is a strong framework and structure to communicate within the district however it is not utilized sufficiently. The district technology initiatives are exemplary, one example is the Chromebooks for all students.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Staff turnover is too high. This includes teaching, clerical and administrative.
- More input from the business community and parents would be helpful. Some is done, but there could be more. Attendance for students needs to have more buy in and accountability.

Category B: Standards-Based Student Learning: Curriculum

Focus Group Members

Focus Group Member	Department
Focus Group Member	Department
Jessica Rodgers	Admin
Ariana Cortez	Counselor
Janice Souza	AG
David Wirth	ELA
Fred Reyes	ELA
Joseph O'Brien	ELA
Michael Hedgepeth	ELA
Daniel Crowley	Global
Judy Eichorn	Health/Family Consumer Sciences.
Julie Hoefling	Global
Nicole Jefferson	Health
Amber Diaz	Math
James Clayton	Math
Robert Booth	Math
Yaminah Montelongo	Migrant Ed
Jaime Johnson	PE
John Martine	PE
Akemi Yamaguchi	Sci
Cassie Kovarik	Sci
Cindi-Renee Trujillo	Sci
Williamson-Page, John	Social Science
Chloe Zarza	SPED
Ana Barrera	SS
Briana Ghan	SS
Stephanie Cazarez	SS
Adela Aguilera	Classified

Brianna Garces	Classified
Fermin Rocha	Classified
Jorge Soler	Classified
Jose Cervantes Garcia	Classified
Laura Suarez	Classified
Lilyann Salinas	Classified
Mike Ramos	Classified
Reyna Loera	Classified
Teresa Ortiz	Community Liaison

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life by providing teachers with off-site PD opportunities such as; LGBTQ, NCSS, and CCSS Social Studies training, Solution Tree RTI/PLC model training, technology training at ISTE and CUE, as well as AP Summer Institutes provided by the College Board, as well as and best practices through AVID. The school also uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life by providing onsite professional development including instructional coaching by providing teachers with 2 part time instructional coaches, 1 full time english learner specialist, and 1 educational technology coach for best practices. The district also provides summer and school year pull out days to train teachers in content based curriculum including C3 social studies framework, NGSS science curriculum, integrated math, and new Springboard English Curriculum. The school also provides monthly meetings for new teachers, refresher training for leads, as well as informational chairs meetings in regards to the implementation of curriculum and overall school wide learning outcomes.	● PLCs ● Department Agendas ● CM/GRR ● LGBTQ training ● NGSS training ● Chromebooks with students ● AVID ● AP/Honors ● CUE attendance ● Agricultural Academy ● Digital Media Arts Academy ● ROP classes: Ambulance, Fire Service, Welding, Woodshop, Nursing, Medical Assistant, Robotics, Autoshop, Retail Service, Floristry ● NJROTC ● Career Interest Classes: Culinary, Drama, ASB, Child Development, Dimensional Art

In addition, new and tenured teachers are trained in the District initiatives of Constructing Meaning (CM) and Gradual Release of Responsibility (GRR), which are supported by Instructional Coaches through Learning Walks and Learning Cycles. These initiatives have been in place in the District for a minimum of six years, and teachers are given routine refreshers. Moreover, the site is organized in Professional Learning Communities (PLCs). PLC groups meet weekly to design common formative assessments, backwards map from focus standards, and discuss student work. PLC Leads attend monthly meeting for Professional Development and a selection of faculty are sent to PLC conferences every year. Integrated Next Generation Science allows students and teachers to engage in a three-year span of curriculum to meet the two year graduation requirements and the UC/CSU lab science D requirement. Students exiting NextGen Science 2 will be eligible to enter AP and other advanced science courses that include AP Chemistry, AP Environmental Science, Astronomy, AP Physics, Marine Biology, AP Biology. Next Generation Science includes a science practices and engineering set of standards and EAHS common performance based assessments create assessments that allow student to carefully analyze academic and life challenges through the lens of scientific study. Through three years of integrated math, students are also ready to enroll in other advanced math courses such as AP Statistics, AP Calculus A/B and Calculus B/C, Transition to College Level Math, and Trig/Stats. Furthermore, advanced classes are also offered in our Humanities classes: AP English Literature, AP English Language, AP US History, AP Government, AP Economics, AP European History, AP Psychology, AP Spanish Literature, AP Spanish Language, AP French, AP Japanese, and AP Studio Art. All Advanced Placement teachers receive appropriate training in their subject matter. Training is also provided to AVID teachers, there are two AVID cohorts in each grade level so approximately 65	● Master schedule including AP and other advanced science courses that include AP Chemistry, AP Environmental Science, Astronomy, AP Physics, Marine Biology, AP Biology courses. ● Master schedule including AP Statistics, AP Calculus A/B and Calculus B/C, Transition to College Level Math, and Trig/Stats ● Master schedule including AP English Literature, AP English Language, AP US History, AP Government, AP Economics, AP European History, AP Psychology, AP Spanish Literature, AP

students in each grade level receive AVID supports. Students are offered career readiness opportunities in several career paths. These paths include enrollment at both the Mission Trails ROP center and at EAHS of: Ambulance, Fire Service, Welding, Woodshop, Nursing, Medical Assistant, Robotics, Autoshop, Retail Service, Culinary, Child Development and Floristry.	Spanish Language, AP French, AP Japanese, and AP Studio Art. ● ROP Class offerings schedule.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Everett Alvarez High School continues to work to increase college and career readiness for students. Some of the areas in which the school excels are in the addition of A-G courses and electives (AP Computer Science, Mexican-American Studies, Ethnic Studies, Astronomy, American Film History, etc); concurrent enrollment courses taught by a Hartnell College professors (Counseling 1); an increase in AP enrollment and test takers where test fees are paid by the District for students enrolled in the aligned AP course; and the roll out of NGS1 that eliminates non A-G science courses for students. In addition, with the Senior ERWC course for English, students who achieve a grade of C or better will meet the college readiness requirement for the EPT (CSU system). In the 2017/2018 school year, 250 9th grade students were able to take the PSAT for free using site funds. When it comes to career-readiness, the school has numerous ROP/CTE class offerings that students can take both on campus and at the District CTE center (Mission Trails). There are clear course requirements for CTE pathway completion to illustrate that students are career ready. These include but are not limited to: Nursing, Auto-Service, Firefighting, EMT, Robotics, Culinary, and Child Development. Much different then courses are the two CTE academies that prepare students	● Counseling-Course manuals and descriptions ● Teacher-Syllabi ● Counseling-PSAT-AP Potential Letters ● AVID Coordinator-AVID Senior Data ● SBAC data for 11th graders ● Multi-year A-G completion rates ● AP Data (signed up, took test, passage rates) - multi-year ● PSAT student lists ● Counseling-ROP

for college and careers. These are the Agriculture Academy (AG Academy) and the Digital Media Academy (DMA) which are schools-within-a-school and give students the opportunity to participate in course work to lead to a completion certificate. The school still has room for improvement in A-G course offerings. While there are multiple A-G courses for students to take, if courses are only offered a single period then some student find it difficult to fit it into their schedules. Students who are English Language Learners are required to take an Academic Language & Literacy course, which is not currently A-G approved and this limits those student's ability to meet A-G requirements. Although integrated math pathways will amply prepare students for intensive courses, this still will limit higher course enrollment for students until their senior year. This can put them at a disadvantage for college readiness. AVID teachers encourage students to go ahead and take Community College Course and Math Placement Test to meet requirements through Community College Course Offerings. Senior Portfolios have disappeared since the last report. This was a beautiful culminating project that allowed students to showcase their work in front of family, friends, and the community. It also supports students in building the skills they need to be successful in college and their careers. Consideration is needed to bring back career type portfolios and make it an expectation for students starting with a Freshmen class and building up to their Senior year with Homerooms used to support the curation of these portfolios. E-Portfolios could be an alternative to teach 21st Century Skills.	Course Offerings List ● Teachers-Syllabi ● EL Specialist-Course Pairing List ● Adjunct Hours-Teacher Evaluators

B1.2. Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Findings	Supporting Evidence
The school utilizes numerous online sources to support student learning and credit recovery. The Edmentum PLATO curriculum is more academically rigorous than previous credit recovery options. Changes have been made to the PLATO grading and monitoring to increase security and so students	● Counseling-Edmentum Course Offerings ● Counseling-Plato Course Form ● Intervention

have to demonstrate mastery. Cyber High(online) is available to migrant students to support credit recovery completion for graduation and their A-G completion. Some of these Cyber High classes are available in Spanish so students can earn credits in their native language. In addition, multiple courses/subjects have online technology resources for students (textbooks, Google Classroom, Google Suite, PDF/Text docs students can annotate, etc). The newly adopted Springboard curriculum for English 9-11 has significant online components and allows students to access materials from school or home. History is piloting new textbooks which have online components, and other courses like French, Spanish, and Math have online resources for students to use in class or at home. Students also have Khan Academy accounts to get extra support in Math, PSAT prep, and utilize career resources. The Career Center on campus utilizes California Career Zone to survey students on career interests. FAFSA, ACCUPLACER, CCCAPPLY, CSUMENTOR, UC. The school librarian also offers classes to students on how to use online databases and tools for research. Room for improvement in this area includes the need to better align the PLATO curriculum to the course curriculum and increasing the course offerings for PLATO. Teachers would also like to be able to increase the availability of classroom based technology, like Albert and Yabla, which have program costs associated with them. This is a current example of the development of the SPSA. Admin has received this suggestion from the faculty and is currently looking at adding funding for these programs into the new SPSA. The District curriculum groups that meet over the summer need to create standard aligned question banks that are placed in Illuminate for teachers to use to develop Common Formative Assessments.	Specialist-Data on students needing to make up courses. ● Counseling- Schedule for Economics Seniors ● Librarian Webpage ● Illuminate-Test Bank Questions

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
There is some congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Gear up college and career fairs are expanding. Academic standards in Science include each year at least one Performance Based Assessment that uses a performance task aligned to common core rigorous and relevant standards. Biology requires two assessments. Science fair in process of expanding. Science pacing guides all include time for 21st century skills and problem solving/inquiry. Cross-curricular concerns are that additional disciplinary work and more efforts are needed between Social Studies and English Language Arts, and Between Math and Science. Congruence between college and career readiness standards and classroom standards begins with scope and sequence planning at the district level. Within our PLC groups we break down standards and discuss the specifics of how to implement and assess the acquisition of the standards. Data is gathered through common assessment, such as STAR Tests, Common Formative Assessments, benchmarks, and other teacher developed assessments. Student test scores are discussed within PLC groups and as a department plans are implemented to reteach and remediate students that perform below standards.	● District PBA science scores. ● Eagle Academies for remediation. ● After school tutoring is available and required for students that are referred. Additional efforts are needed to provide remediation for students who perform below grade level. ● Need for more opportunities that challenge high performing students to excel. ● Math curriculum not preparing students for higher level classes ● There are high levels of students with D's and F's. ● Students are reading below grade level as indicated by lexile levels on STAR tests.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
There is limited integration and alignment among academic and career technical disciplines at Everett Alvarez. Academies provide limited/minimal integration. Leads and Chairs discuss cross curricular needs at joint meetings. Constructing Meaning is a district initiative that is fully integrated among all curricular domains. Common Core	● Leads and Chairs agendas. ● District Pacing Guides

Student Standards are integrated. Cross-curricular activities not formally present. There is little integration between academic alignment and career technical skills that reflect labor Department projections and needs. Some collaboration days should be used for cross-discipline collaboration.	on District websites.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
The school actively articulates regularly with feeder schools, local colleges and universities, and technical schools. In the spring counselors do pre-registration with feeder middle schools. Resource Specialists conduct IEP reviews with feeder middle schools to transition students with special needs and has a Freshman Transition meeting and Pre-Registration. During summer, Link Crew hosts the Freshman 2 Day Orientation. Summer School Freshman Seminar is offered to transition students into high school. There is a strong AVID Freshman Recruitment with applications and interviews done during the fall semester. Gear Up, Upward Bound, and College Career Center organize College Fairs on campus during school hours. Efforts have been done to use follow-up studies of graduates and others to learn about the effectiveness of the curricular program. Hartnell still works with senior ELA classes to facilitate enrollment. There is lacking evaluation from graduates whether or not the high school curriculum is effective. In the past SPED and ROP students were contacted on what they are doing.	• Counselors Calendar schedule. Resource Specialist-Emails with Feeder School's Resource Specialist.. • Link Crew Rosters. Summer School Enrollment Forms. Master Schedule • Gear Up Roster of Teachers

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL

Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: 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, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
The process begins freshman year. Students meet with their counselors to determine their four year academic plans. Coursework is directed at preparing students for self-efficacy post-high school, as it currently stands, by adopting curricula that is college- and career-oriented and meets the A-G requirements. Additionally, EAHS hosts College Week, an event hosted by Gear Up in conjunction with CSUMB, in which students are exposed to California college options. Gear Up also works in classrooms schoolwide, providing college and career presentations -- creating individualized plans for students -- helping to set goals, and to think long term in regard to their college / career path. The faculty is also encouraged to promote post secondary school success, by wearing college clothing / regalia on a weekly basis. Additionally, based on student socioeconomic status, students qualify for economic assistance when taking AP tests. While students meet with their counselors and are currently tracked to meet the A-G Requirements, as it stands statistically, 30% of male high school graduates graduate with A-G Requirement, and 50% of female high school graduates graduate with A-G requirements (citations required). Although EAHS offers A-G requirements, students are misplaced in some classes. At times students lack the essential skills to succeed in grade level math and English. Many teachers experience large numbers of failing students. This information is also reflected in external exams, such as the STAR and SBAC. Nonetheless, this issue continues and fails to be addressed at the school and district levels.	Current Elective Offerings: ● *Freshmen Career Cruising, sponsored by the career center ● *Digital Media Arts ● *Ag Academy ● *Theater Arts ● *CTE (Career and Technical Education) offered at the district ROP center and throughout at the various high schools in our district ● *NJROTC ● * modern languages ● *Child Development ● *Culinary Arts ● *ERWC ● *Special Education ● *ELD (takes up elective) ● *Gear Up ● *PLATO ● *Saturday Academy ● *After School Tutoring ● *On average, 750 freshman boys, by the time they graduate, only 50 of them (now seniors) are actually

Student opportunities for career exploration currently allow them to make academic and career choices by meeting the district and state A-G requirements, are given a selection of elective options, which include and are not limited to: Digital Media Arts, Culinary Arts, Theater Arts, Agriculture Academy. At sixteen years of age all students qualify to participate in CTE (Career and Technical Education -- Upon graduation students may earn a wide array of vocational certifications, depending on the vocation/sector. Options include: Agriculture, Auto Service and Repair, Welding Trades and Construction, Business, Computer Science, Culinary Arts, Dental Assistant, Digital Media, Drafting, Engineering, Health Care, Public Service, Retail Service, Robotics, & Welding), Psychology, and NJROTC. There is some sufficient preparation for post-secondary education for students who take advanced classes such as GATE, Honors, and AP. If general education students meet the A-G requirements, they are considered college ready. However, many of them are not for many reasons. Many new teachers feel obligated to pass students. Other teachers are encouraged to find ways to pass students. Currently, students enroll and register for Hartnell College classes during their senior year, in their English class. This is a long standing partnership between our school and Hartnell College. During this process students also are required to fill out their FAFSA form.	A-G qualified. ● *30% of the boys who make it to their senior year, are A-G qualified. 50% of the girls who make it to their senior year are A-G qualified. ● While graduation rates are high they can be misleading according to state data.. ● Longitudinal information is lacking in terms of collecting data on students who go on to four year colleges, specifically Hartnell College in Salinas. ● No oral exit interview is given to students who leave to determine their career goal/objective

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
A strong effort is done to offer a rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Here at Everett Alvarez High School counselors meet with students as they enter as ninth graders to make an educational plan that will meet A-G college requirements. Counselors then meet with students annually to review educational goals and evaluate progress in meeting A-G college requirements.	● Synergy, transcripts, illuminate, ● Certifications, Synergy, transcripts, Concurrent Enrollment, Student Handbook

Students are also given access to ROP and Academy classes while meeting with counselors. Real world applications are made by having students do job shadowing, and career related field trips through ROP and academy programs. These give students valuable professional experience with hands on experiences and certificates upon high school completion. In addition to the ROP and academy programs, the world languages department gives students access to valuable in demand Spanish language skills that give them a competitive edge in the job market. The math department uses the Math Visions Project Curriculum. The Curriculum provides limited access to real word problems and technology lessons. Math teachers would need to build their own lesson. There is a focus on smaller learning communities and grouping students according to their own interests in school academies, Avid, Puente, etc. The emphasis in the smaller learning communities is to connect academics to real world applications. Rigorous, relevant, and coherent curriculum is provided at Everett Alvarez High School. This is done by adopting new Common core English and Math standards, and NGSS standards in all classes. Teachers use these standards in and meet in PLC groups to discuss their implementation within subjects. There is a new college math collaboration with CSUMB and Hartnell College which increases the rigor of math classes offers and will ensure college and career readiness in the future. A variety of AP courses are offered which challenges students and prepares them for university level classes. Enrollment in AP courses is growing and AP tests are offered to all students free of charge. As students progress through the math curriculum, we now have a new College Math course that offers “out of the box” approach to mathematics - applying mathematical concepts to specific problems in the professional and academic world. Students enrolled in science are all offered an opportunity to participate in both a county or school science fair. The tenets	● PLC minutes, Assessments, Pacing Guides, District Assessments, AP Parent Night, AP Contract, Math Vision Website and text. ● Textbook adoptions ● Course Syllabi, Student Handbook, AP Scores, AP numbers ● Number of AP course

of science fair require students to think about the 21st century problems and use their knowledge to produce and research solutions to current societal questions and, often, misinformation. New state requirements for the freshmen science program allows all students access to the same rigorous information. The NGS curriculum was developed by the district science teachers, and focused on the integration of all science subjects in order to prepare students to take any science, including AP, within two years. In addition, the science department is growing the types and number of science electives, including Astronomy. Some courses such as math and global languages could benefit from more frequent student contact than the block schedule allows. New AP Calculus and AP Statistics have been adopted, which are more coherent then previous editions. Continued use of the Math Visions Project curriculum requires labor intensive training for a single lesson. With the turnover in staff this causes a potential problem for a coherent curriculum for new math teachers. Some Instructional Practices by teachers include Constructed Meaning, Gradual Release of Responsibility, Productive Group Work and technology using the Chromebook. Many of these are promoted by the district and on site coaches. Due to the turnover in staff new teachers are consistently receiving training taking them out of the classroom. Finding an adequate number of substitutes is putting a strain on teachers back at the EAHS	variety with tests paid by district ● Enrollment growth in AP course offering ● Number of students enrolled ● New College Math in collaboration with CSUMB and Hartnell College. ● Global Languages Heritage Speakers for Spanish, includes AP Language and Lit for Spanish, ● District Training Schedule, Coaches Link, CM and GRR Training Material, Google Drive

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
The procedures to ensure that students have access to courses that meet the UC A-G requirements are somewhat effective. Students are recruited for PLATO courses if they have not passed the class the first time during the academic school year. The pool of students who most likely are candidates for this credit-recovery course are Juniors and Seniors who are in jeopardy of not graduating. They do have classes available in PLATO that are A-G, but the District will only accept credits of those classes in which there is a class equivalency in our course catalog.	● Class Equivalency Chart District/PLATO

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of

whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Students and staff collaborate in developing, monitoring, and revising student's personal learning plans in multiple ways. All students meet with their counselors freshman year to develop a 4 year plan, depending on each student's circumstance they may revise and monitor their plans more or less frequently. If students are involved in AVID or PUENTE they frequently look over their goals in order to plan for college and or careers choices. Students who are cohorted in the Digital Media Arts Academy or the Agriculture Academy also take career technical classes that move them along particular pathways. Other pathways include NJROTC and ROP classes which guide students into a certain career or college path. Students who have IEPs or 504s meet once a year with their parents, teachers, and case carriers to discuss how they will transition post-secondary. Gear Up is a school wide partnership with CSUMB which promotes college readiness and career exploration along with tailored homeroom lessons, field trips, scholarship and financial aid workshops, as well as PSAT, SAT, ACT prep.	● 4 year plans with counselors ○ Graduation plans ○ College pathways ● Gear Up programs ○ prepare underclassmen ○ field trips to universities ● PUENTE ○ College prep ● AVID ○ First gen college prep ● ROP- Vocational training ● NJROTC- military vocation ● Digital Media Arts ● AG pathway ● SPED with transitions into College, Vocations, Adult/ Continuation Schooling ● Career Technical Education programs provide career development guidance.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Everett Alvarez provides individual student academic planning by grade. CaliforniaColleges.edu is used to create individual	● Counselors ● AVID

student plans for the A-G requirements. In English and Government classes, counselors have workshop presentations on CA Dream Act, AB 540, FAFSA, ACCUPLACER, CSU's, UC's and CCC in content classes. Counselors also host Parent workshops on FAFSA , CA Dream Act, Senior Parent Night and financial aid. Teachers work with the administration to set up homerooms for students to follow through on FAFSA, CA Dream Act, ACCUPLACER, CSU's, UC's, CCC's, Private Universities, CSS Financial Aid Profile.	• Counselors rotation cycles into content classes • Student Sign In Sheet • Counselor Rotation Schedule • GEAR Workshop Schedule
In preparation for the PSAT, EAHS Gear Up workshops, class presentations, online web supports such as Khan Academy, CSU Math Success, CSU English Success have been offered. PSAT is provided for 9th, 10th and 11th grade students. SAT fee waiver has also been offered for students. Counselors and Gear Up have access to Accommodations for CollegeBoard for students with IEP who are taking SAT. EAHS offers on campus testing for SPED students who needed extra time (2-3 days) for SAT Writing Subtest.	• PSAT Administration List , IEP
AP Testing Fee Waivers are provided for all students through the counseling department. ASVAB testing is offered to 11th and 12th grade students through the College Career Center. The Counseling and Career Center Staff coordinate student presentations. The school's career center staff provides a career interest assessment of CACareerzone.	• Collegeboard Listing of our site for TESTING Center
California Colleges.edu is used to create individual student plans for the A-G's. College Field Trips are conducted by Gear Up, Puente,and AVID.	• Counselor • Gear-Up • Eagles Nest • ASB/Counseling student sign-ups • Career Center Student and Parent Consent Forms/ Sign In • AVID Class Presentations • IEP, Case Carrier Recommendations, Student initiated

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Based on our findings we are meeting the criteria for Category B to a high degree. Our instructional coaches who assist with professional development, newly adopted curriculum and textbooks, access to our AP/honors courses have enabled our students the ability to challenge themselves academically so they are college/career ready. We are aware of the areas for growth and have a plan in place to address them. These issues enable us to address critical learner need #1: Continued remediation efforts for low achieving student populations is needed in the form of remediation support.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Defining academic standards.
- Emphasis on expanding A-G qualified grads, including expanded AP participation and addition of new academic electives.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Attraction and retention of top-drawer teachers.
- Follow-up (longitudinal) studies with graduates to find out how we did. Ask the customers.

Category C: Standards-Based Learning: Instruction

Focus Group Members

Focus Group Member	Department
Amber Woodward	Admin
Diana Basurto	Counselor
Josh Mack	Art
Daniel Pantoja	ELA
Jordana Henry	ELA
Laura Paxton	ELA
Monique Gremaud	ELA
Ana Topete	Global
Jason Bainbridge	Global
Erica Hashiba	Global Lang
Roanda Susarrey	Health
Anthony Gonzalez	Math
Mark Jones	Math
Paul Bogdan	Math
Ramon Gonzales	Math
Katie Webb	PE
Tracy Filice	PE
Anthony Zelensky	Sci
Ashly Farland	Sci
Itai Brittany	SPED
Jose Gavazan	SPED
Lori O'Brien	SPED
Frank Seitz	SS
Katherine Schneider	SS
Lisa Castillo	SS

Antonio Valdez Zamora	Classified
Claudia Tapia	Classified
Erika San Paolo	Classified
James Perez	Classified
Maricela Lopez	Classified
Paulina Rivera	Classified
Sergio Alejo	Classified
Viviana Garcia	Classified
Christine Henry	Classified
Miguel Zazueta-Ruiz	Classified

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
All teachers have access to standards-based curriculum that is challenging, relevant, rigorous, and develops communication skills, collaboration skills, critical thinking skills, and creativity. Teachers are using standards-based instruction across all grade levels and content areas. The school/district provides ongoing opportunities for professional development centering around instructional strategies to promote 21st century skills and college-readiness (scaffolding, collaborative and productive group work, educational technology, etc). Quarterly, teachers administer district assessments and meet together to calibrate and assess student learning. Some grade-level/content Professional Learning Communities meet weekly to develop or analyze data from common formative assessments. For example, our district has a team that includes members of our science department that looks at the new standards and developing a new integrated science course. Our site also implements co-teaching models and is currently training all new teachers to effectively co-teach and provide accommodations for students with learning disabilities in the least restrictive environments. We offer a variety of open access AP courses, including: Literature and Language Composition, European History,	● AP exams (508 testers this year) ● PSAT/SAT performance ● Learning walks ● Collaboration ● District scope and sequence teams (links to lesson plans, DBQs, etc.) ● Student work ● Classroom observations ● Admin evaluations ● Submitting syllabi for accountability ● Showcase of student work ● % of AP and honors courses (students with IEPs, 504s, etc.)

United States History, Government, Microeconomics, Psychology, Biology, Environmental Science, Physics, Chemistry, Studio Art, Japanese, Spanish Literature and Language, French, Statistics, Calculus AB/BC, etc. In addition, we offer a wide variety of new elective courses, such as: Robotics, Film History, Astronomy, Mexican-American History, Ethnic Studies, Baile Folklorico, etc. Further, we have programs available to students that are geared specifically towards college preparation, such as Puente and AVID. On average, 51% of students are meeting A-G requirements, and around 20% of those students enroll in a 4-year college. Of that 20%, 15% were in Puente and/or AVID. In an effort to increase our college-going statistics we have added programs such as GEAR UP and Upward Bound to target students who are not in a program. These programs provide support with SAT's, ACT's, college exploration, admissions, and financial aid/scholarships. In support of academic enrichment, we also offer extracurriculars that promote intellectual growth. For example, Mock Trial, Robotics Club, Journalism, Japanese Speech Contest, Migrant Speech and Debate, Poetry Club, Digital Media Arts	• AVID training • Syllabus (Grading policy, etc.) • GEAR UP • Academies • Career Technical Education (ROP, etc.)

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
EAHS only offers online instruction for credit recovery through PLATO. This program is exclusively for deficient seniors and struggling juniors. PLATO offered during breaks (spring, winter, summer), throughout the school day for seniors, and after school. Currently our district is still in the process of determining how to classify this course. For migrant students, they have the opportunity to participate in Cyber High, which is also a credit recovery program. Teachers find PLATO as an ineffective substitute for credit recovery because it is extremely rigorous for struggling students and it does not support students who may have failed AP courses and want to improve a mainstream course grade. Students who received a D are ineligible for credit recovery, which impacts our A-G eligibility.	• PLATO course curriculum

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Teachers use California Standards based objectives to drive instruction in the classroom. However, it is questionable whether students understand what is expected of them or what it means to be proficient in that content area. We see a need for vertical alignment; this could be attributed to the fact that we are not alloted time for vertical alignment, which impacts student awareness of academic trajectory. There needs to be better communication of school-wide expectations of skills across different content areas. We are attempting to remedy this issue by incorporating professional learning networks that focus on writing across disciplines, promoting academic discourse and promoting civic action projects across disciplines. Opportunity for students' writing self-reflection "I can" statements is done. State standards in all content areas are communicated through the following methods (revisited before, during, and after instruction) in a variety of ways. A number of teachers use technology and/or assignments to inform and accomplish their learning objectives. Additionally, students are informed of the expected performance levels needed to attain proficiency, passing grades and/or mastery of learning objectives.	● Posted in classrooms (including digital) ● Formative and summative assessments ● District scope and sequence ● Common Core aligned textbook ● Verbally

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Differentiation of instruction has a great impact on student learning. New thrusts from the Special Education area with integration efforts at co-teaching in core subject classes is being attempted to meet the needs of students. The PLC process in teacher collaborations have helped focus on student learning rather than teaching, i.e. data driven instruction, what we want our students to know, how do we know they've learned it and what do we do to re-teach and differentiate, if necessary when they do not learn it. The staff uses a variety of	● GEAR UP ● Intervention Specialist

instruction modalities such as Think Pair Share, 10-2-2, Cornell Note taking strategies, etc. Teachers now have access to a wide variety of technology, including Google Suite, Google Apps for Education, Flocabulary, Nearpod, and Brainpop. In addition nearly all classrooms have LCD projectors, document cameras, 1-1 chromebooks for teachers. The district has moved to 1-1 chromebook distribution for students, which means every student has access to a chromebook. The library also provides hotspots that students can check out so they can access the internet at home. Chromebooks have allowed our students to become more digitally literate and be able to access a wide variety of information outside of school for all their content areas. Students have the opportunity to do research and type process papers. The use of technology has improved student engagement to some degree, promotes student collaboration, and has allowed teachers to implement formative and summative assessments which allows to check for understanding and provide feedback in real time. The district is continuously working on adjusting scope and sequence to meet new California state and national standards. In addition, these pacing guides provide a structure for planning instruction for student learning. Since the last WASC review, we have improved instruction in support of student achievement by adding numerous supports. This has included staffing, professional development, and hardware. Interventions, such as strategic homeroom placement, in-class/after school tutorials (by individual teachers), Saturday Eagle academy, and after school homework center. Staff is continuing to identify other supports needed for students in special populations who based on the evidence are not graduating/graduating on time, being suspended at higher frequencies, and not learning at the levels necessary to achieve student learning outcomes. Differentiated instructional strategies include Construction Meaning (CM) and Gradual Release of Responsibility (GRR) initiatives, which are expected to support the reduction of students F's and D's and writing throughout the curriculum. Another area of growth to support instruction is providing opportunities for open ended questions to prepare our students for Common Core assessments. Some staff identify students	● On site educational technology specialist ● Google Classroom synced with our rosters ● 1-1 chromebooks for teachers and students ● Monthly technology professional development. ● Monthly themed instructional support ● Updated school website to provide timely information to students and families, including grades on Home Access center ● Homeroom has evolved since the last WASC visit to address student and teacher needs more effectively.

who are in need of help and are able to use interventions successfully in homeroom and afterschool tutorials. However, there is a need for this to occur sooner so that appropriate intervention can be implemented systematically in order to see an improvement in student grades and learning of necessary standards. Efforts to identify research on schools with similar demographics who are experiencing success with students in special populations is needed. There is a need to look at the impact tracking has on differentiating instruction. Also, with more students enrolling in advanced placement courses there is an impact by pulling high achievers from our mainstream classes that needs to be considered.	

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
All teachers are required to attend the CM/GRR 3 day training on their first year as a member of the SUHSD where teachers learn methods and strategies to differentiate and scaffold student learning while still maintaining the rigor of the coursework. WRITE Institute offers Language arts support strategies and methods to support English learners. The Monterey Bay World Languages Project is a collective of World Languages teachers who come together at CSUMB to create thematic units using the CA and the ACTFL standards. ELA has adopted a new curriculum from College Board named Springboard which has provided implementation trainings for ELA teachers where they learned how to use the various teaching/learning strategies used in the curriculum. These initiatives and trainings are evaluated in different ways. We have a self evaluation of CM/GRR at the beginning of the year which site administrators and instructional coaches receive and provide additional support or training to advance teachers' competency and delivery of strategies and methods. Our site coaches also provide ample opportunities for teachers to display how they implement the strategies and methods via Teacher Learning Walks. Examples of how to use these strategies are also offered at staff meetings where the Instructional Coaches provide a sample lesson and guide staff through how to implement the strategies needed for that lesson. Administration also does a walk through of site classrooms and checks for lesson objectives to see how teachers might be using CM/GRR strategies for the day. Our district Tech support team offers "Ed Tech Monthly"	• WRITE Training • CM/GRR Trainings • Monterey Bay World Languages Project • Ed Tech Monthly • Summer and Winter Tech Prep • CASMEC (State Music Conference) • College Board • Safe Dates Training (Health)

which is a monthly workshop aimed at teaching teachers how to use technology in the classroom to enhance student learning and increase student productivity. They also put on the "Summer and Winter Tech Prep" where teachers conduct workshops on various applications, programs, and websites that can enhance student learning, participation, productivity. The art teachers at Alvarez use conferences such as the CASMEC (California All State Music Educators Conference) to stay up to date with technology upgrades, and teaching strategies that are offered as clinic sessions. Safe Dates is a a adolescent abuse prevention program. Through the Safe Dates curriculum students will be able to identify and prevent aggression, physical abuse, and sexual assault. The curriculum contains updated statistics on dating violence and sexual assault that students can access through technology. Additionally, students are taught the skills to share their experiences with their families and receive additional support.	

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
EAHS has purchased licenses for use of SIRS Database and its components for students to be able to conduct research using peer reviewed articles. Our librarian is well versed in this area and can and has come into classrooms to conduct lessons for students and teachers on how to use the database and its components. The Google Classroom is used by many teachers for paper-free dissemination of information, classwork, and announcements and continued sharing of information and discussions as well as using the various components of the Google Suite of applications to enhance student learning. The SUHSD supported purchase of licence for all sites to use SMARTMUSIC software on all student chromebooks. This program offers student musicians an interactive home practice system that gives them feedback, offers resources to identify and fix their errors, and provides an accompaniment for them to simulate the in-class rehearsal experience.	● Purchase of licenses for use of SIRS Database for student research ● Google classroom ● SMARTMUSIC ● Licenses have also been purchased for the use of Flocabulary, Brainpop, PearDeck and GoGuardian.

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Many teachers at Everett Alvarez use coaching strategies to	● Constructing Meaning

facilitate learning for all students. Eighty five percent of our teachers have been trained in Constructing Meaning and Gradual Release of Responsibility. These strategies help to support all students in the acquisition of language and content. 41.9% of teachers have self identified as being effective in the use of facilitating Productive Group work in the classroom.	● Gradual Release of Responsibility ● Socratic Seminar ● Instructional Coaches

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities across the various content areas. All Teachers tap into prior knowledge at the beginning of a lesson. Teachers administer task-based, performance-based assessments (higher cognitive level). There is room for growth in developing assessments that tend to test lower levels; inquiry/project-based assessments are shared through PLCs to encourage more of this kind of assessment. Students are able to use technology/internet at school and at home (Synergy, Google classroom, and District Student portal.) Teachers create opportunities during class time and assign tasks that require students to use technology at school/home. Students have opportunities to share their work with each other and their community through use of technology. Many of the tools and opportunities are similar by content areas but also different. In History, Students use skills such as close-reading, corroboration, contextualization, and citing evidence, to develop an opinion about a historical event through the analysis of primary and secondary sources. Opinions are expressed through speaking, writing, or both. In Science, Students use skills such as close-reading, corroboration, contextualization, and citing evidence, to develop a solution about a scientific concepts through the analysis of primary and secondary sources, as well as the inquiry process in and outside of the laboratory environment.	● Teacher developed multiple choice assessments. Moving towards administering inquiry-based, performance-based tasks. ● 1:1 chromebooks allows students to have constant access to technology ● Student work on online platforms such as Google classroom, Seesaw, etc. has increased across many disciplines.

Ideas are expressed through speaking, writing, or both. In Global Languages, students interpret, analyze, and interact with real-world authentic materials (such as articles, literature, social media, advertisements, news clips, music) in the target language to develop not only their language proficiency but critical thinking skills and social awareness. Students show their proficiency through a variety of performance-based tasks that rely heavily on 21st century skills such as collaboration, creativity, digital literacy, and critical thinking. In Art, students use skills such as creating, writing a reflection or speaking in a discussion or critique to develop a work of art that are inspired by an artist, genre of art, or period in art history. Students express themselves from creating their artwork, speaking, writing or all. In English, students use skills such as close-reading, corroboration, contextualization, and citing evidence, to develop and support a thesis through the analysis of primary and secondary sources. Ideas are expressed through speaking, writing, or both. In Special Education, students with mild-moderate learning disabilities are fully mainstreamed in all subject areas with emphasis on ELA and Math using the co-teaching model. Teachers provide a variety of teaching strategies and assessments to respond to student's unique learning needs as specified in the their IEP's. Due to the fact that SWD's are fully mainstreamed, they should complete the same requirements and meet the same standards. However, accommodations are provided and implemented. SWD's are able to do research work and are able to present their results either in writing or powerpoint presentation. They are also given the option to do panel presentation. They are allowed to redo/retake tests they failed. Math tutorials and Individual Studies reenforce students' learning. Furthermore, efficient use of technology by SWD's facilitates learning. In Math, students activating prior knowledge is a daily necessity. Often, weaknesses are found in students prior knowledge that must be addressed before newer concepts can be mastered. In our AP Statistics and Trigonometry/Statistics	

classes, seniors do a research project on a subject of their own choosing. Students research the project, collect data, and communicate the results of their findings using an APA formatted paper and present their findings at the Math Family Night. Some teachers use programs such as EdReady and Khan Academy which students utilize to identify weaknesses and to help prepare them for high stakes such the SAT and ACT.	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings on-line	**Supporting Evidence**
Some teachers are using online assessment tools in order to collect data and evaluate the effectiveness of instruction. Students are assigned tasks that require them to conduct research online. Students submit/share work on online (Google classroom, Seesaw, blogs, etc.)	● Use of Illuminate ● Google Quizzes ● Kahoots ● Socrative ● Quizizz ● Pear Deck ● Kami ● All teachers have Google classroom for every class ● District supports teachers by providing tech training to maximize effective incorporation of technology.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *E*valuate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation. Touch on each of theses points

Findings	**Supporting Evidence**
Students are required to demonstrate personal understanding of content standards through curriculum, instruction, and academic activities. Samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities. For example, in certain English classes, you will see student blogs on www.writingtransforms@wordpress.com. On this site, there is a collection of 250 blogs, created by current and former	● CM Support Structured Student Talk (SST) ● Instructional Coach Learning walks and coaching cycles ● Math curriculum/textbook designed for individual and group problem solving with

students from Everett Alvarez High School. There are a variety of genres, including: poems, vignettes, editorials, short stories and more. Students explore a wide-range of topics from social justice issues in their communities to passions and interests. Further, in our integrated math courses the curriculum is problem based. Students do not have the answers or the steps to complete the problems. As students progress they are given more complicated problems that require higher level thinking. Progression through the problems require students to collaborate and discuss approaches to and solutions for given problems. Mistakes are learning opportunities and allow for students to demonstrate that there is more than one correct way to solve a problem. Additionally, the district has restructured science course pathway to align to Next Generation Science Standards. The Integrated Science class (NGS1) supports higher level thinking and group work by having students work together to find connections between concepts. History classes are also using "Reading like a Historian" curriculum to participate in essay writing, Socratic seminar, debates, etc. Moreover, the Special Education department provides academic support for students with disabilities to increase student achievement through critical thinking and problem solving in a variety of instructional settings. For example, in Individual Studies, students work on executive functioning skills, math, reading, writing, and transition skills. The co-teaching model allows special education teachers to pair with general education teachers to share instructional strategies and responsibilities. Schoolwide we need to work on the student structured talk and productive group work methods. This has been approached and started by our Instructional coaching team. Teachers chose areas they wanted professional development to focus on, these areas were Productive Group Work, Structured Student Talk and Academic Writing Support. These were chosen to increase student collaboration and student demonstration of their higher	low entry and high exit material ● Science Fair embedded into course curriculum for science classes ● Increased number of AP courses offered ● Targeted interventions ● Use of 4C ● Cross curricular projects and curriculum (DMA) ● Specialized Homeroom ● Field Trip ● Functional Skills Program ● Special Education classes ● Speech and Communication classes ● "Push-In" Model for special education. ● Instructional Aides ● Co-Teaching pairs of General Education and Special Education teachers ● Mock Trial ● FFA ● Career Center ● CTE ● Government/Economics classes facilitate debates, develop portfolios for personal finance budgets ● Math classes incorporate complex instruction (group work)

level thinking and problem solving skills through writing.	

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
All students have 1-to-1 access to a chromebook. This enables students to receive teacher's feedback on school assignments in a timely manner to achieve the learning outcome. Additionally, all students have access to standards based content learning and digital assessments, and they can access grades online. Further, students are encouraged to communicate with teachers regarding assignments/homework through email. These skills are transferable to post-secondary career and college opportunities. The majority of teachers use multiple online resources to enhance academic learning.	● Library checkout list and classroom observation ● Go Guardian, email, Google Classroom ● Google Classroom, student work samples, Google Drive ● Google Classroom, Illuminate ● StudentVUE, ParentVUE, Synergy ● Go Guardian,email, google classroom, today's meet chat room ● Flocabulary, Kahoot, Nearpod, Brainpop, quizziz, quizlet, desmos ● Plato online learning/ Graduation rate ● Google slides, animation, google sheets, screencastify. ● Wordpress (blogging) ● Seesaw

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students use a variety of materials and resources beyond the textbook. They have access to print and digital texts, original source documents, and computer information networks. This can be seen in the history department which uses the DBQ (Document-Based Questions) Project Online Subscription.	● DBQ Project online (Social Science) ● Stanford History Education Group materials (Social

The DBQ Project units provides students with the opportunity to engage in historical thinking and writing. Our history teachers have students use units from the DBQ Project to wrestle with primary and secondary documentary evidence. Each unit has differentiated options between the longer version (14-26 documents) and the shorter version (8-12 documents). Teachers can choose which version to assign based on student abilities. When students construct their DBQ essays, they often use several documents per paragraph to prove each part of their thesis. Further, the history department uses Stanford History Education Group (SHEG). All the World and United States History teachers within the history department are using SHEG materials to help students develop higher level thinking and support the development of historical thinking skills Close Reading, Corroboration, Contextualization, and Citing Evidence. In addition, the History Department is partnering with SHEG to pilot their Civic Online Reasoning Curriculum that focuses on preparing young people to critically evaluate the information that bombards them online and to help teachers tackle teaching these critical skills. They have developed assessments of civic online reasoning—the ability to judge the credibility of the information that floods young people's smartphones, tablets, and computer screens. Some teachers utilize Brainpop to teach certain subjects and check for understanding. A few teachers are using our site's subscription to Flocabulary to explain certain topics. AP English teachers are having students create Blogs for the purpose of establishing a professional online presence. Student blog monthly and have to opportunity to use formal yet non-academic writing skills. This supports real world application of rhetoric. Many teachers are utilizing Khan Academy to support students in their preparation for the SAT, as well as, for math tutorials and support. The Global Language department is integrating the use of authentic literature to support student acquisition of their first language and the development of critical reading and writing skills. Most of the AP and Heritage speaking classes compare and contrast literary themes to culturally specific art of the time period. They help them draw connections between historical themes, literature of the time and art. The science department	Science) ● KQED current events partnership (Social Science) ● YouTube videos (across departments) ● BrainPop (across departments) ● BBC Mundo (Spanish Language) ● Spanish Language and Culture website (Spanish Language) ● Flocabulary (across departments) ● Khan Academy (across departments) ● Silicon Valley Mathematics Initiative (Mathematics) ● Wordpress blog database (English) ● Authentic Literature (Spanish Language, possibly other departments) ● ROP/CTE ● AVID ● Puente ● GEAR UP ● DMA ● Ag Academy ● Field Trips (College, Japan, France, Costa Rica, Florida, tennis to Stanford, band to UC Irvine, etc.) ● Clubs (END ALS team, Young Scholars of Salinas, etc.)

participates in a district-wide science fair.	

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Our school offers a variety of opportunities for students to engage in career awareness and exploration. All 9th graders participate in "Career Cruising" to explore potential interests and career pathways. Counselors then follow up with students and create a 4-year plan and discuss the A-G requirements. Students with disabilities are being offered these services during all four years. We are currently working on creating other opportunities to follow up with students regarding career pathways. We are also exploring other career exploration models that are implemented at other schools, including alumni day, professional panels, and career fair. We are adding new courses that are career-focused, such as Marine Biology, Culinary, Robotics, Business Tech, Game Design, Film Production, etc. We have an ROP counseling coordinator on site to facilitate student access. Our Mock Trial program provides an opportunity for students interested in legal careers to acquire a working knowledge of our judicial system and develop analytical abilities, communication skills and presentation skills. Each year, Constitutional Rights Foundation creates and produces a new set of Mock Trial materials based on an important issue facing America's youth. The materials include a hypothetical criminal case including summaries of case law, witness statements, official exhibits, and simplified rules of evidence. By studying the case and preparing strategies and arguments for trial, students develop presentation skills, analytic ability, and team cooperation. All of this is done in preparation for multiple competition trials where students will go through the trials performing the duties of an attorney, witness, clerk or bailiff in front of an actual judge. Digital Media Arts Academy offers industry-level experience for careers in television, film, and digital arts. Part of the requirements is mentorship and job shadowing professionals in the community, as well as introducing students to various careers.	● Career Center activities calendar. ● Master Course Schedule ● Mock Trial Roster(s) ● Academy brochures

The DMA has suffered at times from low student enrollment. Recruitment efforts are done so that more students enroll in order to continue to be funded by the state. Counselors are actively recruiting both incoming freshmen and current students who meet the criteria and have interest in the digital media arts. We currently have a waiting list of sophomores who are interested in the academy. Current students are working to create a recruitment video for incoming students. We have revamped the team leadership, including a new counselor, administrator, and coordinator. ROP classes at times are limited in space and scope partially due to our master schedule.	

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Our students who participate in PLATO and Cyber High courses are given limited opportunities for real world experiences and applications.	● PLATO ● Cyber High

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

We have a variety of areas of growth in our standards-based student learning areas of strengths; including but not limited to our increased AP exam participation, our many academies and CTE pathways, the addition of GEAR UP to our campus, our google classroom implementation and our addition of a chromebook for every student on our campus. Our critical learner needs are being met in that we have eliminated the achievement gap for those students without technology access with our 1:1 chromebook access for each student. We also are addressing our college readiness goal by providing more pathways and academies for those students seeking careers through our ROP/CTE program that in many cases funnels into a community college pathway.

Our areas of growth include providing more education of exam prep before our AP exams, to help improve our pass rates, and to continue to prepare students for college and A-G readiness. We also will continue to offer intervention services after school for skill enhancement across all content areas and on Saturday's through our Saturday Eagle Academy to help those students master CCSS skills. Additionally, we are continuing to implement our 'Nest' intervention services to address the whole child as alternatives to suspension, behavioral, and educational interventions earlier rather than later.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Increase in AP exam participation
- PLCs
- Academies
- Gear Up
- Google Classroom
- 1:1 Chromebooks

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Increase in AP exam pass rates
- Increase in students attending 4-year colleges
- Skills needed across content areas
- Identification of students in need of academic and/or behavioral interventions sooner

Category D: Standards-Based Student Learning: Assessment and Accountability

Focus Group Member	Department
Joe Macdonald	Admin
Ramon Anaya	Counselor
Allen Rosenberg	Art
Scott Rose	CTE
Diana Hagerty	ELA
Megan Myers	ELA
Taylour Matz	ELA
Tera Brant	ELA
Alvaro Mercado	Global
Maria Orozco-Aburto	Global
Carrie Parker	Health
Carolyn Wormley	Math
Janine Storey	Math
Unkyong Pak	Math
Jorge Palacios	Baile
Pedro Lopez	PE
Jasmin McEntire	Sci
Richard U. Lee	Sci
Tom Nestojko	Sci
Jennifer Ostrowski	Science
Christine Simoncic	SPED
Jennifer Villa	SPED
Sarah Ryglicki	SPED
Bryan Sloss	SS
Brian Tumminelli	SS
Patricia Lambert	SS
Kati Bassler	EL Specialist
Albert Gonzalez	Classified

Cynthia Alfaro	Classified
Laura Ruano	Classified
Martinique Elrod	Classified
Miguel Rodriguez	Classified
Monica Tapia	Classified
Natali Juarez	Classified
Sergio Sanchez	Classified
Tina Montellano	Classified

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. 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.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continuous program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
Everett Alvarez High School collects and analyzes data from a variety of national, state, district and site specific assessments to determine performance data for all stakeholders. The Everett Alvarez staff is committed to improving student performance. A variety of processes are used in the collection, disaggregation and analysis of data which is used throughout the school year. Each year, the staff is presented with demographic data, and some assessment data. The majority of data that is analyzed is both formative and summative and is evaluated through the individual Professional Learning Communities (PLCs).	• Smarter Balanced Assessment reports • Interim Assessments • Illuminate • ELPAC • Common Formative Assessments reports • Minutes from PLC

EAHS uses District performance tasks to better prepare students for Smarter Balanced Assessments and Common Core Standards. In addition to standardized testing, the staff meets throughout the year on staff development days and late start Wednesdays with PLCs for common assessment development and analysis. All PLCs utilize standards-based assessments which are aligned with pacing guides and adopted curriculum. Some PLCs create/use district wide Performance-Based Assessments (PBAs) and/or create Common Formative Assessments (CFAs) and/or common Final exams. Some PLCs disaggregate these results in order to make curricular decisions and determine appropriate interventions. The assessments are based on Common Core and Next Generation Science standards (CCSS and NGSS). The District supports release days for PLCs, district-wide (ELA, Math, Social Science, Foreign Language, and Sciences) to calibrate and score common assessments. Teachers break down how the different subgroups perform (EL students, students with disabilities, and students of different ethnic groups) and discuss how to help each subgroup master the standards. Common assessment data is stored in Illuminate which allows PLCs and departments download the data and disaggregate for analysis in their site PLC. During these scoring days, best practices are shared and developed and strategies to reteach the standards that were missed most often from the CFAs data are then prepared for the weekly PLC meetings. Through the analysis of the results of the CFAs, teachers identify common areas of student misconceptions and provide intervention homerooms for core subject areas. Test questions on CFAs and Performance Tasks are aligned with CCSS. The PLCs help to provide students with prompt feedback, further instruction and subsequent reassessment of the material. The analysis results are then used to guide instruction and to modify the subsequent curriculum if needed. Then, some PLCs report out data based on subject and grade level in department wide meetings. While we recognize this as best practice at our site, not all departments are currently implementing this model for various reasons. For example, both our Science and English	meetings ● Informal assessments ● Demographic reports ● Performance Based Assessments reports ● HLA Assessments

departments have courses that are working through new curriculum (NGS and Springboard) and currently developing CFA specific to the pacing of their course. The greatest challenge facing our school is the design and implementation of targeted intervention for students identified by the PLC needing reteaching and retesting. District Assessments (pre mid and post) are given for core subjects in Illuminate for grades 9-11. Proficiency is not expected or a required part of a grade but exams must be given in a certain time frame. Most teachers use a variety of assessments to evaluate student achievement such as written essays, multiple choice tests, laboratory experiments, quizzes, activities, oral examinations, portfolios, projects, project based learning, and thinking maps. The teacher monitors common assessments and often make multiple versions of each assessment to maintain integrity. Many assignments are submitted to Google Classroom, Illuminate, Turnitin.com (Turnitin.com allows teachers to guard against plagiarism.) and Google Forms. Data can be easily accessed through these online programs. Our school monitors student progress and reports out to parents with progress reports, grades, collaboration team assessments, and benchmark data. Synergy is used at Everett Alvarez High School, as well as, throughout the district for collecting, analyzing, and reporting student progress and achievements. Synergy is a student-database system which provides data to students and parents about student progress in real-time. Synergy provides staff with access to data concerning teachers' classes, as well as, student data such as: ● Attendance ● Gradebooks ● Grades ● Parent contact information ● Student data such as ELPAC, IEP, 504 As of October 2018, core courses of English, Social Sciences and Math have common district assessments. Science recently switched to NGSS and common assessments are in progress at this time.	● Synergy ● Progress Reports ● Grade Reports ● Attendance Reports ● Classroom Evidence ● Synergy Grade Book

Social Science US History and World History have common formative assessments and results are analyzed and reviewed weekly. These results are used for reteaching and intervention. The District's Historical Literacy Assessment for Social Studies are completed twice a year, and include questions that are both multiple choice and free-response with justification/reasoning that are formatted to prepare students for the rigor of SBAC. Math The Math Department uses the Math Interim Assessment Blocks (IAB) and District Performance Tasks *(PT)* from the Silicon Valley Math Initiative. SUHSD joined in the 2018/2019 year. In Mathematics, The District Math Steering Committee has established performance tasks and common assessments for Math 1, 2 and 3 . The performance tasks are chosen from The Silicon Valley Math Initiative (SVMI) site http://www.svmimac.org/macmarslandingpage.html and teachers collaboratively calibrate and grade them in the Fall and Spring. The Semester 1 and 2 final exams are written by teachers during the week-long summer Curriculum, Assessment, and Instruction Institute (CIA); they are graded through Illuminate. AP Statistics, Calculus and Computer Science use college board materials and the new Transition to college course uses materials provided by CSUMB. Science The traditional Science courses (Earth Science, Physics, Biology, and Chemistry) usually conduct two Performance Based Assessments (PBAs) per year, which are calibrated and disaggregated in subject area Teams from across the district. NGS1 (as a brand new State approved integrated Science course) is in the the beginning stages of implementation, and thus is in progress with common summative finals within their PLCs. The California Science Test (CAST) is part of the California Assessment of Student Performance and Progress (CAASPP). The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS),	• IAB reports

which focus on understanding the scientific concepts found in the life sciences, earth and space sciences, and physical sciences. We are implementing the test, but until development of the test has been completed and reviewed, no student scores or aggregated results will be released. The State of California expects to be "operational in January through July 2019." At which time, we expect to receive disaggregated data to guide our instruction. Physical Education administers a pre-test to all 7th and 9th graders in preparation for the Spring Fitnessgram Assessment. Interventions is held at Saturday Eagle Academy and during homeroom for students not meeting the healthy fitness zone. ELA The District has adopted the use of Renaissance STAR Reading Inventory as the measure of literacy for all students. The assessment is given three times a year to determine and monitor literacy levels and growth, in order to identify students for intervention.Scores are uploaded in Illuminate and data is disaggregated in the program with ELA instructional access. English finals, with the exception of Senior English, are based on our new curriculum called Springboard (as of 2017-18). Embedded within each unit is an assessment that is scaffolded appropriately accordingly by each PLC. The English Dept. also does IAB to help students prepare for Smarter Balanced Tests. After each IAB, each PLC is pulled out to analyze data and inform instruction for the future. The English 11 PLC communicates on CFAs and shares student work to compare performance levels. Health Health PLCs share key common assessments within each unit (unit pacing and some assessments are district wide, a few assessments are schoolwide only). Results are shared in PLC meetings, and re-teaching/re-assessing is scheduled as needed. Options include Saturday Academy, homeroom, or within each class, depending on numbers and need. ELD Traditionally EL level was determined by their CELDT scores for placement in classes. With the adoption of the ELPAC,	

appropriate scores for student placement will need to be implemented. Additionally, the ELPAC results are available as the school year is ending and during the summer, which makes student placement and planning for the Master Schedule a difficult process. During the year, District common assessments are administered and the data is available for analysis in Illuminate.	

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
The District Office publishes course guidelines. Each course lists requirements for entrance into the course, though students progress through the course of study in most content areas, regardless of the previous year's grade. Currently, not all PLC's have common course syllabi and grading policies, although most share common formative and summative assessments. These syllabi include classroom rules and routines, grading policy, Standards, as well as individual course specific information. All PLCs utilize standards-based assessments which are aligned with pacing guides and adopted curriculum. Many grading policies and course syllabus are common between teachers (Science, Math 1,2 and 3) and support students (which fulfills the need for a challenging and relevant curriculum). Currently, not all PLC's have common course syllabus and grading policies, although most share common and formative summative assessments. All teachers are required to submit a syllabus for each course that they teach to the site administration and these are kept on record. Some PLCs have aligned syllabi, although many are teacher specific. Course pacing guides are created at the district level for core courses and included applicable standards. PLC and content area groups discuss student grades, growth,	• PLC Common assessments • Illuminate • SBAC • CELDT/ ELPAC • District-wide Common Assessments • PLC folders (in Google Drive) • Calibration and Scoring agendas • Ed Services PD Calendar • Consensus standards History • Consensus lessons, labs, assessments • Common standards Bio,

and progress, as well as ways to improve student achievement. Many grading policies and course syllabi are common between teachers (Science, some levels of Math) and support students (which fulfills the needs for a challenging and relevant curriculum). Synergy allows for Standard-based grading with embedded rubrics for different writing tasks. The addition of the component of additional flexibility in grading has helped teachers see how grades can be aligned with standards, rather than assignments. The previous SIS lacked flexibility with grading and this is an area where teachers will be able to grow in their assessment and grading practices. EAHS is beginning to discuss and investigate Standard-based grading. In math, one teacher is piloting standards-based grading in the gradebook.This is a significant change in practice. Math In Mathematics, the District Math Steering Committee has established performance tasks and common assessments for Math 1, 2 and 3. . The ~~p~~performance tasks are chosen from The Silicon Valley Math Initiative (SVMI) site http://www.svmimac.org/macmarslandingpage.html Math teachers collaboratively calibrate and grade them in the Fall and Spring.The Semester 1 and 2 final exams are written by teachers during the week-long summer Curriculum, Assessment and Instruction Institute (CIA) and are graded through Illuminate. AP Statistics, Calculus and Computer Science use college board materials and the new Transition to college course uses materials provided by CSUMB. Individual math PLCs create and share their own formative and summative unit assessments during Wednesday morning PLCs. The District Math Steering Committee has established common assessments District-wide. These assessments include old Benchmark Assessments and new MARS-based Performance Tasks as well as Final Exam Semester 1 and 2 Assessments. PLCs then create common formative and summative assessments as needed for use in each module and	Social Studies ● Common pacing guide ● Common rubric for assessments in Math 2. ● Common pacing guide in Math 1-3 from the district. ● Common syllabi for math courses with the common grading percentages within PLC ● Common formative and summative assessments ● Some PLC's have common course syllabus and grading policies. ● Course pacing guides

then share through the district math curriculum folders. Math 1, 2 and 3 PLCs at EAHS have established uniform grading policies. These grading policies includes a majority of the grade from the common assessments while the minority percentage is calculated from homework, classwork, and formative assessments. We realize that math is currently the only department with uniform grading percentages and are hopeful that other departments will follow. Social Sciences US History and World History have common formative assessments and results are analyzed and reviewed weekly. These results are used for reteaching and intervention. Honors and AP teachers decide the requirements for their courses and students are ranked according to variety of data such as GPA, grades in the prerequisite course, teacher recommendation, and student applications. AP courses require a student and parent to sign a contract committing to the course. Science The new NGS courses and common assessments have been developed and grading policy ideas were discussed but not formally recorded. ELA Most ELA PLCs, have embedded common assessments through the new curriculum, SpringBoard. These common assessments are calibrated and scored through the PLCs. The grading policies vary between teachers, content areas, and grade levels. The introduction of Standards-based Grading and rubrics in the SIS may help teachers move to more common grading policies. Global Languages The Foreign Language Department includes Heritage and Non-native Speaker classes. The Heritage and Non-native Spanish PLCs maintain common assessments, as well as common grading practices. Heritage Spanish courses implement literacy, persuasive, and personal essay, similar to	

the ones written in English courses. By helping our students to write these types of essays, we are making sure we have a correlation to English Standards. Japanese language teachers throughout the District collaborate outside the workday to insure calibration of instruction in all the high schools. They share a similar grading policy. French language teachers also collaborate District-wide and share similar grading policies and shared common assessments. Fine Arts Fine Arts has common assessment through the PLC, but there are several singletons (i.e. courses taught by only one teacher at the site). Each course follows basic principles: enabling students to develop self expression, and to understand how the creative process works. Each subject (Art 1, 3D Art, Ceramics, Advanced Art, Music, Drama, Dance, Dimensional Art, Film) are taught by different teachers who have unique strategies involving students. When the state and national standards are evaluated, they are being followed by the teacher in his/her unique way. The only course where more than one teacher is involved is Art 1-2. Grading is performance based and each teacher has his/her standards that align with the State and National Standards and allow for each student to achieve his/her personal potential. Physical Education Physical Education follows the State Framework Standards. Course I (freshmen) follow a pre and post Fitnessgram (?) assessments. The Course II follows similar grading policies, though there are differences within the PLC. Special Education Moderate- Severe Special Education students are graded based on data collected and progress through their IEP goals. These grades are completely individual as per the student's IEP.	

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and

career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The schoolwide learner outcomes are focused on academic success, demonstrating responsibility for the needs of all students to learn, and respect and honor for the community and school and all stakeholders. EAHS's first SLO is ensuring Academic Success for all students and is measured in many ways and through many systems of accountability. - The review of grades and completion of graduation requirements are available to students and parents, teachers, counselors, and administration through Synergy. - Enrollment numbers in AP courses and the passage rate of AP exams is closely monitored and enrollment criteria is reviewed annually to address student needs. - Through district LCAP funds, the District has funded the administration of the PSAT for all students in all grades. The results are then analyzed to target 10th graders for class placement and intervention for enrichment. - The numbers of students taking the SAT is monitored through our counseling office to align resources with student who need support - The Counseling staff maintain records on the number of students who apply, are accepted, and receive scholarships. These numbers are collected and help set goals for the following year. - The AVID program monitors student grades, assists with scholarship application, SAT/ ACT registration, development of application essays, and completion of college applications. - The counseling department monitors all scholarship awards and maintains comparative data as a motivation for all seniors. Responsibility for student education is the second SLO that holds us all accountable for the monitoring and delivery of culturally sensitive and appropriately diverse instruction.	● Higher math scores on SAT vs teaching to the test for Common assessments based on the common core standards ● Saturday Academy, After school tutoring, and or Homeroom pullouts ● School Registrar

- Through PBIS and our PLC structures, intervention and enrichment homerooms are created and monitored throughout the year to address the needs of students as they progress through the curriculum. - Our afterschool homework center, offered four days a week for an hour. - EAHS encourages a robust club organization that allows students to join a group to honor their cultural, social, athletic, or ethnic interests. - Rotary Student of the Month is a system with a community group to celebrate the achievement of students. - PLC structure looks at instruction, student achievement, and interventions to ensure all students receive quality instruction. - Respect and honor is our third SLO and can be measured through the extent that students are engaged in an environment of learning that is safe, caring, and healthy. - Through the food services program, students have food available in the morning, for lunch, and the after school snack program. - All school staff and students complete emergency drills in preparation in the event of a real emergency. - ALICE informational video was presented to all students and most staff have been trained. - The Nest is a new concept, and through the data collected this year, will demonstrate the extent that students feel they have a place to go when they need emotional support. - Link Crew is a program that pairs 9th graders with upper classmen, forming mentoring relationships College and Career Readiness is supported through many on-campus programs. All students have access to the following support services: - Gear-up (FAFSA workshops, College Application Information, - Upward Bound - ROP/CTE Career Center provides monitoring or the CTE Pathways and work permits - Migrant Program provides, grade monitoring,	

one-on-one conferences, FAFSA and CSU and UC Application completion, Community Service monitoring, and various college field trips. - English Learner Office provides intervention and one-on-one academic support, RFEP monitoring, tutoring, and Instructional Coaching - Counselor 4-year plans are the foundation for parents and students to understand the requirements for graduation, and post graduation. - EAHS Parent Nights (FAFSA, AP Course Contract Signing)	

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
The District adopted online credit recovery program is PLATO. Classes are offered during the day, after school, during intersession, and summer school. In addition, the Migrant Program coordinates the Cyber-High online program.	● Higher math scores on SAT vs teaching to the test for ● Common assessments based on the common core standards ● Saturday Eagle Academy ● After school tutoring ● Homeroom pull outs determined by essay types: WRITE program ● School Registrar

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student

needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
EAHS maintains twenty Professional Learning Communities. This is an essential structure for the distribution of district and site information. It is through the PLCs that curriculum is reviewed for its coherence, rigor, and relevancy. Through the PLC structure, focus standards are agreed upon, homework and grading policies are reviewed and discussed. The agendas, minutes, lessons, and assessments are all uploaded into the PLC's google drive. This structure allows all PLC members and school leadership to review the discussions in each PLC. Each quarter, school leadership reviews the schoolwide grade reports, highlighting Ds and Fs. These reports are presented and discussed at PLC Course Leads meetings with a data discussion. These reports are then shared with all staff to help identify interventions for students. Counselors meet with their students to complete 4-year plans and monitor grades. Each student is provided an appointment with their counselor to select courses and discuss academic needs. Student who require intervention are identified and referred to either the Nest, an online credit recovery course, intersession, or summer school. The Counseling Office coordinates a day to present and encourage students to pre-enroll in the extensive elective courses the school has to offer: Baile folklorico, Psychology, film studies, NJROTC, Robotics, Multimedia, FFA, Digital Media Academy, and many more. The SUHSD is currently reviewing the graduation requirements to address the changes to State requirements as well as the focus on college and Career Readiness. As the changes are implemented, EAHS will adjust its Master Schedule to maintain the relevant curriculum that meets the needs of students while preparing them with challenging	● All Meeting minutes (including PLC) posted in Google Drive ● Student passes, counselor schedules ● Syllabi copies, Google Docs ● Meeting minutes/agendas of team leads meetings

courses. PLC leads meet to evaluate D and F rates among student body in order to brainstorm solutions. Some PLCs have followed through by creating interventions and opportunities for re-learning standards. Intervention Specialists and some teachers provide extra help and targeted tutoring at the Eagle Saturday Academy.	

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Everett Alvarez maintains a Single Plan for Student Achievement (SPSA) aligned with the Board of Trustee District goals. These goals align Title I , Title III and LCAP funding with the achievement goals for students at EAHS.The SPSA ensures that resources are allocated for professional development and school programs that support the sub-groups that need to increase their achievement. Everett Alvarez High School provides professional development activities depending on new state standards or district steering. These professional development activities and opportunities also depend on district-set goals and feedback from summative assessments and college-readiness of student population. Constructing Meaning (CM) is a tool and strategy used to develop English proficiency in English Language learners. Use of these strategies was adopted at the district and school-level to address the English proficiency of English Language Learners as well as providing academic language for all students. Due to the district initiative of Constructing Meaning, students are now more equipped to use academic language (bricks and mortar) appropriately, in both written and verbal assignments. Instructional Coaches do classroom check-ins to ensure that teachers are implementing CM Learning Objectives and then	● SPSA ● Constructing Meaning Training ● Assessment Practices Training ● Gradual Release of Responsibility training ● Complex Instruction (Math Pilot) ● ELL Reclassification Data ● Migrant Education Program

use their data to plan for future professional development. Three math teachers are participating in a pilot program for Complex Instruction which is a pedagogical approach addressing status and student beliefs about their own math abilities that enables students to be successful in a racially, ethnically, and social heterogeneous classroom. Students are more open to work on challenging problems as a team, critique each other reasoning, and explain their own thinking to others. Some students are reporting that they feel more valued in the math classroom than they have before. ELs are monitored and student progress is significant. This process leads to student language reclassification and are meeting graduation requirements. The English Language Advisory Committee (ELAC) meets monthly and presents data on the LEP population and completes a needs assessment that informs the LCAP for the following year. Everett Alvarez has a migrant education program that monitors, assists and provides feedback to the migrant population of students on campus. The migrant counselor monitors grades, community service hours, and holds individual conferences for all migrant students. For our students who struggle due to absences, there are several programs. Students who have documented medical situation, we provide Home Hospital Instruction. This program allows students to continue with their current educational program while they heal. Our Migrant students miss extensive periods and are eligible for Cyber High and other enrichment programs. For our truant students, there are many challenges, and most are ultimately referred to an alternative education program. Students have been able to recover lost credits by working through an online credit recovery program, PLATO. In addition, benchmark tests in some courses are used to set up master schedule, however effectiveness and use of results vary by the discretion of each department at Everett Alvarez High School. When common assessments are used, student achievement is analyzed by teachers and re-engagement lessons are implemented to enhance student learning and boost achievement in some classrooms.	● Common formative assessments ● PBIS interventions like: ● Alternative School ● Mending Matters Program ● Academic Seminar ● Why Try ● Check In/Check Out ● Suspension/Discipline Reports ● LCAP Surveys ● LCAP results ● Schoolwide Learner Outcomes ● ● Upcoming CAASP ● ● Master Schedule

Suspension and discipline reports are used to set goals and change school programs (PBIS). Intervention homerooms (how many?) have been created to provide extra support for students that are identified through data such as grades, behavior and other social-emotional assessments. Using student self-assessment results to implement changes in social-emotional support programs, students are entered and exited as effectiveness in program is shown by grades and other conversations. Students receive social-emotional support from the safety nest, as needed. *C*ounselors conduct 4-year plans with students to ensure completion of graduation requirements. LCAP reporting and goal setting process also uses assessment results to create changes in the school and allocate funds. The LCAP is a three year district level plan that addresses the needs of all student subgroups and describes the school sites key goals for students, and how funding will be used. Schoolwide learner outcomes are created in response to LCAP response. Changes in funding and program allocation according to LCAP results. The California Science Test (CAST) is part of the California Assessment of Student Performance and Progress (CAASPP). The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the scientific concepts found in the life sciences, earth and space sciences, and physical sciences. We are implementing the test, but until development of the test has been completed and reviewed, no student scores or aggregated results will be released. The State of California expects result databases to be “operational in January through July 2019.” At which time, we expect to receive disaggregated data to guide our instruction. The STAR and the SRI test results are related to literary skills. The STAR is now mandated to be delivered three times a year. It is given in August, December and January. Scores are uploaded in Illuminate and data is disaggregated in the program with ELA instructional access. The STAR is given to determine and monitor literacy levels and growth.	

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Everett Alvarez maintains a high standard from the district for graduation requirements which are based on UC/CSU (University of California/California State University) A-G requirements and surpasses California high school requirements. Many grading policies and course syllabi are common between teachers (Science, some levels of Math) and support students (which fulfills the needs for a challenging and relevant curriculum). Currently, not all PLC's have common course syllabi and grading policies, although most share common formative and summative assessments. Some PLC's are working on integrating common grading policies, and course syllabi (English, some levels of Math, Science, Spanish, PE). This is the first year of NGS Course 1. In order to ensure a strong delivery, the site leadership and science department selected one teacher from each discipline (Biology, Earth, Chemistry, Physics) to teach the NGS1 course so that the PLC has experts in each discipline. This was a decision that has led to a successful delivery of the modules and development of assessments. The process for placement of English Learners has changed with the ELPAC reporting timeline. The placement of newcomer students has traditionally been based on completion of course, but now placement is based on common assessments, teacher recommendation and ELPAC scores. This allows students to be placed on their individual progress rather than a prescribed course order. Placement of Students with Disabilities (SWD) who are classified as resource or mild-moderate is based on their IEP and area of needs. Our site supports co-teaching with some	• 220 credit minimum to graduate • Graduation percentage 90% • Common formative and summative assessments • Some PLC's have common course syllabus and grading policies. • One on one registration appointments with students • NGS1 PLC • 4 year plan • Some departments such as science and math, use common syllabi • Steering committee for each department • Administrator and master

well-established co-teaching pairs. Counselors conduct 4 year plans with students to ensure completion of graduation requirements. Common formative and summative assessments are currently in the process of being implemented in most Science, and English PLC's, but not fully implemented in Math. District steering committees assesses the effectiveness of curriculum by evaluating grading policies and course completion.	scheduler reviews courses. ● District-wide graduation requirements.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

-Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
The District adopted online credit recovery program is PLATO. Classes are offered during the day, after school, during intersession, and summer school.	● Data on Iluminate. ● TSA Joyce Wilkinson for data, schedules and trainings for

District Assessments (pre mid and post) are given for core subjects in Illuminate for grades 9-11. Proficiency is not expected or a required part of a grade but exams must be given in a certain time frame. Most teachers use a variety of assessments to evaluate student achievement such as written essays, multiple choice tests, laboratory experiments, quizzes, activities, oral examinations, portfolios, projects, project based learning, and thinking maps. The teacher monitors common assessments and often make multiple versions of each assessment to maintain integrity. Many assignments are submitted to Google Classroom, Illuminate, Turnitin.com (Turnitin.com allows teachers to guard against plagiarism.) and Google Forms. Data can be easily accessed through these online programs. The Science Department collaborates with other schools in the district to develop and implement PBAs in Illuminate twice each year (for traditional science courses). These include Performance Tasks (PTs) for most of the PBAs. Teachers calibrate the scoring and analyze disaggregated results. This data is shared at the district, department and PLC level. NGS1 developing their first common assessment (a common final exam) because they are in their first year of implementation. The Mathematics Department uses district wide common final and Performance task for all MVP math courses which are Math 1,2,3. Teachers calibrate Performance Tasks twice a year. Common math finals are graded on Illuminate. Each Math PLC also has common summative assessments for each module (chapter) for Math 1, 2, 3. Math teachers have common syllabi and agree on grading percentages for each collaborative. More students taking AP courses have data on scores Social Studies uses HLA test aligned with common core standards ELA has common assessments developed through PLCs, but no district finals at this time. Springboard embedded unit assessments are (District?) mandated. However each course	NGSS. ● Leticia Lopez for Math PT data, ● Graduation rates and GPA of students ● District data from SAT scores and district data on tests from Bobby Cannon to compare EAHS scores with other schools and each collaborative scores. ● Course Syllabi ● Common assessments are the responsibility of each PLC and some are more uniform than others ● Springboard writing prompts ● ELA PLC folders in Google Drive

has common writing prompts for student response. Teacher share the assignments via Google Drive (Team Drive).	

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Science department's PBA utilizes Illuminate to collect assessment data. Many teachers creates quizzes using Google form for formative assessments. There have been problems for online test-taking through Illuminate and Smarter Balanced Test last year in Math. Wi-fi has been slow or crashed and students have been unable to finish or rush to finish Smarter Balanced in a timely fashion.	● Math department has made paper copies of the district final so that each student can do the work/thinking on the paper and then just bubble in answers on the scan. ● TSA Agendas and documents from release days

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	● Supporting Evidence

PLCs meet weekly and develop both formative and summative assessments for use in the classroom. Teachers are involved in creating district tests in Math for Course finals. Science is currently developing common finals for NGS1 and uses PBA results for the more traditional science courses (Earth Science, Physics, Chemistry, and Biology). Individual teachers regularly use checks for understanding and quizzes to guide instruction. English Department teachers are released to score and review IAB assessment data. Math 1, 2, and 3 teachers are released for performance task calibration, scoring, and remediation lessons Social studies has a district-wide History Literacy test district wide but course assessments are left to the purview of the PLC. PE scores are the continually above district average on State PE assessments. PLC and content area groups discuss student grades, their growth and progress, and ways to improve student achievement. All PLCs utilize standards-based assessments which are aligned with pacing guides and adopted curriculum. Synergy, the new Student Information System (SIS), is used at Everett Alvarez High School, as well as throughout the district for collecting, analyzing, and reporting student progress and achievements. Synergy is a student-database system and therefore students and parents have access to Synergy and can access student progress in class in real-time. Synergy provides staff with access to data concerning teachers' classes, as well as, student data such as: • Attendance • Gradebooks • Grades	● PLC folders for each course showing each course assessments ● Standardized tests such as SAT/ACT AP tests ● Accuplacer for Hartnell ● CAST tests for EL students ● District PE results ● TSA Agendas and documents from release days

• Parent contact information • Student data and profile English 9, 10(?), Consumer Math, and Math 1,2 have co-taught sections where co-teachers help create modifications and additional scaffolding for SPED students and others requiring additional support. Classes with several SPED students will have SPED aides available for the majority of the class period to support and provide additional scaffolding for students with IEPs. Some Core courses have Co-teachers in place to support higher numbers of SPED students	• Students with IEPs utilize alternate testing in 816 • Students in co-taught classes have alternate testing situations when needed (with or without and IEP)

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
Daily Learning Objectives and Agendas are posted on the whiteboard and/or in Google Classroom so that students are aware of the learning goals for specific lessons, and can monitor their progress based on the stated expectations. Instructional Coaches calibrate implementation by teachers. Teachers use regular informal checks for understanding during class time including thumbs up/down, warm up activities with individual whiteboards, exit tickets (ticket out the door). We also utilize a variety of digital tools for informal checks, including, but not limited to Padlet, Quizlet, Google Forms, Socratic, Nearpod, and Kahoot! Formative assessments taken digitally are especially useful to provide students with status checks so that they can identify areas of opportunity in a quantitative manner. Student feedback can be solicited via Google Form in an end of Unit survey. Students are able to measure their own performance using StudentVue to access grades and assignments. Additional feedback regarding grades and assignments can be accessed on	• Classroom walkthroughs and observation. • Digital reports for the online formative checks (e.g. Google Forms, Kahoot!, Nearpod.) • SYNERGY/StudentVUE & SYNERGY/ParentVUE

Google Classroom. Parents can also track their student's progress through ParentVUE, and they can request to be added to Google Classroom to monitor student progress and receive notifications regarding assignments. Students have an opportunity to receive targeted assistance on assignments from peer tutors and/or through one on one meetings with instructors during the homeroom period three times a week. Students can elect, or be required to attend, the Homework Center, which is available after school four days a week, and includes representatives from each department twice a week. Similarly, students can benefit from extra help and targeted tutoring at the Eagle Saturday Academy. Students are aware of expected schoolwide behavior standards and receive feedback according to the Everett Alvarez High School PBIS Student Behavior Management Flow Chart. Students may provide behavior management feedback and receive additional behavioral and emotional support and intervention. Services include one on one and group counseling in three "Confidential Spaces" on campus, where they can participate in restorative justice activities and discuss their experiences within and outside of the school site. Students may be referred to the "Safety Nest" by teachers and administration, or they may choose to request services based on self-assessed need. Freshmen students receive a "Career Cruising" aptitude assessment through the Career Counselor. The freshmen then meet with the School (Academic) Counselor for a one on one meeting to that serves as an open dialogue with students about college and career readiness expectations. Students meet again with their School Counselors at the beginning of their senior year to explain their Credit Evaluation Summary, confirm they are on track for graduation, and to discuss plans for college and potential future careers. Counselors meet with students and teachers on Senior Parent Night to ensure they are aware of credit needs and graduation requirements. They continue to communicate with parents and students in their senior year, especially if they are not maintaining progress towards meeting graduation requirements; communication will be in the form of one on one meetings with the students, Progress Reports, and letters and phone calls home.	• Google Classroom • Student Schedule • Homework Center Schedule and Sign-in • Saturday Eagle Academy Sign-in • Eagles SoaRR classroom posters • Behavioral Expectation posters: • *Be On Time* • *Be Prepared* • *Dress for Success* • *Lunch Time* • *During Homeroom* • *For Bus Riders* • *Chromebooks*, etc. • EAHS PBIS Student Behavior Management Flow Chart poster • Safety Nest Sign-in • Career Cruising assessment

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

We have a wide variety of methods at our site for addressing the use of assessments to guide instruction and create web of data with which to evaluate students', teachers', and curriculum, performance. However, our primary need is to work towards greater implementation of common assessments (both formative and summative) and increased grading calibration across the board (i.e. all subjects, all teachers). This will enable us to address our critical learner need: Continued remediation efforts for low achieving student populations is needed in the form of remediation support. In addition we can address our other critical learner need: an increase in the number of students who feel engaged, supported, and safe at school is needed.

Also, within our site we need to develop more strategies to support students towards mastery of the individual standards within our the PLCs.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- PLCs
- Digital Assessments
- Common Assessments
- Learning Objectives/Agendas
- Identifying Remediation/Support recipients

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Remediating/Supporting previously identified students (especially D's & Fs)
- Communication (vertically and horizontally) and flexibility to intervene in creative ways especially those students who are far behind in credits while waiting for placement into alternative ed programs.

Category E: School Culture and Support for Student Personal and Academic Growth

Focus Group Member	Department
Marciano Flores	Admin
Monica Silva	Counselor
Sylvia Miranda	Counselor
Sky Becker	ASB
Hillary Holmes	Art
Clovis Clinton	Athletic Director
Sandra Loera	Community Liaison
Balena Lominario	ELA
David Garrison	ELA
Kyle Griffith	ELA
Peter Williams	ELA
Trevor Johnson	ELA
Matt Briney	Global
Michael Klimov	Global
Tanya Avila	Global
Michael Dulisse	Health
Candace Barrios	Math
John Thurston	Math
Stephanie Perez	Math
Mike Aaroe	PE
Gavin Brem	Sci
John Boren	Sci
Juan Romero	Sci
Jeanne Leone	SPED
Megan Lavengood	SPED
Jodie Kaminskis	SS
Mario Delgado	Intervention Specialist

Richard Eric Lee	SS
Teresa Ortiz	Community Liaison
Carmen Schreiber	Librarian
Adriana Espinoza	Classified
Alejandra Gudino	Classified
Ana Reyes	Classified
Anita Ng	Classified
Anthony Santos	Classified
David Bollin	Classified
Francisco Gutierrez	Classified
Janet Castaneda	Classified
Raquel Vargas	Classified

`Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students*.

Findings	Supporting Evidence
There are many opportunities for family, business, industry, and community involvement at Everett Alvarez High School, though there is room for growth. Most stakeholders agree that they would like to see more parental involvement, but also recognize the many challenges the Everett Alvarez High School community faces. In response to the challenge of engaging the community, Everett Alvarez will be holding community-school meetings at community centers as an avenue to reaching out and making involvement more attainable for parents and families. The locations have been selected in an effort to triangulate the feeding community while taking into account the hours of the meetings to evening hours for more parental participation. In an effort to reach parents and the community, Everett Alvarez High School will present and collaborate with the community through our School-Community meeting in September, Parent and Community Conference in October, School-Community Celebration in November, and our End of the year School-Community Reflection Conference in March.	• IEP • Weekly parent meetings • Peacock Acres • Home visits • Migrant (shared with ESMS) • Parent meetings • Phone Calls • PTC • Academic • behavior • Freshman Orientation • Back to School night • Community Based Instruction (CBI) • Senior Awards Night • Sports Banquet • Drug signing • Incoming IEP matriculation • Physicals • Saturday Academy student led parent classes • Title I meeting • Safety Parent Meetings

EAHS will promote conferences and workshops that address strategies and techniques regarding technology use. This includes proper internet etiquette for students, and information dissemination and connection with staff and personnel. Parental involvement at EAHS is lower than desired. It is not unheard of to only have around 400 adults for around 2700 students at Back-to-School Night. Programs such Strengthening Families, ELAC, and Parent Classes during Saturday Eagle Academy have been implemented in an attempt to involve more parents. Since some parents of EAHS students may work multiple jobs or hours not conducive to participation in community involvement opportunities, hours for parent meetings have been reset for evening hours. For students whose parents work seasonally, the time of the year meetings are held may also impact parental availability. An additional struggle is the act of contacting parents. Although official District calls and mailings are sent out in English and Spanish, it is not uncommon for parent contact information to be outdated.Some parents may lack a consistent phone number, consistent address, and/or transportation to attend meetings at EAHS. For all of the reasons above and perhaps more, parental involvement is lower than desired. Efforts are being made reach out to local business, including the hospitality, agriculture, education, and military industries. Currently EAHS presents guest speakers through a variety of programs such as Agriculture Academy, NJROTC, as well as through other school academies. Also, outside resources such as WIC and Monterey Behavioral Health have presented and are involved with conferences for parents. EAHS' lack of vocational and technical programs on-site is a major area of need for the school, and could be a major area to improve student investment in academics and overall school performance. Presently, off-site vocational classes require a two-block commitment, at times dissuading students who cannot make such a commitment due to scheduling or graduation requirements. This is a major area directly relevant to the school's relationship to the community, and a bridge to	• College Fair • Strengthening Families • Learning, teaching practices with school curriculum • ELAC • Interpreter for parents (Area of growth: Interpreter • Classified interpreter • Indigenous speakers • Saturday school classes • Boomerang Project (founders of Link Crew) • Agriculture Speakers • NJROTC speakers • Academy speakers • WIC • Restorative Justice • Monterey Behavioral Health • ROP Class schedule

the community that is lacking and should be considered.	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
The school solicits and employs extensive business and community resources to support and extend learning, though the access may be limited to all students and members of the community. These community resources can be accessed through School-Community conferences on campus as well as through job-fairs and wellness-fairs. These fairs present new job opportunities for students and the community as well as information that can support individual student's and parent's situations and circumstances. Areas of growth could include diversifying the community resources present on campus as well as participation by a greater variety of agencies. The school Interact club also has collaborative partnerships with Natividad Hospital Foundation and the Steinbeck Rotary Club. The club welcomes guest speakers from the community on a weekly basis, as well as a Rotarian advisier present twice weekly. In addition, they hold a yearly fundraiser for the Wendy Baker RN Memorial Fund and have raised $58,000. This club also holds "K's Closet", which distributes donated clothes to students, and leftover clothes are donated to the First United Methodist Church to help their Homeless Shelter.	• Field Trips • Community Resources:MILPA, Behavioral Health, Community Human Services, Gear Up, Upward Bound, and Postpone. • Job Fairs, College Fair, Career Fair • Japanese Program • Guest Speakers • Unified Basketball • ROP Programs • Interact Club

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
There is significant concern regarding the development of policies to provide a safe, clean, and orderly school environment. In particular, student cell phone use in classrooms and the impact on academic learning. At times it is unclear if staff, administration, and teachers have thought through cohesive and effective strategies to respond to this. Issues of concern include discipline (should students be referred/suspended merely for tech violations) and whether students should be allowed access to internet with their phones. The school has policies and procedures in place to address this issue, though technology continues to provide new challenges in this area. Overall policy is robust. Restorative Justice Practices have resulted in success and are recommended. Primary method of educating students about drug/alcohol is in health classes, and through referral of students to Community Health Services (CHS) but as students are not *required* the ultimate results are inconsistent. Red Ribbon Week is held to encourage students to commit to being drug-free. A small minority of students use cigarettes, but a much larger percentage of students have begun using electronic vaping devices. Issues concerning both obscene and racially charged language are not a campus wide endemic but rather an issue that teachers are working with on an individual level. Cyberbullying is an issue for a significant minority of our students, often related to race, gender, and disability.	● California Health and Kids Survey Data ● Student/ staff surveys ● Referrals/suspensions/discipline ● Staff/Student/Janitor/supervisor ratios ● Data on technology violations ● Referral data on cell phones ● Discipline data on drug use on campus ● Curriculum related to drug/alcohol in health classes

While there are regular planning made for disaster preparedness and there no major concerns in the main areas of disaster preparedness, fidelity to procedures needs to be observed to greater degree, both by teachers (first aid backpacks, assigned locations, clipboards) and by administration (pink checklists.) Protocols for entering/exiting campus and parking lot/traffic need to be revisited frequently as the school population changes and community traffic flow changes.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Everett Alvarez high School demonstrates a supportive atmosphere with their daily morning announcements. The announcements highlight school activities, community service opportunities, scholarship opportunities, and student birthdays. It also demonstrates that EAHS values their students' voices by having the students give the announcements every morning. EAHS shows that it cares about the students' learning environment through its school-wide implementation of Positive Behavior Interventions and Supports (PBIS). Teachers emphasize school-wide expectations with students regularly; they emphasise what it means to be safe, respectful, and responsible at EAHS. Teachers reward students that follow these school-wide expectations by handing out Eagle SOARR cards when they observe safe, respectful, or responsible behavior. These Eagle SOARR cards enter students into a school-wide raffle that award prizes to students. Eagles SOARR postcards is another way that EAHS shows students that they care; these postcards are filled out by teachers and they highlight students' positive behavior. Once these postcards are filled out they are mailed to students' homes.	● Daily announcements broadcast and available online through Parent / Student webpage. ● Community service opportunities ● Scholarship opportunities ● Off campus privileges ● PBIS Strategies ● Eagle Soar Cards ● Eagle Pop-up store to exchange Soar Cards for prizes.

EAHS demonstrates concern for the students' academic success by providing multiple avenues for academic support such as Homework Center, Eagle Academy, and the Math 2 Intervention Homeroom. EAHS celebrates the cultural heritage of the students with their numerous clubs and occasions. For example, The Baile Folklorico club is a dance club that performs at many school rallies and assemblies. EAHS also holds a Multicultural Day which recognizes and honors the cultural differences of their student population. EAHS recognizes that there is a high level of inconsistency in implementation of PBIS data/ homeroom lessons. The percentage of teachers giving PBIS lessons is currently low, and has decreased from prior years. Restorative justice practices can be implemented more often because when they are implemented they have shown high levels of success. EAHS also recognizes the disportionate amount of students with disabilities receiving suspensions. To combat suspensions EAHS is providing students a safe space in the Eagle Nest. The Eagle Nest is a classroom where students can go when they are in need of interventions. These interventions are in the categories of academic, attendance, behavior,and emotional. An area of growth to be considered is campus-wide restorative practices.	● Homework Center ● Eagle Academy ● Math 2 Intervention Homeroom ● Student Recognition Programs ● Senior Awards Dinner ● Top 100 Dinner ● Sports Awards ● Top 10 Lunch ● Rotary Lunch ● Rotary Student of the Month ● Everett Alvarez Awards ● Extracurricular ● Multicultural Day ● Student Clubs ● ASB ● Yearbook ● PE leadership ● Restorative Justice Practices ● Eagle Nest Room. Special Programs ● Special Education ● 504 ● Athletics ● NJROTC ● Puente ● DMA ● Ag. Academy ● AVID ● Link Crew ● Migrant Education

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to*

what extent they are included in decision-making.

Findings	Supporting Evidence
Newly hired teachers have new teacher meetings as a cohort with one member of the administration. Department chairs meetings and separate course leads meetings are held with the administration on a monthly basis. Meetings for all certificated staff and the administration occur each month. Classified staff also join in these meetings at least twice per school year. At these meetings administration, instructional coaches, and staff share ideas and concerns for programs and occurrences at EAHS. Administration and instructional coaches are invited into the meetings for Professional Learning Communities (PLCs), or course collaboration groups. Department meeting also can have administrators present. In most cases there is at least one teacher from the relevant department who sits in as part of the interviewing panel for potential new hires. There are Faculty Senate meetings where certificated staff can bring up non-union issues. These issues are then later shared with the principal at the Partnership Administration Leadership (PAL) meeting. The Sunshine Committee uses voluntary contributions to help staff that are having difficult challenges in their lives. They also provide meals for staff at the end of each semester. The committee also host staff comradery-building activities on the weekends.	● PAL ● Faculty Senate ● New teacher meetings ● Department Chair Meetings ● PLC Lead Meetings ● PLC -Wednesday Mornings ● Department Meetings

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are

either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Everett Alvarez is improving the academic and personal support services it provides to students through targeted intervention services. This include interventions are geared towards students who are high achieving or deeply invested in the school. Programs like AVID, Ag Academy, DMA, Puente, Upward Bound, GEAR UP, and various clubs target students' interested in higher education, extra-curricular activities, and community involvement. The counseling department facilitates an annual four-year individualized plan for every student. They make presentations, oversee credit checks, and offer academic counseling for every student. Currently, the student to counselor ratio is nearly 450:1. The Career Center offers a variety of services, such as work permits, career and college exploration, and ROP courses. Freshman English classes visit the Career Center to participate in "Career Cruising." Students complete evaluations to determine possible career pathways for the future and are encouraged to share their findings with their parents. The Career Center also partners with local community members to offer numerous ROP courses and opportunities for students to complete the 60 hours of community service required for graduation. The Career Center hosts college speakers. Students are invited to attend presentations at lunch and during homeroom. Additionally, there are various programs that seek to serve students who are of the highest needs. Such programs like Plato credit recovery, Winter and Spring intersessions, community health services, the Safety Nest, part time mental	● Gear Up ● Upward Bound ● AVID ● Puente ● Tier I & Tier II interventions ● community health services ● student support clubs ● intervention specialist ● counselors ● psychologists ● Homework Center ● Saturday Eagle Academy ● Individual studies for SPED students ● IEP & 504 meetings ● Plato-online course credit recovery ● winter/spring/summer intersession ● co-teaching ● mental health services ● PBIS ● Career Center ● Safety Nest ● Migrant Services ● ELD - sheltered instruction interpreters ● Specialized homerooms ● Strengthening Families

health counselors and interns from CSUMB all intervene with students who are facing the most challenging obstacles. However, multiple services appear to be targeting the two ends of the spectrum - high achieving and highest need students. There is also overlap of these targeted students. For example, "high achieving student" is recruited by multiple programs rather than those services the underserved. There is room for improvement to diversify the reach of these programs into the entire student body. The Safety Nest is being implemented this year to support the mental health of students, which includes possible issues with stress (at home or at school), bullying, or types of emotional struggles. Within the first few weeks of the Safety Nest being open to students, there have been over 30 students who have used this program. Since this is a new program, there still needs to be a review of the processes and results. Additional challenges that the school faces are high turnover among teaching staff and administration. In the last five years there have been 14 different Assistant Principals. Each year the school has roughly 25-30 new teachers every year. This has a significantly detrimental effect on student learning and outcomes. An area of potential need includes gang intervention programs.	

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Our academic counselors review student credit completion once a year and twice a year for seniors. They also check on students who may need extra support periodically throughout the year. We have our "Nest" Wellness Center and Monterey County Behavioral Health Therapist on site to assist with our students that need personal counseling/ health services.	● Counseling meetings ● MCBH office ● Nest Wellness Center

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence

Everett Alvarez has multiple strategies in place but the process and communication of services needs to be simplified so that the feedback is prompt and students can be connected to stated interventions. Students are able to enroll in Plato and Winter and Spring inter-sessions to recover credits. Further, PLC's determine students who need targeted instruction and intervention for Saturday Eagle Academy. For students who seek additional access to rigorous courses and instruction, they are also able to enroll in dual and concurrent enrollment courses through Hartnell. Individual AP teachers offer after school and Saturday workshops for AP test preparation. However, further consideration could be made for a school-wide, systematic approach to AP interventions. Additional growth could be demonstrated through interdisciplinary instruction (e.g. writing instruction for AP history exams). Puente serves a heterogeneous set of nearly 130 students who are a mix of high skill, high motivation and low-skill, low-motivation students. The teachers and assigned counselor maintain a caseload of students across their four years in the program. Designated homerooms, field trips, community service, and community-based curriculum through UC Berkeley allow Puente students access to alternative and rigorous curriculum. Similarly, AVID serves 230 EAHS students across all grade levels with the goal of bridging the gap between high school and post-secondary education. Students who are classified as first-generation college bound or low income are encouraged to enroll at recruitment events in middle schools and prior to their senior year at EAHS. AVID students receive support via study skills, WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) organization, connections to career fairs, college visits, guest speakers, alumni, and community service opportunities that connect the curriculum to students. The Ag Academy and its interdisciplinary set of teachers target students who are doing poorly and conducts parent	• Eagle Nest • Referral System • Parent Teacher Conferences • TFI-Tiered Fidelity Inventory Survey • IEP goals • RFEP monitoring • Homework Center • Saturday Eagle Academy • Plato-online course credit recovery • Winter/Spring/Summer intersession • Mental Health Therapist • Community Health Services • SSTs • Support Services for SPED Students • AP Workshops • Migrant Services • ELD - sheltered instruction interpreters

teacher conferences. They have monthly meetings to prevent poor performing students from falling through the cracks. Having all of the same students makes it easier to find those poor performing students. Junior Ag Academy students are involved in job shadowing, which gives them hands-on experience with their curriculum. The Ag Academy has its students present in annual trade shows, which connect the local business community with their learning. DMA provides students with a selected set of interdisciplinary teachers who support students through their three years in high school and connects them with field opportunities in art and digital media through universities and potential careers. Migrant education provides summer academic support, school supplies, hearing and vision testing, home visits dedicated counselor, support classified staff, field trips, credit recovery) and sheltered instruction. A Community liaison works with parents by providing home contacts and parenting classes. The Homework Center provides opportunities for students struggling academically to work with teachers individually to finish work.	

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Our migrant students are given the opportunity to take courses in Cyber High if they are behind in credits. The students are supervised by our migrant counselor while they work on earning credits. She assists the students if they need support. Students receive a handout and review of how to care for their Chromebook. They are monitored closely while they take the courses and they all know how many credits they've earned while taking Cyber High courses.	● Chromebook handout regarding student's responsibility and care

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence

The leadership and staff at Everett Alvarez ensure that the support services and related activities have a direct relationship to student involvement in learning based on schoolwide learner outcomes and academic standards. Multiple organizations on campus guide our students through a variety of options that may interest them after high school.	● ASB ● School clubs ● Theater ● CTE ● AVID ● Puente ● College field trips ● Career fair ● College fair ● FFA ● NJROTC ● DMA ● Schoolwide rallies ● Poetry contest ● Short story contest ● Mock trial ● Saturday Eagle Academy ● Steinbeck Big Read

E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
Our students who participate in PLATO and Cyber High (migrant students only) receive no support services in their online classes. Many of our Special Needs students and English Learners struggle to complete courses in the PLATO program due to this very reason. Our district LCAP is a 1:1 technology ratio. Every student on campus has a Chromebook. Those who don't have the internet at home are provided a "Hotspot" to take home so they can complete their work.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
The school is continuing to build systems to address the academic needs of its diverse student population and to ensure high levels of rigor for all students. Using the co-teaching method, students with disabilities are mainstreamed into classes in English and Math and receive specialized academic instruction along with general education peers. Co-teachers have common preps and extra planning time over the semester and at breaks to help facilitate deep collaboration to build	● co-teaching classes to provide support in teaching the curriculum. ● para-professionals for support in core science and history classes. ● CM and GRR Supports for all students

scaffolding within the general education curriculum to meet the needs of all students in the classroom. Para-professionals are also "pushed in" to classes where co-teaching is not available (science and history) to support students with disabilities who are in Common Core classes. Students with Disabilities can also receive support in an Individual Studies class, taught by a Special Education Teacher as a part of their accommodations, depending on their IEP. All tenured teachers on site have participated in training for both Constructing Meaning and Gradual Release of Responsibility, two evidence-based District initiatives that support the academic achievement of all students, but are particularly supportive of English language learners and students with disabilities. Non-tenured teachers receive this training in their 2nd year in the District, but have the support of instructional coaches and new teacher meetings to help them scaffold for students in the classroom. The school has worked hard over the last few years to increase the academic supports as more rigorous Common Core classes and materials have been adopted. There is homework help/tutorial after school, where classroom teachers in a wide variety of subject areas (English, math, science, Spanish, history) work with students one on one or in small groups. This year the school expanded their Saturday Eagle Academy (SEA) to every other weekend, allowing students to get support from teachers and college tutors, benefit from subject specific interventions, recover attendance credit, or just have some extra quiet time to work on homework. These academic interventions and supports are coordinated by our Intervention Specialist. This district pays for one Intervention Specialist at each site, but Alvarez has opted to use site funds to pay for an additional Intervention Specialist to expand our programming. Our Intervention Specialists also support the academic support of students by placing students in Tier 2 intervention homerooms. The homerooms that specifically support the academics of students include: Academic Seminar (2 sections), Why Try (3 sections), Math 2 Intervention (1 section), Biology Intervention (1 section), AP Bio/Marine Bio Intervention (1 section), and SAT prep (1 section). Other speciality homerooms that primarily support social/emotional development of students but have a secondary effect of	● individual studies ● Homeroom Tutorial Supports ● Homework Center ● Saturday Eagle Academy ● specialized homerooms ● Special Ed has specialized homerooms ● materials & supplies ● PLC ● Master Schedule ● Next Generation Science (NGS) courses

supporting student academics include: Check and Connect (2 sections) and Mending Matters (2 sections). With clear entrance and exit criteria for each homeroom, the Intervention Specialists can quickly place students who are referred for support into programming with minimum delay. Our Special Education department also has specialized homerooms to give them extra time with students on their caseload who may not need co-teaching or Individual Studies classes. The school has recently begun asking PLC groups to examine grade data and analyze that data. Starting at the semester and continuing at the quarter, D/F grade data is shared with individual teachers and with PLCs (teacher names redacted for PLC data). PLCs are given data analysis protocol sheets to use to analyze this data as a group and are specifically asked to look at EL and SPED subgroups to determine if any patterns are noticed or if any specific supports are needed. PLCs are encouraged to use this data to inform their planning, to build interventions, and to reflect on teaching practices and common agreements.	

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
The school ensures that there are available opportunities for involvement in curricular and co-curricular activities that address outcomes, academics, and college and career-readiness standards. For students who seek additional access to rigorous courses and instruction, they are also able to enroll in dual and concurrent enrollment courses through Hartnell. Individual AP teachers offer after school and Saturday workshops for AP test preparation. However, further consideration could be made for a school-wide, systematic approach to AP interventions. Additional growth could be demonstrated through interdisciplinary instruction (e.g. writing instruction for AP	• ASB • School clubs (Young Scholars, college club) • Gear Up • Upward Bound • Theater • CTE • AVID • Puente • College field trips • Career fair • College fair

history exams). Puente serves a heterogeneous set of nearly 130 students who are a mix of high skill, high motivation and low-skill, low-motivation students. The teachers and assigned counselor maintain a caseload of students across their four years in the program. Designated homerooms, field trips, community service, and community-based curriculum through UC Berkeley allow Puente students access to alternative and rigorous curriculum. Similarly, AVID serves 230 EAHS students across all grade levels with the goal of bridging the gap between high school and post-secondary education. Students who are classified as first-generation college bound or low income are encouraged to enroll at recruitment events in middle schools and prior to their senior year at EAHS. AVID students receive support via study skills, WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) organization, connections to career fairs, college visits, guest speakers, alumni, and community service opportunities that connect the curriculum to students. The Ag Academy and its interdisciplinary set of teachers target students who are doing poorly and conducts parent teacher conferences. They have monthly meetings to prevent poor performing students from falling through the cracks. Having all of the same students makes it easier to find those poor performing students. Junior Ag Academy students are involved in job shadowing, which gives them hands-on experience with their curriculum. The Ag Academy has its students present in annual trade shows, which connect the local business community with their learning. DMA provides students with a selected set of interdisciplinary teachers who support students through their three years in high school and connects them with field opportunities in art and digital media through universities and potential careers. With a growing and changing population we are challenged with finding a variety of individualized activities and opportunities for every student.	• FFA • NJROTC • DMA • Schoolwide rallies • Poetry contest • Short story contest • Mock trial • Saturday Eagle Academy • Steinbeck Big Read • Ag Academy • National Honor Society • California Scholarship Federation • Specialized Homerooms

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Our current students participate in PLATO either in a class period during the day or after school. They are fully a part of socialization and involvement in our school. They have access to participate in anything and everything Everett Alvarez High School has to offer in regards to sports, clubs, yearbook, etc.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

EAHS has a strong school culture and supports for our diverse student population. We continue to review data and implement new strategies where needed. We have some areas of needed improvements, but programs are in place and have continued to improve to meet these needs. Some areas of employment and retention need to be reviewed. The criteria in category E enable us to address the critical learner need: an increase in the number of students who feel engaged, supported, and safe at school is needed.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- There are many opportunities for family, business, industry, and community involvement at Everett Alvarez High School and the school community is actively involved with our activities. The EAHS Interact Club
- **Everett** Alvarez is improving adequate and effective academic and personal support services through targeted intervention services that support students across multiple groups. In particular, some interventions are geared towards students who are high achieving or deeply vested in the school. Programs like AVID, Ag Academy, DMA, Puente, Upward Bound, GEAR UP, and various clubs target students interested in higher education, extra-curricular activities, and community involvement.
- The school ensures that there are available opportunities for involvement in curricular and co-curricular activities that address outcomes, academics, and college and career-readiness standards.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Specific gang intervention programs and additional resources needed.
- Additional challenges that the school faces are high turnover among teaching staff and administration. In the last five years there have been 14 different Assistant Principals. Each year the school has roughly 25-30 new teachers every year. This has a significantly detrimental effect on student learning and outcomes. This type of turnover is difficult for managing multi-tiered and personalized interventions.
  Require additional data of whether or not Equitable Support to Enable All Students Access to a Rigorous Curriculum is regularly examined.
- With a growing and changing population we are challenged with finding a variety of individualized activities and opportunities for every student.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Technology use by student and staff has made tremendous growth since our last WASC Report. The entire District has implemented a 1:1 Chromebook to student ratio. The District has updated the infrastructure system, support staff, and trainings. Growth in this area is continuing so that staff becomes more effective with technology use for student learning.

- The Professional Learning Community PLC model has become an imbedded common terminology and communication system among the site culture and the District for educational planning. Driven by the four essential questions of PLC, which focuses on what students need to learn and how well they learn it, has helped our grade level and curriculum teams. Having weekly late starts on Wednesdays driven by teachers has become an excellent focus on student learning. Use of data to inform instruction and plan reteaching is an area of growth.

- Multi-Tier Systems of Support for students is an umbrella that has been expanded and is rapidly becoming a strength. Coordination of numerous site developed activities needs to continue to be made to increase the achievement of all students. In particular, remediation support for low achieving students is an area of growth. As well as implementing an action plan for each Tier of MTSS so that students needs are met.

- Staffing turnover continues to hinder a smooth implementation of WASC recommendations. Some of this is a normal turnover of staff, but when combined with the changes facing Everett Alvarez High School, it is an area of continued growth. As previously stated there has been over a 100% change in administration staff. With student growth, there has been a third new added positions to the site. Some of the core curriculum content areas have been hit the hardest and replacements have been either difficult in filling or late in hiring. New teacher District required staff development trainings have made it a rigorous transition for newly hired replacement staff.

- A lack of site autonomy is a need across the categories that stands out. We are a multi-high school district in which Everett Alvarez student needs sometimes differ from other sites. District-wide decision making without addressing our unique student and site needs impacts implementation.





EVERETT ALVAREZ HIGH SCHOOL

CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

2018-2019

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

The following critical learner needs were identified through an analysis of the data and input from the Focus Groups and Leaders:

Increased student numeracy and literacy achievement through transition efforts to Common Core Standards along with textbook series implementation is needed. In particular, continued remediation efforts for low achieving student populations is needed in the form of remediation support.

- We currently have used the Professional Learning Community model to increase student achievement in transitioning to Common Core Standards. With a growing and changing student body, there is an ongoing need to provide assistance and remediation strategies for low achieving populations. With new data results being generated from new state testing we will continue to make effective adjustments in student instruction. Examples include homeroom strategies and content area revisions made based upon student achievement results.

An increase of the number of students who feel engaged, supported, and safe at school is needed.

- We have implemented a Multi-Tier Systems of Support for students as an umbrella for specific programs and activities to increase student feeling engaged, supported, and safer at Everett Alvarez. This has included Eagles Nest Intervention specialists and a planned campus wellness facility. A continued expansion of clubs, sports, and activities on campus is ongoing. Outside agency sources are contracted to provide student mental health and wellness support. Other staffing to address this includes a Probation officer, and six campus supervisors. Student Learning Outcomes have been agreed upon and included in PBIS Planning so that students will achieve academic success, become responsible learners, and do so with respect and honor.

Areas of need resulting in inconsistent student achievement needs to be addressed.

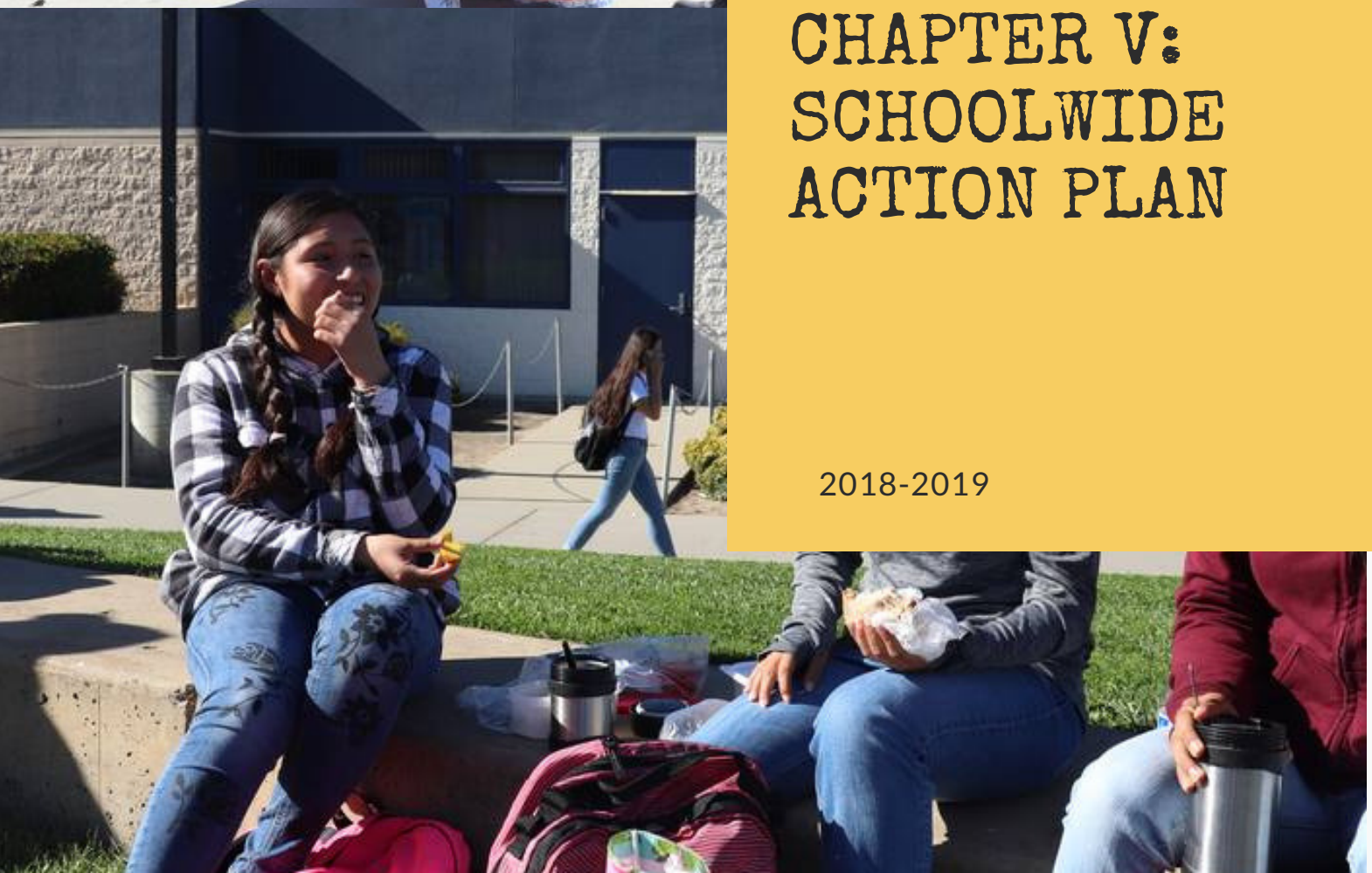
- Our A-G completion rates, graduation rates, some core content areas and attendance results have been high when compared with local, county and state data. Other areas have not been as effective including certain content areas and student discipline rates. Increased analysis of student data and efforts to increase student achievement in all Core Content areas is being made. New data results from the California Dashboard Testing will be used to determine if the Student SLO’s are effectively implemented and achieved.



EVERETT ALVAREZ HIGH SCHOOL

CHAPTER V: SCHOOLWIDE ACTION PLAN

2018-2019



Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

BOARD GOAL:
Increase the achievement of all students through effective instruction, an engaging curriculum, and aligned assessments. Ensure that the District resources are aligned, integrated, and evaluated.
LCAP GOAL:
The performance and opportunity gap will be eliminated- all students will graduate college and/or career ready

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
1.1 Teacher Teams will collaborate to deliver effective instruction and intervention in their Professional Learning Communities to eliminate the performance and opportunity gap for all students. 1.1a. Collaborative teams will identify students via common formative assessments to ensure that students are mastering essential standards. Teachers will design and implement targeted interventions	Implementation on Track	Monitor and adjust at the end of each grading period. Minimum every 3 weeks	Site Administrators supporting specific PLC Team; course leads Course Leads and team members	PLC Course Lead Stipend (20 Teachers) PD for Course Leads Materials and Supplies Collaboration for Teachers EWAs, Subs	Certificated Salaries and Benefits 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	LCFF District LCFF District Title I Part A: Disadvantaged Students Title I Part A: Disadvantaged Students	35,551 5,000 9,000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
for students. This will include such things as spiraled, extended learning, homeroom, tutorials, etc. 1.1c. Instructional Aides will be given non-instructional time to work with their teachers a minimum of once each quarter.		Minimum every 3 weeks	Principal, Assistant Principals, Course Leads and team members Instructional Coaches, Teachers	Release Days (2 per semester) for calibration of 12 Grade ERWC writing projects. ELA 12 teachers. (Subs) Subs 1.c EWA's	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students Title I Part A: Disadvantaged Students Title I Part A: Disadvantaged Students	2,000 5,000 2,000	
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**		CFA data, student progress report grades. Collab team google doc data and meeting minutes. Core Content area PLC teams will develop, administer and analyze a minimum of three common formative assessments per quarter. PLC team will develop and implement an intervention plan based on CFA data. The percentage of students receiving D's and F's in A-G required courses will decrease by 5%. Students scoring Level 3 or higher on the SBAC will increase by 5%.						
Data used to form this goal		A-G Pass/Fail rates, SBAC Scores (not available until following year)						
1.2 Sites will implement and monitor an effective academic intervention program	Implementation on Track	2018-2019 Identify students during every	Site Administrators, Intervention Specialist, Counselors, Collab Team	1.0 FTE Intervention Specialist (TBA)	Certificated Salaries and Benefits	LCFF District	119,640	Delgado

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
to ensure successful preparation for college and/or a career. 1.2 a Intervention Specialists and Counselors collaborate to determine students who are not on track to graduate and/or A-G compliant. Students will attend targeted academic intervention, including credit accrual opportunities. Other opportunities will include: ·Academic support before school, after school, intercession, and/or during summer learning programs, • Saturday Boot Camps, and specialized intensive interventions. • Purchasing supplemental materials to support alternative support		progress report period. Extended learning will run every 6 weeks as follows: Mid Sept - End of October, November - January, February • April Quarter grades Semester grades First quarter identify students Fall Winter Intersession Quarterly reports/data to AP in charge of counseling department	members	0.2 FTE PLATO Teacher for SED, FY, and ELs (Wood)	Certificated Salaries and Benefits	LCFF District	27,833	Wood
				EWAs for PE Intervention for 9th Graders (40 hours)	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	5,000	
				EWAs for Saturday Academy (4 Teachers x 4 hours x 18 weeks)	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	17,000	
				PLATO Licenses	5000-5999: Services And Other Operating Expenditures	LCFF District		
				R180 Licenses	5000-5999: Services And Other Operating Expenditures	LCFF District		
				AR Licenses	5000-5999: Services And Other Operating Expenditures	LCFF District		
				1.0 FTE Intervention Specialist (TBA)	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	60,322	
				EWAs for teachers to support parent education	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	3,000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
services • Winter Intercession • Saturday Eagle Academy • Other Services and programs that remove barriers to promote academic achievement • SEA Parent Education • High quality small group academic tutoring (minimum of 5 students). • Outdoor learning experiences for Science/Math (Recycling/Gardening Centers, etc. • Study skills, reading, math academy, typing, iPass, Plato			PE Teachers	EWA's Tutorials	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	10,000	
				Classified IA EWAs	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	10,000	
				Materials and Supplies for Intersession, Saturday Academies, Before and After School	4000-4999: Books And Supplies	Title I Part A: SES	15,544	
				Title I Benefits for all certificated	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	48,344	
				Title 1 Benefits for all classafied	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	8,161	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
• PE Intevention s • Appropriate field trips to improve a college-going, academicall y-focused mindset. 1.2b Counselors and Intervention Specialist will identify and recruit 9th grade students to attend tutorials and credit accrual intersession. Students that complete intersession may attend post secondary field trips. 1. 2c PE teachers will conduct pre-test during the first quarter and will identify students needing additional support. Students will set personal goals based on Fitness Gram results. Students will take the PFT official test in the Spring.			Career Counselor. Assistant Principal	Materials and Supplies (Includes Dept. Allocations) ELA - $16,000 Math - $16,000 Science - $16,000 Social Studies - $10,000 PE - $8,000 Health -$2,000 World Languages - $2,000 (Amounts are estimated bases upon departmental requests)	4000-4999: Books And Supplies	LCFF Site	3,820	
				Supplies	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	41,428	
				5 tutors x 80 hrs	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	9,000	
				Field Trips/Transporta tion	5000-5999: Services And Other Operating Expenditures	LCFF Site	11,000	
				Spring and WInter Intersession Teachers	1000-1999: Certificated Personnel Salaries	LCFF Site	11,000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
1. 2d Supplemental activities for Core Subject Areas. (ie. Mathletics) 1. 2e PBIS TIer 2 & Tier 3 teams will evaluate at risk student needs. Extended learning opportunities and specific behavioral interventions (MTSS) will be provided for students who are struggling. 1. 2g Conduct a student/parent orientation to communicate programs and resources. 1. 2h All EL, FY, LI students will be given the opportunity to address A-G, CCI and graduation								Proposed to add $14,000 to this amount from Goal 3.1 at Aug. 22, SSC
				Licenses for Software, Web-based Programs to support core classes. (Kami, etc)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	9,000	Propose moving $9,000 from materials and supplies - same goal at 8/22/18 SSC
				Field Trips - incl. Transportation	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: SES	20,000	
				Field Trip - incl. Transportation	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	16,193	
				Mathletics Coordinator	1000-1999: Certificated Personnel Salaries	LCFF Site	500	
				Materials and Supplies	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	15,000	
				Software Licensing Fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	4,000	
				Benefits Certificated	3000-3999: Employee Benefits	LCFF Site	12,419	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
eligibility deficiencies. Counselors and intervention specialists will facilitate students access to recovery programs. 1. 2i Intersessions PLATO, Extended Learning X & Y Periods Instructional Aides (bilingual required) will be provided to assist students who are struggling to achieve A-G and graduation requirements. 1. 2j These interventions will address the needs of 9th grade EL's/Foster Youth. (Early intervention) 1.2k College/University FIeld Trips for students, including ELD 1 and ELD 2 Field Trips, trips for specific academic programs and grade				Informational Night 1 counselor + 2 teachers x 3 hours	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,000	
				Communication	5900: Communications	Title I Part A: Parent Involvement	3,136	
				Translation/Interpretation for informational nights - EWAs Classified	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,371	
				Translation - EWAs Certificated	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1228	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
levels.(College/University, Outdoor Experiences)								
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)		Students completing all A-G requirements will increase by 5%. Graduation rate will increase by 3%. 9th and 10th grade students on-track for graduation will increase by 5%.						
Data used to form this goal		A-G completion rates. Graduation rates. CCI						
1.3 Students will have a 4-6 year academic plan to ensure a successful college and/or career pathway. 1. 3a Site:Counselors will develop 4 year plans with every student and hold grade level information nights for parents/guardians. Middle School counselors will collaborate with High School counselors and identify students needing summer bridge before entering 9th grade. 1. 3b Career Counselor will coordinate with counselors and CTE	Implementation on Track	2018-2019 Plans will be developed every year. Parent nights will be held September, October, February and March June 2018 - July 2018 Plans will be developed every year. Parent nights will be held September, October, February and	Administrator over counselors, counselors AP overseeing counseling department Counselors Classified Support Administration, Counselors Career Counselor, Counselors, CTE Coordinator	1.0 FTE Counselor	Certificated Salaries and Benefits	LCFF District	125,146	Mondragon
				EWAs for 4-6 year plan development- 40 hrs high school	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	1,000	
				College Board PSAT Testing Fees for SED, EL, and FY 8th, 10th, 11th grade students	5000-5999: Services And Other Operating Expenditures	LCFF District		
				Materials and supplies for Foster Youth	4000-4999: Books And Supplies	LCFF District		
				EWAs- 6 counselors x 3 hrs x 4 nights	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	1,000	
				Classified Support for parent/student nights	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000	
				Materials and Supplies	4000-4999: Books And Supplies	LCFF Site	4,028	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
district coordinator to present at parent/student nights 1. 3c All 9th grade students will take the Career Cruiser Inventory assessment to gauge career interests and counselors will modify 4 year plan based on results Counselors will continue to support students to prepare for Accuplacer, EAP exam, PSAT and SAT. 1. 3d Career Counselor will collaborate with counseling department on academic program recruitment and student retention rates. 1.3 e All EL, FY, LI 11th grade students will take the PSAT/SAT and will be given the opportunity to attend prep classes. 1. 3f Informational parent/student nights will be conducted to		March October October 19,2018 March 29,2019 January - March Every grading period. Sessions conducted September - November and January - May.	Administration, Counselors, AP Teachers	Parent Night Additional EWA	1000-1999: Certificated Personnel Salaries	LCFF Site	2,000	
				Transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: SES	3,000	
				AP Teacher EWAs	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	10,000	
				Software 1.3 f,g	5800: Professional/Consulting Services And Operating Expenditures	LCFF Site	2,000	
				Materials and Supplies	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	5,000	
				Ext. Learning for CTE - 2 teachers x 4 hrs x 20 weeks	1000-1999: Certificated Personnel Salaries	LCFF Site	4,400	
				Testing Cost	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students		
				Parent Communication (all)	5900: Communications	LCFF Site	5,000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
inform and recruit students towards an AP pathway or single course. 1.3 g AP teachers will monitor student progress and conduct study sessions to increase student passage rates. To include appropriate software and other Licenses for testing Prep, and AP Digital Access licenses 1.3h Advanced Placement tutorials for FY, EL's, and LI Additional Assistance for testing. 1.3i Mailings and other communications for parents.				Parent Communication 1.3 a-f (postage) Salary - 5 AP teachers x 3 hrs x 2 nights + 1 counselor x 3 hrs x 2 nights 1.3a, b	5900: Communications 1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement Title I Part A: Disadvantaged Students	1,000 1,550	
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**	Increase graduation rates by 3% Increase A-G completion rates by 5% Increase the completion rates of CTE pathways and number of certifications by 2% Increase enrollment of AP students by 5% Students scoring a 3 or higher on the AP exam will increase by 5%							

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
Data used to form this goal		Monitoring number of 4 year plans completed, parent attendance, parent evaluations. Parent attendance, AP student enrollment, AP exam data, A-G data, CTE data, graduation rates AP exam data, Tutorial records						
1.4 Sites will implement and monitor a comprehensive and consistent English Learner Program to eliminate the performance and opportunity gap for English Learners. 1.4 a An English Learner (EL) Specialist will support the administration in coordinating the school's program for English Learners. The EL Specialist will support teachers through instructional coaching and model lesson delivery. The EL Specialist will monitor EL student academic progress, communicate with parents, collaborate with teachers, counselors and intervention team. The EL Specialist will coordinate the ELAC meetings in	Implementation on Track	2018-2019 One Fall, One Spring	Administrator over English Learner Program, EL Specialist AP in charge of ELs, EL Specialist, ELD/LAD teachers. Administration, EL Specialist,ParaProfessionals	1.0 FTE EL Specialist 1.0 FTE EL Student Support Clerk 2 Part-time Bilingual Para-Educators EWAs for ELPAC Testers Rosetta Stone Licenses Mtg Supplies 1.4 a Parent Meeting EWA Mtg Snacks	Certificated Salaries and Benefits Classified Salaries and Benefits Classified Salaries and Benefits Classified Salaries and Benefits 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF District LCFF District LCFF District LCFF District LCFF District Title III: Immigrant Title I Part A: Parent Involvement Title III: Immigrant	131,974 68,612 45,662 100	Bassler Tapia Juarez and Teats

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
cooperation with the AP in charge of ELs. 1.4. b An EL Program Clerk will provide clerical assistance to the EL Specialist, and provide supplemental instructional support for EL students. 1.4c Bilingual Para-Professionals will be assigned to teachers with high numbers of ELD students. The EL Specialist will provide training/coaching for Para-Professionals and teachers. 1.4d Supplemental resources will be provided for EL and RFEP students to promote academic success. Additional resources will be provided to benefit EL and RFEP students using CM/GRR strategies. 1.4e Field trip aligned to lessons for ELD students		One Fall One Spring	Administration, EL Specialist, EL Clerk. Librarian, Teachers, Intervention Specialist AP in charge of ELs, EL Specialists, ELD/LAD Teachers.	Parent Meeting EWA	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	100	Replace days for ELD 1 & 2 Collab/Learning walks 1000's Title III Immigrant 1,000. Benefits 3000's Title III Immigrant 206
				Paraprofessional to support ELL's	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	36,051	
				Materials and Supplies	4000-4999: Books And Supplies	Title III: Immigrant	3,039	
				Library Materials for EL's (High Interest/Low ability) .4d	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	6,238	
				Educational and Cultural Field Trips	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	3,000	1.4c Paraprofessional to support ELD/ACD 2000's Title III LEP $36,051.Benegits 3000's Title III LEP $10,708
				ELPAC Tester 100 hours	2000-2999: Classified Personnel Salaries	LCFF Site		

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
1.4f Provide supplemental instructional support through extended learning classes for EL students. 1.4 g Systematic ELD trained teachers will participate in forms of professional sharing. Students will take pre and post assessment.				Benefits Paraprofessionals	3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	10,708	
				Benefits for Rosetta Stone	3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	1,234	
				Transportation .4e	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	15,000	ELD Field trip 5000's Title III Immigrant 4261
				Postage	5900: Communications	Title III Part A: Language Instruction for LEP Students	2000	
				Rosetta Stone Teacher EWA	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	1,000	
				Materials and Supplies	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	1,000	
				Release day for ELD teacher collaboration/learning walks	1000-1999: Certificated Personnel Salaries	Title III: Immigrant	1,000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
				Benefits for Release Days	3000-3999: Employee Benefits	Title III: Immigrant	206	
				Educational field trip for ELD students	5000-5999: Services And Other Operating Expenditures	Title III: Immigrant	4,261	
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**		100% of the teachers trained in Systematic ELD will implement at the emerging level. 100% of the ELD program will be teachers trained in Systematic ELD and implement at the emerging level						
1.5 Sites will implement and monitor and effective Summer Bridge/Summer School program that will support the elimination of the performance and opportunity gap for all students.	Implementation on Track	2018-2019	Administrator over Summer Bridge/Summer School, Summer Bridge/Summer School Teacher in Charge, Counselor	EWAs for Summer School Teacher in Charge (224 Hours)	Certificated Salaries and Benefits	LCFF District	11,795	
				EWAs for Summer School (20 Teachers x 150 Hours)	Certificated Salaries and Benefits	LCFF District	157,952	
				EWAs for Summer School Counselor Support (60 Hours)	Certificated Salaries and Benefits	LCFF District	3,160	
				EWAs for Summer School Clerical Support (224 Hours)	Classified Salaries and Benefits	LCFF District	5,282	
				EWAs for Summer School Campus Supervisor (150 hours)	Classified Salaries and Benefits	LCFF District	2,842	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
				Summer School/Summer Bridge Materials and Supplies	4000-4999: Books And Supplies	LCFF District	4,000	
				Summer School Fieldtrip	5000-5999: Services And Other Operating Expenditures	LCFF District	3,000	
				EWA 1 Counselor x 48 hour	1000-1999: Certificated Personnel Salaries	LCFF Site	2,000	
				Summer School Field Trip	5000-5999: Services And Other Operating Expenditures	Title I Part A: SES	7000	
				Summer School Materials and Supplies	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	3000	
				EWAs Summer Intersession	1000-1999: Certificated Personnel Salaries	Title I Part A: SES	5,000	
				Title I SES Benefits	3000-3999: Employee Benefits	Title I Part A: SES	1,028	
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)		Students on track to graduate in grades 9-11 will increase by 3%.						
Data used to form this goal		Student credit data, A-G completion, credit recovery data						
1.6 Sites will develop and monitor a comprehensive and model AVID Program.	Implementation on Track	2018-2019	Administrator over AVID and AVID Coordinator	EWAs for AVID Tutors	Certificated Salaries and Benefits	LCFF District	5,033	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
1.6a The school will continue to support and expand the Advancement Via Individual Determination (AVID) Program. This will include providing PD, material support, and appropriate experiences for the AVID students.			Assistant Principal, AVID Site Team Coordinator and AVID Site Team Members	Substitute teacher for AVID fields trips or collaboration	Certificated Salaries and Benefits	LCFF District	474	
				AVID field trip	5000-5999: Services And Other Operating Expenditures	LCFF District	4,000	
				AVID Summer Institute	5000-5999: Services And Other Operating Expenditures	LCFF District	10,000	
				AVID Materials and Supplies	4000-4999: Books And Supplies	LCFF District	1,000	
				AVID Site Membership	5000-5999: Services And Other Operating Expenditures	LCFF District		
				AVID Tutor fingerprinting cost	5000-5999: Services And Other Operating Expenditures	LCFF District		
				Coordinator EWA	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	3000	
				Field Trip	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	3000	
				Summer Institute	5800: Professional/Consulting Services And Operating Expenditures	LCFF Site	10000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
				Tutors	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	9000	
				Field Trip	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: SES	4000	
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)		75% of the staff will receive training in AVID strategies						
Data used to form this goal		PD and Training agendas, sign-in sheets						
1.7 Sites will ensure technology is is used to deliver effective instruction. 1.7a Content area teachers will design lessons with embedded use of technology. (i.e. google classroom, kahoot, padlet, google docs, CFA's on Illuminate, etc). Teacher will also have functional, serviceable technology in their classrooms. 1.7b All teachers will attend 2 Professional Development programs related to designing	Implementation on Track	2018-2019 1 lesson per quarter 1 Fall, 1 Spring	Administrator over Technology Integration, Site Ed Tech Coach Admin, Ed Tech TSA, Instructional Coaches, Teachers Administrators, Ed Tech TSA, Instructional Coaches	0.6 FTE Ed Tech Coach	Certificated Salaries and Benefits	LCFF District	56,599	Ghan
				EWAs for District Winter and Summer Tech PD	Certificated Salaries and Benefits	LCFF District		
				EWA's for District After school PD	Certificated Salaries and Benefits	LCFF District		
				Replacement of Technology	4000-4999: Books And Supplies	LCFF District		
				Repair of Technology	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
				Technology Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF District		

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
lessons with the embedded use of technology. 1.7c Teachers may attend a Summer Tech Conference, or conference during the school year (eg. CUE) 1.7d Website is maintained to support effective communication with all stakeholder groups.				Sub Costs	1000-1999: Certificated Personnel Salaries	LCFF Site	2000	
				Materials and Supplies	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	5,000	
				Materials and Supplies	4000-4999: Books And Supplies	LCFF Site	5000	
				EWAs	1000-1999: Certificated Personnel Salaries	LCFF Site	2000	
				Subs	1000-1999: Certificated Personnel Salaries	LCFF Site	2000	
				Conference	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	10,000	
				Website	1000-1999: Certificated Personnel Salaries	LCFF Site		
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**	Increase teacher and student usage by 10% based on Bright Byte Survey 100% of teachers will participate in at least two sessions of technology training per year. Intervention Specialist will participate in RTI, CFA, PBIS, and PLC training							
Data used to form this goal	2018-19 Bright Byte Survey data Lesson plans and assessments Student work and data Evaluation form, SWISS data							

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
1.8 Sites will support the implementation of Next Generation Science Standards (NGSS).	Implementation on Track	2018-2019	Site Administrators over Science, Science Department, Science Course Leads	UC Berkeley BaySci- NGSS Strategic Planning	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
				Science Fair Stipends	Certificated Salaries and Benefits	LCFF District	1,500	
				Science Fair State Competition Travel	5000-5999: Services And Other Operating Expenditures	LCFF District		
				Science Fair Materials and Supplies	4000-4999: Books And Supplies	LCFF District	2,500	
				NGSS Materials and Equipment- determined by number of Science sections	4000-4999: Books And Supplies	LCFF District		
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)		Science faculty will receive training in NGSS 1						
Data used to form this goal		Training agendas, sign-in sheets						
1.9 Core Content area teachers will be released to develop lesson plans and assessments aligned to CCCS/NGSS.	Implementation on Track	2018-19	Administrators, Intervention Specialist	Teacher EWAs 1.9	1000-1999: Certificated Personnel Salaries	LCFF Site	2,000	
				Teacher- Subs	1000-1999: Certificated Personnel Salaries	LCFF Site	1,000	
Expected Annual Measurable Outcome		100% of core content area teachers will participate in professional development and learning to deepen their knowledge of						

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
(Outcomes should be specific, measurable, achievable, relevant and time bound.)		CCSS/NGSS, create lessons and assessments.						
Data used to form this goal								

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

BOARD GOAL:
Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, and diverse. Ensure that the District resources are aligned, integrated, and evaluated.
LCAP GOAL:
Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent.

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
2.1 To recruit and retain highly qualified teachers.	Implementation Complete	2018-19	Human resources department, principals, assistant principala	Hiring Bonus for Core Content and SPED Teachers	Certificated Salaries and Benefits	LCFF District		
				Frontlne/My Learning Platform- PD Data Management System	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
				Innovation Teacher Grant (Manage through site PAL Process)	None Specified	LCFF District		
2.2 Professional develoment for certificated and classified employees will be aligned to	Implementation on Track	At the beginning of school. Midyear. End of school.	Educational Services Deparment, Stie Administrators, Instructional Coaches, Ed Tech	Site Instructional Coaches	Certificated Salaries and Benefits	LCFF District	152,598	.4 Castillo, .4 Zelensky, .4 Vacancy

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
district initiatives. 2.2a Site: All teachers will participate in two forms of professional sharing. 2.2b Teachers will self-assess three times a year. The ILT team will conduct at least two learning walks per year. 2.2c All tenured and experienced probationary teachers will complete the required GRR and CM training. 2.2d IC's and potential IC's will attend PD to keep IC status current and to be able to support best practices for PLC, common core, ELD and technology. 2.2e Course leads will attend PLC trainings and course lead meetings with administrator. Course leads will participate in one ILT Learning Walk with Instructional Coaches, Administration and support faculty PLC		2 days before school starts. 3 days during school year Monthly meetings Ed Tech Teachers	Coaches AP in charge of IC;s, Instructional Coaches, EL Specialist. Principal, Assistant Principal, Instructional Coaches, Course Leads	EWAs for Classified Staff PD Sponsored by Human Resources	Classified Salaries and Benefits	LCFF District		
				EWAs for Certificated Staff PD for ED Services	Certificated Salaries and Benefits	LCFF District		
				Substitutes for Certificated Staff PD for Ed Services	Certificated Salaries and Benefits	LCFF District		
				Salary and Benefits for Itinerant Substitute Teachers for Ed Services	Certificated Salaries and Benefits	LCFF District		
				Professional Consultants for Ed Services	5000-5999: Services And Other Operating Expenditures	LCFF District		
				Travel and Conferences for Ed Services	5000-5999: Services And Other Operating Expenditures	LCFF District		
				Learning Walks - sub costs	1000-1999: Certificated Personnel Salaries	LCFF Site	2000	
				Instructional Coaches EWA's for support	1000-1999: Certificated Personnel Salaries	LCFF Site	3000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
professional learning. 2.2f Teachers will participate in two sessions of technology professional development and develop a lesson embedding technology within their content area. 2.2g Classified Professional Development 2.2h Provide professional development/training opportunities for staff in order to improve retention and student achievment to include developing, monitoring and improving the school success plan, improvements plans, and self study (WASC). As appropriate, parents will be invited to participate. 2.2i All professional development should be in research based strategies to improve student achievement. 2.2j Professional			Administration, Instructional Coaches, Teachers.	Sub Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	10,000	
				Travel and Conference	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	9,556	
				Conferences	5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	10,000	
				EWAs	1000-1999: Certificated Personnel Salaries	LCFF Site	1,500	
				Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF District		

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
development priority will be given to training in key district initiatives including GRR, CM, PBIS, PLC and Common Core and supplemental support programs, ie Read 180. 2.2j Learning Walks are for teachers, administrators, counselors, and classified staff to participate in.				Professional Development training, conferences, workshops, including, but not limited to: ELA: College Board, SAT Prep, TESOL, CATE, NCTE, CABE, and others Math - PLC, Assessment, and others Social Studies - NCSS (11/29-12/2), CCSS 2019, and others PE - SHAPE Conf. (4/9-13), Scape Conf 11/8-10), CAHPERD(2/21-23) Global Lang: MBWLP workshops, CLTA, Am Council on TFL, and others. And other PD opportunities. Admin - will attend with other teams as appropriate, also admin retreat, and PLC training, and PBIS.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	26,594	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)		95% of content area teachers will be trained in GRR and CM excluding first year teachers new to the profession. 85% of teachers that are trained will self-assess at the effective level of GRR/CM implementation. 100% Instructional coaches and EL Specialist will be CM Trainers. 100% Instructional Coaches and EL Specialists will attend IC monthly collaboratives 90% of course leads will have attended PLC, RTI and CFA trainings 90% of core content course leads will participate in one ILT Learning Walk						
Data used to form this goal		Completion rates Attendance of Conferences						
2.3 Supports and resources will be provided to New Teachers ensure retention and development. 2.3a New teachers will be assigned a BTSA mentor. All teachers will have release time for peer observations. 2.3b Certificated staff lead will meet with new teachers to provide on going support. 2.3c Collaborative team will support new teacher during PLC time. 2.3d New teachers will take part in collaborative professional	Implementation on Track	Monthly	Human Resources Department, Adminstrator over new teacher support, mentor teachers Administrator in charge of New Teachers. Teacher Lead, Course Lead. Instructional Coaches	Mentor teacher stipend	Certificated Salaries and Benefits	LCFF District	1,500	
				Substitutes for District New Teacher PD	Certificated Salaries and Benefits	LCFF District		
				New Teacher Materials and Supplies ($500 per teacher)	4000-4999: Books And Supplies	LCFF District		
				New Teachers Materials and Supplies-General Support	4000-4999: Books And Supplies	LCFF District		
				Subs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	5000	
				Materials and Supplies	4000-4999: Books And Supplies			
				Materials and Supplies for New Teacher PLCs	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	1500	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
development with the ILT at least monthly for targeted group and individual supports				Food for New Teacher PLCs 1.1d	4000-4999: Books And Supplies	LCFF Site	1000	
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**		90% of probationary teachers will return the following year.						
Data used to form this goal		3 years of data on teacher retention (Factor out any teachers who transfer to the district's new high school)						
				Site Licenses				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

BOARD GOAL:
Ensure that teaching and learning environments are safe, caring, and healthy. Ensure that the District resources are aligned, integrated, and evaluated.
LCAP GOAL:
All students will be engaged in teaching and learning environment that are safe, caring, and healthy.

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
3.1 All schools will coordinate, implement and evaluate their PBIS program. 3.1a PBIS Team members meet Bi Monthly after school, the PBIS team will send representatives to PBIS conferences. PBIS Retreat 3.1b Admin will attend at least one PBIS professional development conference. PBIS Team will attend conference(s), and	Implementation on Track	2018-2019	Administrators over PBIS, PBIS tier leads	1.0 FTE PBIS Clerk	Classified Salaries and Benefits	LCFF District	45,727	Suarez
				1.0 FTE PBIS Attendance Clerk	Classified Salaries and Benefits	LCFF District	42,215	Alfaro
				1.0 FTE AP PBIS Secretary	Classified Salaries and Benefits	LCFF District	63,847	Lopez
				1.0 FTE Campus Security Officer	Classified Salaries and Benefits	LCFF District	55,657	Perez
				1.0 FTE Custodians	Classified Salaries and Benefits	LCFF District	65,281	Negrete
				PBIS Conference (3- 1 Admin, 2 Other Staff) 3.1a, b	Certificated Salaries and Benefits	LCFF District		

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
retreat.. Certificated and classified staff will participate in appropriate PBIS PD. Parents will be invited to participate in PBIS training to increase stakeholder support and understanding. 3.1c Campus Security Officers will establish rapport with students as well as monitor the campus before, during and after school. They will work with the Administrative team to monitor SWIS data to identify areas of improvement Safety materials and supplies. Campus Supervisors will be available during SEA, winter and spring intersessions, and during summer intersession. 3.1d Positive Behavior Interventions & Support (PBIS) will be implemented to support the students and staff at EAHS.				Sub Costs 3.1a,b	1000-1999: Certificated Personnel Salaries	LCFF Site	5000	
				EWA's	1000-1999: Certificated Personnel Salaries	LCFF Site	4,000	
				Materials and Supplies to also include snacks, acknowledgements, safety equipment.	4000-4999: Books And Supplies	LCFF Site	11,081	
				Motivational Speaker	5800: Professional/Consulting Services And Operating Expenditures	LCFF Site	4000	
				Parent attendance in appropriate PBIS training	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	500	
				Extra Campus Supervisor for Summer Intersession (EWA)	2000-2999: Classified Personnel Salaries	LCFF Site	6,000	
				Campus Supervisor for SEA	2000-2999: Classified Personnel Salaries	LCFF Site	2000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
3.1e Promotion of positive learning environment across all subject areas. Alternatives to suspension program (ATS), Multi-Tiered Systems of Support (MTSS), site intervention center.				Campus Supervisor for Winter/Spring Intersession	2000-2999: Classified Personnel Salaries	LCFF Site	1000	
				MTSS MOU	5800: Professional/Consulting Services And Operating Expenditures	LCFF Site	20,000	
				Social Worker MSW/LCSW for MTSS/Intervention Center (0.5)	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	60,000	Propose Add $14K from Title 1 from GOal 1.2 to fund 100% from Title 1 - at Aug 22 SSC
				Social Worker (cont)	1000-1999: Certificated Personnel Salaries	LCFF Site		Propose move to Goal 1.2 at Aug. 22, SSC
				Campus Supervisors	Classified Salaries and Benefits	LCFF District	56,701	1.0 Hernandez, .31 Jackson
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**		100% of PBIS team members will participate in PBIS professional development. Decrease the number of students being suspended or expelled by 3%						
Data used to form this goal		Suspension and expulsion data Monitor with SWIS data						
Data analysis and recommended changes								
3.2 Students will be provided with medical and soico-emotional support services. Priority will be given to EL, FY, SED, SWD,	Implementation on Track	2018-2019	Site administartor over couseling, counselors, school psycholgoist	District Supplemental Nurse	Certificated Salaries and Benefits	LCFF District		

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
LGBTQ, and Youth in Transition.				Harmony at Home	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
				Community Human Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
				Joven Noble and Xinachtli	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
				6.0 FTE MC Behavioral Health for District	5800: Professional/Consulting Services And Operating Expenditures	LCFF District		
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**		Chronic absenteeism will decrease by 3%						
Data used to form this goal		Chronic Absenteeism data						
Data analysis and recommended changes		The rate decreased from 13.7% to 13.3%						
3.3 Sites will ensure Parent and Community Engagement to promote safe, caring, and healthy learning environments for all students. 3.3a Community Liaison works with APs to	Implementation on Track	2018-2019 3 times per year	Administrator over parent engagement, community liaison Parent Coordinator, Community	1 FTE Community Liaison	Classified Salaries and Benefits	LCFF District	62,084	Loera
				CABE Conference (6 participants)	5000-5999: Services And Other Operating Expenditures	LCFF District	9,600	
				EWA	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1000	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
identify parents and students to participate in Strengthening Families or other parent meetings. 3.3b Community Liaisons coordinate weekly parent meetings to provide training based on parent needs assessment survey. 1.1c Parents will be given the opportunity to attend the annual CABE Conference. 1.1d Special education staff will provide parent training to support their students.		Weekly morning, Monthly evening	Liaison	Strengthening Family Snacks	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,968	
				Materials and Supplies	4000-4999: Books And Supplies	LCFF Site	1000	
				Communication	5900: Communications	Title I Part A: Parent Involvement	500	
				EWA's	2000-2999: Classified Personnel Salaries	LCFF Site	1000	
				Materials and Supplies 3.3	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	2,182	
				EWA CABE conference (certificated)	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement		
				EWA CABE (classified)	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement		
				CABE Monterey 4	5000-5999: Services And Other Operating Expenditures	LCFF District	1,200	
				Title I Parent Involvement Benefits Certificated	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	890	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
				Title I Parent Involvement Benefits Classified	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	979	
Expected Annual Measurable Outcome **(Outcomes should be specific, measurable, achievable, relevant and time bound.)**		Opportunities for parent involvement will increase by 5%. The number of parents participating in programs at EAHS will increase by 3%.						
Data used to form this goal		Attendance data for parent meetings, BTS night, Open House, AP Parent Nights, Class nights, ELAC, SSC, Title 1, Safety, and SEA programs.						
Data analysis and recommended changes								
3.4 Sites will ensure successful student transition to High School. 3.4.a All 9th grade students will be connected with an upperclassmen mentor to help transition to high school through the Link Crew Program. 3.4b Freshman Parent Orientation 3.4c Freshman students will continue to participate in Unity Day. A day where stereotypes and barriers are broken and communication/inclusiveness/tolerance is	Implementation on Track	2018-2019	Adminstrator over Link Crew, Link Crew Coordinator	0.2 FTE Link Crew Coordinator Substitutes for Link Crew Conference Travel and Conference for Link Crew Link Crew Field Trip Materials and Supplies for Link Crew Postage for Mailing EWA's for Link Leaders	Certificated Salaries and Benefits Certificated Salaries and Benefits 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5900: Communications 1000-1999: Certificated Personnel Salaries	LCFF District LCFF District LCFF District LCFF District LCFF District LCFF Site LCFF Site	30,127 569 5,000 3,000 1,000 1000 1000	Becker

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
taught. This event will be promoted at 8th Grade Parent night.				Linck Crew Unity Day	5800: Professional/Consulting Services And Operating Expenditures	LCFF Site	13000	
				Sub Cost	1000-1999: Certificated Personnel Salaries	LCFF Site	2000	
				EWAs for certificated staff	1000-1999: Certificated Personnel Salaries	LCFF Site	4000	
				8th Grade Parent Night 3.4c	4000-4999: Books And Supplies	LCFF Site	3540	

Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)	All incoming 9th grade students will have access to LINK crew support and freshman orientation.
Data used to form this goal	LINK event data, freshman orientation agenda and attendance data.
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)	
Data used to form this goal	
Data analysis and recommended changes	
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)	
Data used to form this goal	
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)	
Data used to form this goal	
Data analysis and recommended changes	
Expected Annual Measurable Outcome	

Actions to be Taken to Reach This Goal	Implementation Snapshot	Timeline	Person(s) Responsible	Proposed Expenditure(s)				Actual Expenditures
				Description	Type	Funding Source	Amount	
(Outcomes should be specific, measurable, achievable, relevant and time bound.)								
Data used to form this goal								
Data analysis and recommended changes								
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)								
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)								
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)								
Data analysis and recommended changes								
Expected Annual Measurable Outcome (Outcomes should be specific, measurable, achievable, relevant and time bound.)								
Data used to form this goal								
Data analysis and recommended changes								

Appendix

Everett Alvarez High School Unique Terms

RTI: Response to Intervention. An intervention program for at-risk students. The team consists of teachers, counselors, an administrators, and agency partners.

PBIS: Positive Behavior Intervention and Supports: recommends students to SST: Student Success Team

SLO's: Student Learner Outcomes: what we expect our students to know when they graduate

CCSS: Common Core State Standards: replaces state standards

NGSS: Next generation science standards: replaces state standards

PLATO: students can make up credits after school through this program

CTE: Career and Technical Education: our career and business classes

VAPA: Visual and Performing Arts program

PLC: Professional Learning Communities

BTSA/Induction: Beginning teacher support and assessment: teachers go through the support system their first two years of teaching

EAP: Early Assessment program. Students take the EAP test when doing state test and it is used.

CELDT: California English Learner Development Test

ELPAC: English Language Proficiency Assessments for California

PBA: Performance Based Assessment

IAB: Interim Assessment Blocks

Accuplacer: a college placement test that evaluates students' skills in reading, writing, and math to assess their preparedness for college

CM/GRR: Constructed Meaning and Gradual Release of Responsibility

Career Cruising: an assessment about possible career choices based on student preferences

STAR Reading Test: a reading test through Renaissance Accelerated Reader that measures students' lexile levels

UC/CSU: University or California/ California State University

DMA Academy: Digital Media Arts Academy- a career pathway for digital arts and film

AG Academy: Agricultural Academy- a career pathway for Agriculture and Agricultural Business

PAL: A model for labor issues so that certificated staff can talk to the principal about issues

AVID: Advancement Via Individual Determination

GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs is a competitive grant program under the U.S. Department of Education. Located at CSUMB

Link Crew: Freshman transition program that welcomes incoming Freshmen and helps them to feel comfortable and supported throughout the first year of their high school experience

LCAP: Local Control Accountability Plan

ELL: English Language Learner

FTEs: hours worked by one employee on a full-time basis

Synergy: Informational Database where teachers record grades and attendance. Other personnel can log Discipline and Student Notes. Reports on Attendance, Grades, and Discipline are available on there too.

Illuminate: A database that teachers use to give assessments and gather data

Springboard: Springboard is the College Board English Language Arts Curriculum that SUHSD formally adopted in 2017.

CIA: Scope and Sequence that is the Curriculum, Instruction, and Assessment for a District.

CAASP: California Assessment of Student Performance and Progress

Late Start Wednesdays: On Wednesdays, our PLCs meet in the morning, so our school day starts later

Eagles SoaRR: PBIS Expectation Initiative; Eagles are Safe, Respectful, and Responsible

MTSS: Multi-Tiered Systems of Support

SBAC: Smarter Balanced Assessment Consortium

Everett Alvarez High School
2016-2017
BELL SCHEDULE

Monday
(All 6 Periods)

Period 1	8:10 - 9:10	(60)
Period 2	9:16 - 10:13	(57)
Nutrition	10:13 - 10:18	(5)
Period 3	10:24 - 11:21	(57)
Period 4	11:27 - 12:24	(57)
Lunch	12:24 - 1:04	(40)
Period 5	1:10 - 2:07	(57)
Period 6	2:13 - 3:10	(57)

***Wednesday Collaboration**
(Blocks 2,4, & 6)

Collaboration	8:03 - 8:52	(49)
Block 2	8:58 - 10:47	(109)
Block 4	10:53 - 12:39	(106)
Lunch	12:39 - 1:19	(40)
Block 6	1:24 - 3:10	(106)

* Students will have a late start **every** Wednesday for teacher collaboration. Classes begin at 8:58 AM.

Tuesday, Thursday
(Blocks 1, 3 & 5)

Block 1	8:10 - 9:59	(109)
Nutrition	9:59 - 10:04	(5)
Block 3	10:10 - 11:56	(106)
Lunch	11:56 - 12:36	(40)
Homeroom	12:42 - 1:18	(36)
Block 5	1:24 - 3:10	(106)

Friday
(Blocks 2, 4 & 6)

Block 2	8:10 - 9:59	(109)
Nutrition	9:59 - 10:04	(5)
Block 4	10:10 - 11:56	(106)
Lunch	11:56 - 12:36	(40)
Homeroom	12:42 - 1:18	(36)
Block 6	1:24 - 3:10	(106)

Minimum Day Schedule
(All 6 periods)

Period 1	8:10 - 8:47	(37)
Period 2	8:53 - 9:30	(37)
Period 3	9:36 - 10:13	(37)
Period 4	10:19 - 10:56	(37)
Period 5	11:02 - 11:39	(37)
Lunch	11:39 - 11:59	(20)
Period 6	12:05 - 12:42	(37)

***Passing is 6 minutes**

General Information A-Z

Counseling

Subject Requirements

English	40 credits
Mathematics	30 credits
Science (20 credits of Integrated Science)	20 credits
Social Studies (Must include 10 credits of World History, 10 of US History, 5 credits of Government, and 5 credits of Economics)	30 credits
Health Education	10 credits
Physical Education (10 credits are required in the 9th grade)	20 credits
Vocational Education	10 credits
Foreign Language (2 years of the same language)	20 credits
Fine Arts	10 credits
Elective Classes	30 credits

Completion of 60 Community Service Hours

CREDITS REQUIRED TO GRADUATE ARE: **220**

GRADE POINT AVERAGE:
Students must have a 2.0 cumulative high school grade point average to graduate.

PLANNING FOR COLLEGE:
College-bound students should enroll in college-prep classes. Students applying for a CSU or UC college must apply by November 30. Both UCs and CSUs expect *no D's in academic courses.*

COMMUNITY COLLEGES:
All high school graduates and students obtaining a GED certificate are eligible to attend the community college. The community college also permits concurrent enrollment (high school students to register for community college courses while in high school). Application forms and information are available through the Counseling Office.

PRIVATE COLLEGES & UNIVERSITIES:
Most of the private colleges and universities prefer students who have met the University of California or California State Universities entrance requirements with a GPA over 3.0, and take the SAT I or ACT. Private schools may have additional requirements. See your counselor for more information.

UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITY FRESHMEN MINIMUM ENTRANCE REQUIREMENTS:
English-4 years
Mathematics-3 years / 4 years recommended
US History/Government-2 years
Laboratory Science-2 years / 3 years recommended
Foreign Language-2 years / 3 years recommended
Visual/Performing Arts-1 year
College Preparatory Electives-1 year

QUALIFIABLE ELIGIBILITY INDEX:
See your counselor regarding the eligibility index which is a combination of GPA and SAT 1 or ACT scores.

2018-2019 DISTRICT CALENDAR

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY

4 Fourth of July Holiday
23-27 New Teacher Activities
30 Site Staff PD (certif mandatory)
30 1st Work Day 183 day employees #1
and Food Service Employees
31 Certificated Work Day
31 1st work Day 182 day employees #2

August 2018

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

1 First Student Day

23

September 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SEPTEMBER

3 Labor Day Holiday

19

October 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER

5 End 1st Quarter
8 Quarter Break-No classes
8 Classified PD Day
9 Start 2nd Quarter
11 1st Quarter Grades Due 5pm

22

November 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER

12 Veteran's Day Holiday
19-21 Thanksgiving Break
22-23 Thanksgiving Holiday

16

December 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER

13 End 1st Sem-Stu/Cert Min Day #4
14 Certificated Work Day-No students
14 10-month classified Non Work Day #3
17 Winter Break Begins
24/25 Christmas Eve/Day Holiday
31 New Year's Eve Holiday

9

89

January 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

1 New Year's Day Holiday
7 Return from Winter Break
-Start of 2nd Semester
21 Martin Luther King Holiday

18

February 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

FEBRUARY

18 President's Day Holiday

19

March 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH

8 End of 3rd Quarter
13 3rd Quarter Grades Due 5 pm

21

April 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL

15 Spring Break Begins
19 Spring Break Holiday #5
22 Cesar Chavez Day #6
(California Admissions Day)

16

May 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY

23 Last Student Day/Student
Minimum Day #4
24 Certificated Work Day #4
27 Memorial Day Holiday
28 Final Grades Due 8 am

17

June 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JUNE

91

STUDENT PROGRESS REPORT DUE DATES:

1st Quarter Progress Reports Due: 08/31/2018
2nd Quarter Progress Reports Due: 11/09/2018
3rd Quarter Progress Reports Due: 02/08/2019
4th Quarter Progress Reports Due: 04/12/2019

Holiday

Certificated Workday

Break

First/Last Student Day

New Teacher Activities

Certificated Days	
Instructional Days	180
Professional Development Days	1
Work Days	3
Certificated Contract Days	184
Classified Contract Holidays	14

Middle School Wednesday Collaboration Weekly (Bold)
High School Wednesday Collaboration shown (Bold UNDERLINE)

Classified Footnotes

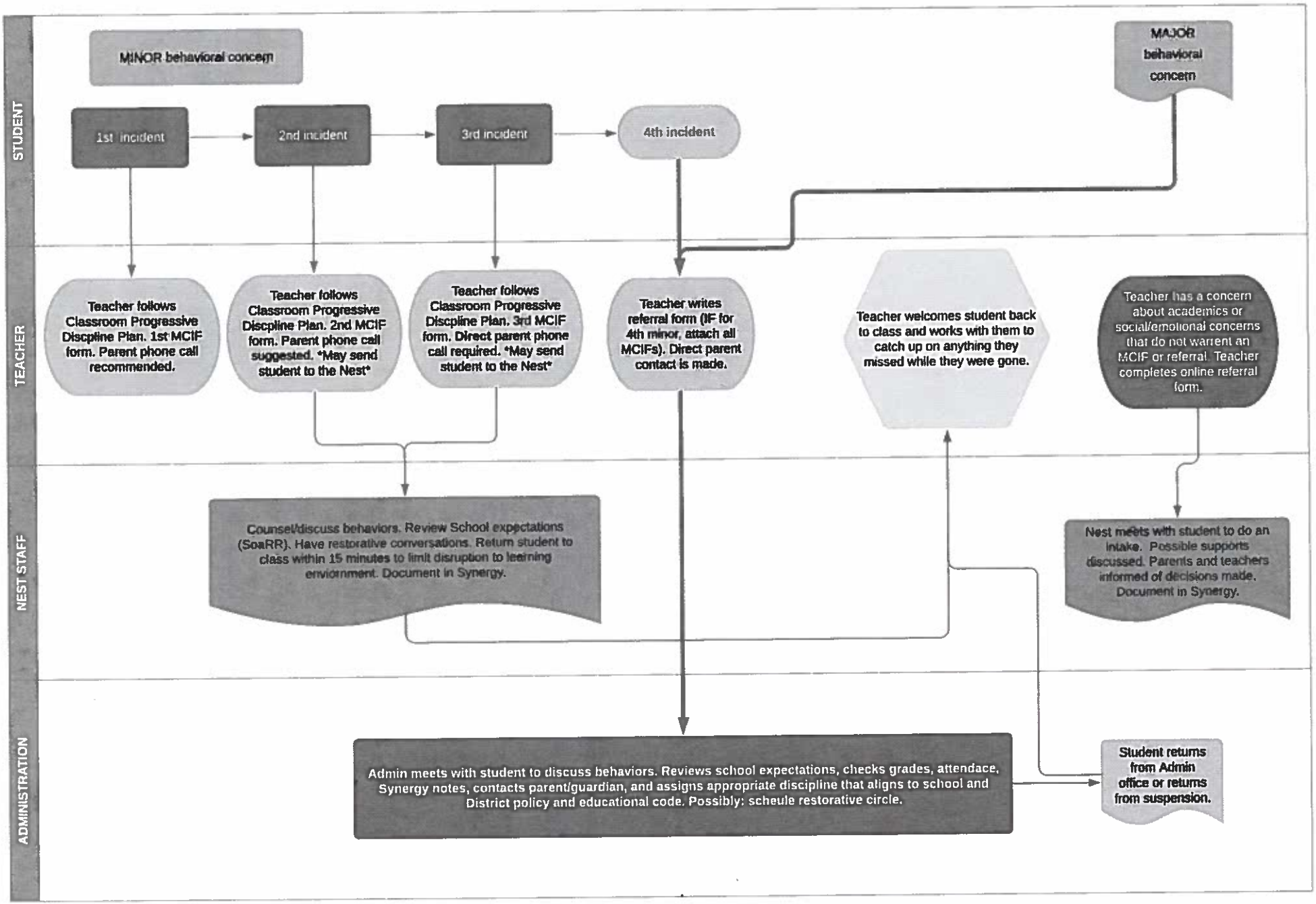
#1 = 1st day of work for 183 day employees
#2 = 1st day of work for 182 day employees
#3 = non-work day for 182 and 183 day employees
#4 = full work day for all employees
#5 = Holiday in place of Lincoln birthday
#6 = Holiday in place of Admissions day

182 day employee classifications: Instructional Aides, Campus Supervisors, Suspension Center Aides, Bus Drivers & Cadets, Child Care Givers, Infant Care Aides, Food Service Assistants
183 day employee classifications: all other classifications
***Food Service Assistants:**
1st day of work: 7/30/18
Last day of work: 5/24/18
10 & 12 month employees shall have 1 floating holiday per CSEA Article 10.3
10/8/18 will be an 8 hour compensated PD day for all classified employees

SVFT:
CSEA:
Board Approval: 5-13-18
Revised: 2-16-18
Revised: 5/11/2018
Revised: 06 14 2018

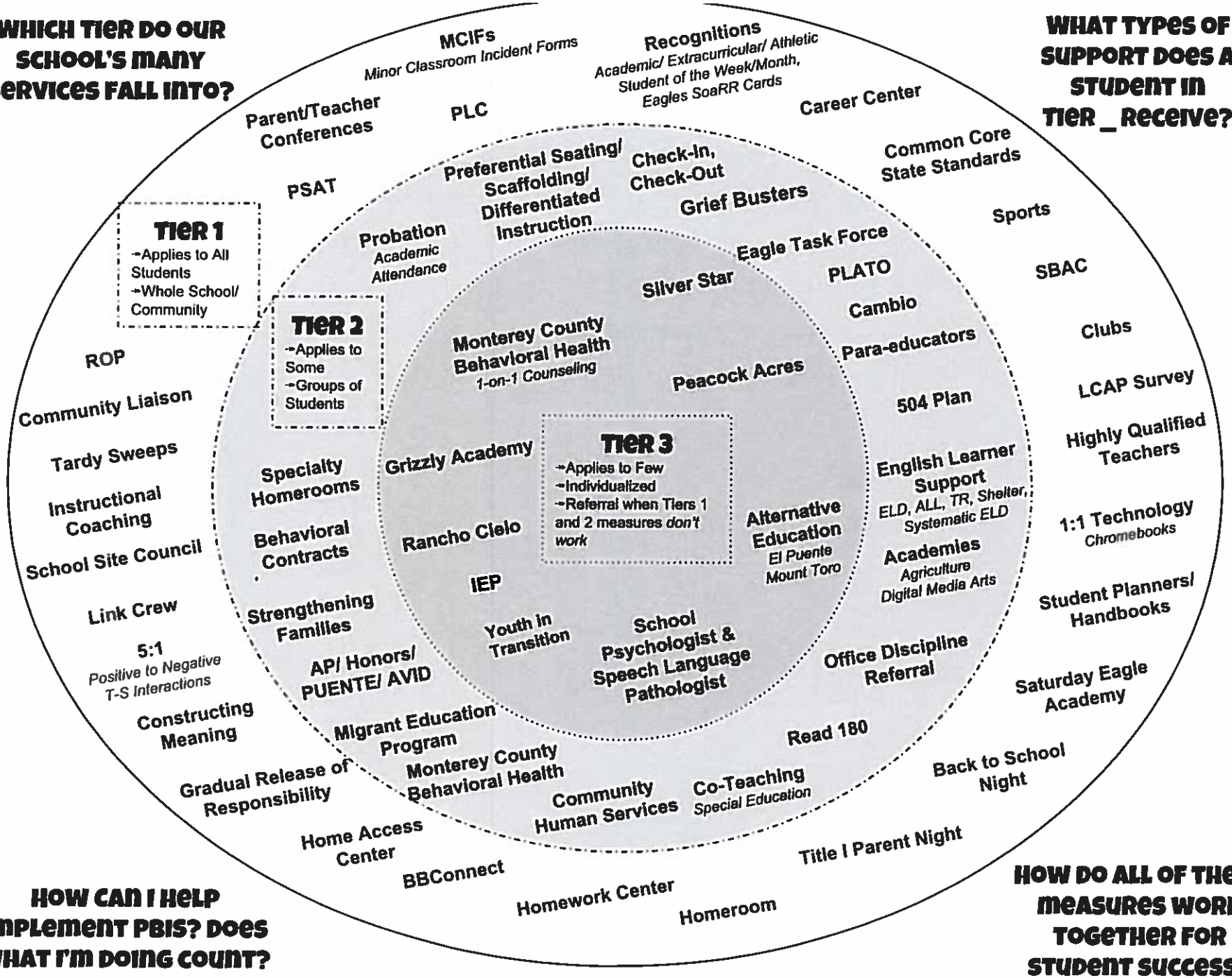
DRAFT Eagle Flight Plan - Discipline & Intervention Flowchart

jessica rodgers | February 22, 2019



WHICH TIER DO OUR SCHOOL'S MANY SERVICES FALL INTO?

WHAT TYPES OF SUPPORT DOES A STUDENT IN TIER _ RECEIVE?



HOW CAN I HELP IMPLEMENT PBIS? DOES WHAT I'M DOING COUNT?

HOW DO ALL OF THESE MEASURES WORK TOGETHER FOR STUDENT SUCCESS?

California Department of Education
Data Reporting Office
Data as of: 1/26/2018

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance
All Students

Everett Alvarez High--Salinas Union H--2766159-2730166
(2016-17)

Select School: Everett Alvarez High -- Salinas Union H -- 2766159-2730166

Select Report: Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity

Select Year: 2016-17

Select SubGroup: All Students

School	Gender	None Reported		American Indian or Alaska Native, Not Hispanic		Asian, Not Hispanic		Pacific Islander, Not Hispanic		Filipino, Not Hispanic		Hispanic or Latino, of Any Race		African American, Not Hispanic		White, Not Hispanic		Two or More Races		Total	
		# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
Everett Alvarez H 2730166																					
	Female	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0 %)	0	0 (0.0%)	6	4 (66.7 %)	204	116 (56.9 %)	4	3 (75.0 %)	16	10 (62.5 %)	3	2 (66.7 %)	234	136 (58.1 %)
	Male	0	0 (0.0%)	0	0 (0.0%)	3	3 (100.0 %)	0	0 (0.0%)	9	6 (66.7 %)	208	77 (37.0 %)	0	0 (0.0%)	7	2 (28.6 %)	1	0 (0.0 %)	228	88 (38.6 %)
	Total	0	0 (0.0%)	0	0 (0.0%)	4	4 (100.0 %)	0	0 (0.0%)	15	10 (66.7 %)	412	193 (46.8 %)	4	3 (75.0 %)	23	12 (52.2 %)	4	2 (50.0 %)	462	224 (48.5 %)
District Total	Female	0	0 (0.0%)	2	1 (50.0 %)	19	17 (89.5 %)	1	1 (100.0 %)	43	28 (65.1 %)	847	393 (46.4 %)	14	10 (71.4 %)	107	80 (74.8 %)	8	6 (75.0 %)	1,041	536 (51.5 %)
	Male	0	0 (0.0%)	0	0 (0.0%)	16	14 (87.5 %)	1	1 (100.0 %)	38	24 (63.2 %)	834	242 (29.0 %)	10	3 (30.0 %)	93	47 (50.5 %)	6	4 (66.7 %)	998	335 (33.6 %)
	Total	0	0 (0.0%)	2	1 (50.0 %)	35	31 (88.6 %)	2	2 (100.0 %)	81	52 (64.2 %)	1,681	635 (37.8 %)	24	13 (54.2 %)	200	127 (63.5 %)	14	10 (71.4 %)	2,039	871 (42.7 %)
County Total	Female	11	7 (63.6 %)	4	2 (50.0 %)	53	46 (86.8 %)	15	9 (60.0 %)	57	41 (71.9 %)	1,667	710 (42.6 %)	44	28 (63.6 %)	342	215 (62.9 %)	53	35 (66.0 %)	2,246	1,093 (48.7 %)
	Male	4	2 (50.0 %)	6	1 (16.7 %)	53	41 (77.4 %)	12	6 (50.0 %)	66	40 (60.6 %)	1,633	451 (27.6 %)	39	12 (30.8 %)	391	213 (54.5 %)	54	25 (46.3 %)	2,258	791 (35.0 %)
	Total	15	9 (60.0 %)	10	3 (30.0 %)	106	87 (82.1 %)	27	15 (55.6 %)	123	81 (65.9 %)	3,300	1,161 (35.2 %)	83	40 (48.2 %)	733	428 (58.4 %)	107	60 (56.1 %)	4,504	1,884 (41.8 %)
State Total	Female	1,048	449 (42.8 %)	1,279	407 (31.8 %)	19,969	15,657 (78.4 %)	1,148	514 (44.8 %)	6,562	4,696 (71.6 %)	111,557	51,158 (45.9 %)	12,827	5,446 (42.5 %)	55,240	31,961 (57.9 %)	6,098	3,403 (55.8 %)	215,726	113,691 (52.7 %)
	Male	961	341 (35.5 %)	1,222	308 (25.2 %)	20,850	14,352 (68.8 %)	1,129	360 (31.9 %)	6,959	4,031 (57.9 %)	107,555	35,210 (32.7 %)	12,473	3,533 (28.3 %)	58,931	26,530 (45.0 %)	5,754	2,555 (44.4 %)	213,834	87,220 (40.8 %)
	Total	2,009	790 (39.3 %)	2,501	715 (28.6 %)	40,819	30,009 (73.5 %)	2,277	874 (38.4 %)	13,521	8,727 (64.5 %)	219,112	86,368 (39.4 %)	25,300	8,979 (35.5 %)	112,171	58,491 (52.1 %)	11,850	5,958 (50.3 %)	429,560	200,911 (46.8 %)

Web Policy

California Department of Education
Analysis, Measurement, and Accountability Reporting Division

AP Report

School Level Scores

Select a Report, a Year, and a School

Report: AP Exam Results ▼

Year: 2015-16 ▼

School: Everett Alvarez High--Salinas Union High--2766159-2730166 ▼

View a Report Prior to 2013-14

AP Report Glossary

Downloadable Data Files

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 14 or fewer students.

Name	Grades 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
Everett Alvarez High	1,771	560	273	147	127	107	68	42
Salinas Union High	7,443	2,510	1,181	458	552	560	360	181
Monterey County	15,757	5,279	3,217	1,462	1,459	1,341	894	587
Statewide	1,453,807	492,835	353,542	135,358	155,259	155,111	124,762	93,581

California Department of Education
Analysis, Measurement, and Accountability Reporting Division

SAT Report

School Level Scores

Select a Report, a Year, and a School

Report: SAT Scores ▼

Year: 2015-16 ▼

School: Everett Alvarez High--Salinas Union High--2766159-2730166 ▼

View a Report Prior to 2013-14

SAT Report Glossary

Downloadable Data Files

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 15 or fewer students.

Name	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Everett Alvarez High	560	192	461	448	453	52	27.08 %
Salinas Union High	2,510	751	456	458	447	223	29.69 %
Monterey County	5,279	1,686	459	457	448	497	29.48 %
Statewide	492,835	214,262	484	494	477	89,840	41.93 %

** - In some cases the number of SAT test takers exceeds the number of students enrolled in grade 12. These in consistencies can occur due to student mobility. The colleged Board provides the most recent SAT scores for grade twelve students regardless of when the test was taken. Students may have taken SAT in grades 9, 10, 11 or 12. However, The enrollment is based on data from 2015 Fall Census Day (i.e., the first Wednesday in October).

California Department of Education
Analysis, Measurement, and Accountability Reporting Division

ACT Report

School Level Scores

Select a Report, a Year, and a School

Report: ACT Report ▼

Year: 2015-16 ▼

School: Everett Alvarez High--Salinas Union High--2766159-2730166 ▼

View a Report Prior to 2013-14

ACT Report Glossary

Downloadable Data Files

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 14 or fewer students.

Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Everett Alvarez High	560	100	20	20	20	20	42	42.00%
Salinas Union High	2,510	361	20	19	20	20	149	41.27%
Monterey County	5,279	894	21	20	21	20	413	46.20%
Statewide	492,835	108,679	22	22	22	22	62,426	57.44%

Web Policy

Graduation Rates Report

Everett Alvarez High - Monterey County

Enrollment: 2,547 **Socioeconomically Disadvantaged: 70%** **English Learners: 21.6%**

Foster Youth: 0.2% **Grade Span: 9-12** **Charter School: No**

Dashboard Release: Fall 2017

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		518	High 92.1%	Increased +1.8%
English Learners		123	Low 81.3%	Declined -1.4%
Foster Youth		2	*	*
Homeless		28	Medium 89.3%	Increased +1.8%
Socioeconomically Disadvantaged		391	High 90.8%	Increased +1.4%
Students with Disabilities		43	Very Low 53.5%	Declined Significantly -7.8%
African American		7	*	*
American Indian		1	*	*
Asian		3	*	*
Filipino		27	High 92.6%	Increased +2.6%
Hispanic		433	High 91.5%	Increased +1.2%
Pacific Islander		0	*	*
Two or More Races		4	*	*
White		43	Very High 95.3%	Increased +4%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

California Department of Education
Educational Demographics Unit

CDE » DataQuest » Graduate Report

Graduates by Ethnicity for 2016-17

Graduates by Ethnic Group

Year: 2016-17
School: 2730166 -- Everett Alvarez High
Gender: All
Type: All Students
Subgroup: Grade 12 Graduates

Everett Alvarez High Report

School	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Everett Alvarez High	2730166	412	0	4	0	15	4	23	4	0	462

Report Total

Level	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Salinas Union High Total	2766159	1,681	2	35	2	81	24	200	14	0	2,039
Monterey Total	27	3,300	10	106	27	123	83	733	107	15	4,504
State Total	00	219,112	2,501	40,819	2,277	13,521	25,300	112,171	11,850	2,009	429,560

Download Data Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Gender: All, Type: All Students, Subgroup: Grade 12 Graduates
Report Generated: 6/20/2018 10:12:08 AM
Data as of: 2018-01-26
Source: California Logitudinal Pupil Achievement Data System (CALPADS)

English Learner Progress Indicator Report

Everett Alvarez High - Monterey County

Enrollment: 2,547 **Socioeconomically Disadvantaged: 70%** **English Learners: 21.6%**

Foster Youth: 0.2% **Grade Span: 9-12** **Charter School: No**

Dashboard Release: Fall 2017

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
English Learner		487	Medium 73.5%	Declined Significantly -19.1%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

California Department of Education
Data Reporting Office

CDE » DataQuest » Truancy Report

Truancy Report
Everett Alvarez High
2015-16

Select a School: 27661592730166 Everett Alvarez High

General Description of this Report

This report provides a count of students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant."

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Everett Alvarez High	2730166	2,466	2,773	1,297	46.77

Report Total

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
District Total	2766159	14,691	15,723	7,446	47.36
County Total	27	76,768	79,557	24,336	30.59
State Total	00	6,226,737	6,410,668	2,182,978	34.05

Download Data Download a tab-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software product for analysis.

Viewing this Report
This report is compiled using aggregate truancy data reported to the California Basic Educational Data System (CBEDS) and student-level enrollment data reported to the California Longitudinal Pupil Achievement Data System (CALPADS). The student-level enrollment data enables a determination of cumulative enrollment used in the calculation of Truancy Rates. Census enrollment is also provided for context.

The "Census Enrollment" count provides the total unique or unduplicated number of primary enrollments on the CALPADS Fall 1 Census Day, which is the first Wednesday in October of the associated academic year.

The "Cumulative Enrollment" count provides the total number of unique or unduplicated primary, secondary, and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Cumulative enrollment counts are calculated separately at the school, district and state-levels for the purpose of generating suspension, expulsion and truancy rate reports at these levels. For example, a student who is enrolled in two schools within the same district during the academic year, will be counted in each of the school's cumulative enrollment, but only once in the district's cumulative enrollment count. For this reason, adding the cumulative enrollment of all schools within a district will not equal the district's cumulative enrollment listed at the bottom of the district-level rate report

California Department of Education
Assessment Development and Administration Division

California English Language Development Test (CELDT)
EVERETT ALVAREZ HIGH

Year: 2016-2017 ▼
State: CALIFORNIA
County: MONTEREY
District: SALINAS UNION HIGH
School: EVERETT ALVAREZ HIGH
Assessment: Annual Assessment ▼
Subgroup: All Students ▼
Report Type: Test Results ▼

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (6.0%)	3 (2.0%)	8 (8.0%)	5 (8.0%)	24 (6.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	42 (29.0%)	61 (46.0%)	40 (42.0%)	20 (32.0%)	163 (37.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	61 (42.0%)	48 (36.0%)	26 (27.0%)	18 (29.0%)	153 (35.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	18 (13.0%)	13 (10.0%)	12 (13.0%)	10 (16.0%)	53 (12.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	15 (10.0%)	9 (7.0%)	10 (10.0%)	9 (15.0%)	43 (10.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	144 (100.0%)	134 (100.0%)	96 (100.0%)	62 (100.0%)	436 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	571.0	603.8	589.4	579.9
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	516.1	543.9	529.0	522.1
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	551.6	577.9	593.3	582.7
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	550.0	572.8	557.3	549.9

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

Report generated: Wednesday, June 20, 2018

Data last updated: Monday, June 19, 2017

Suspension Rate Report

Everett Alvarez High - Monterey County

Enrollment: 2,547 **Socioeconomically Disadvantaged:** 70% **English Learners:** 21.6%

Foster Youth: 0.2% **Grade Span:** 9-12 **Charter School:** No

Dashboard Release: Fall 2017

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		2,717	Medium 5.1%	Declined -0.9%
English Learners		604	High 6.8%	Declined -0.6%
Foster Youth		20	Very High 15%	Increased Significantly +15%
Homeless		18	Very High 33.3%	Increased Significantly +33.3%
Socioeconomically Disadvantaged		1,933	Medium 5.1%	Declined -1.7%
Students with Disabilities		274	High 8.4%	Declined -1.5%
African American		24	Very High 20.8%	Increased Significantly +6.5%
American Indian		0	*	*
Asian		27	Very Low 0%	Maintained 0%
Filipino		76	Medium 2.6%	Increased +1.4%
Hispanic		2,323	Medium 4.9%	Declined -1.5%
Pacific Islander		4	*	*
Two or More Races		27	High 7.4%	Increased Significantly +3.1%
White		234	Medium 6%	Increased +2.6%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

California Department of Education

DataQuest Home / Attendance Report

2016-17 Chronic Absenteeism Rate

Everett Alvarez High School Report (27-66159-2730166) Disaggregated by Ethnicity

+ Report Description

+ Report Glossary

+ Report Options and Filters

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	24	7	29.2%
American Indian or Alaska Native	*	*	*
Asian	27	1	3.7%
Filipino	76	7	9.2%
Hispanic or Latino	2,323	308	13.3%
Pacific Islander	*	*	*
White	234	44	18.8%
Two or More Races	27	4	14.8%
Not Reported	*	*	*

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Everett Alvarez High	2,717	371	13.7%
Salinas Union High	15,936	2,262	14.2%
Monterey County	80,444	9,334	11.6%

College/Career Report

Everett Alvarez High - Monterey County

Enrollment: 2,547 **Socioeconomically Disadvantaged: 70%** **English Learners: 21.6%**

Foster Youth: 0.2% **Grade Span: 9-12** **Charter School: No**

Dashboard Release: Fall 2017

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	502	Medium 39.6%	N/A
English Learners	N/A	115	Low 10.4%	N/A
Foster Youth	N/A	2	*	N/A
Homeless	N/A	26	Low 23.1%	N/A
Socioeconomically Disadvantaged	N/A	377	Low 34.5%	N/A
Students with Disabilities	N/A	27	Low 14.8%	N/A
African American	N/A	7	*	N/A
American Indian	N/A	1	*	N/A
Asian	N/A	3	*	N/A
Filipino	N/A	27	High 66.7%	N/A
Hispanic	N/A	418	Medium 38.8%	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	4	*	N/A
White	N/A	42	Low 33.3%	N/A

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	526	14.3 points above level 3	-15.3 points
Mathematics (Grade 11)	525	90.8 points below level 3	-14.2 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

UNIVERSITY OF CALIFORNIA A-G Course List

(/list/search)

Printed on: 06-21-2018 10:40 AM

UC/CSU - Approved Course List

Everett Alvarez High School

Salinas Union High School District

Location: Salinas, CA

Website: www.salinas.k12.ca.us/sites/EAHS/Index.htm (http://www.salinas.k12.ca.us/sites/EAHS/Index.htm)

Course List Manager: Roxanne Becker
Course List Manager Phone: (831) 796-7800 ext. 2324

College Board Code: 052778

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional

Accredited through June 30, 2019

Course list for 2018-19

Updated as of Apr 19th, 2018

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Agricultural Government Civics / American Government	Ag Gov	Classroom-based Half Year
American Government *Adopted from: Edmentum, Inc. (previously PLATO)* Civics / American Government	US Govt P	Online-based (UC approved through 2019-20) Half Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Government *Adopted from: Cyber High* Civics / American Government	American Government	Online-based (UC approved through 2020-21) Half Year
AP European History *Adopted from: The College Board Advanced Placement Program* World History / Cultures / Historical Geography	Euro Hist 1 AP Euro Hist AP	UC Honors Classroom-based Full Year
AP Government and Politics United States *Adopted from: The College Board Advanced Placement Program* Civics / American Government	AP US GOVT US GOVT AP	UC Honors Classroom-based Half Year
AP United States History *Adopted from: Edmentum, Inc. (previously PLATO)* U.S. History	US Hist 1-2 AP	UC Honors Online-based (UC approved through 2019-20) Full Year
AP United States History *Adopted from: The College Board Advanced Placement Program* U.S. History	AP US Hist US Hist 1 AP US Hist 2 AP us hist ap	UC Honors Classroom-based Full Year
U.S. Government Civics / American Government	US GOVT P US GOVT P TR	Classroom-based Half Year
U.S. History *Adopted from: Edmentum, Inc. (previously PLATO)* U.S. History	US Hist 1-2 P	Online-based (UC approved through 2019-20) Full Year
U.S. History U.S. History	US Hist 1 P US Hist 1 P SH US Hist 1 P SP US Hist 1 P TR US Hist 2 P US Hist 2 P SH US Hist 2 P SP US Hist 2 P TR US HIST P US HIST P SH US HIST P SP US HIST P TR	Classroom-based Full Year
U.S. History A and B *Adopted from: Cyber High* U.S. History	U.S. History A U.S. History B	Online-based (UC approved through 2020-21) Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
World History A and B *Adopted from: Cyber High* World History / Cultures / Historical Geography	World History A World History B	Online-based (UC approved through 2020-21) Full Year
World History Survey *Adopted from: Edmentum, Inc. (previously PLATO)* World History / Cultures / Historical Geography	W Hst/Geog 1-2 P	Online-based (UC approved through 2020-21) Full Year
World History/Geography World History / Cultures / Historical Geography	W GEOG/CULT W HST w hst/geog W Hst/Geog 1 P W Hst/Geog 1 P SH W Hst/Geog 1 P SP W Hst/Geog 1 P TR W Hst/Geog 2 P W Hst/Geog 2 P SH W Hst/Geog 2 P SP W Hst/Geog 2 P TR W HST/GEOG P W HST/GEOG P SP W HST/GEOG P TR W HST/GEOP P SH	Classroom-based Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP English Language and Composition *Adopted from: The College Board Advanced Placement Program* English	AP English Lang & Comp AP English Lang & Composition	★ UC Honors Classroom-based Full Year
AP English Literature and Composition *Adopted from: Edmentum, Inc. (previously PLATO)* English	Eng 7-8 AP	★ UC Honors Online-based (UC approved through 2021-22) Full Year
AP English Literature and Composition *Adopted from: The College Board Advanced Placement Program* English	Eng 7 AP Eng 7-8 AP Eng 8 AP	★ UC Honors Classroom-based Full Year
CSU Expository Reading and Writing *Adopted from: California State University (CSU) Early Assessment Program (EAP)* English	English 7-8 Expository	Classroom-based Full Year
English 10 English	Eng 10A Eng 10B Eng 3 P eng 3-4 p Eng 4 P	Classroom-based Full Year
English 10 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* English	Eng 3-4	Online-based (UC approved through 2019-20) Full Year
English 10 GATE English	Eng 10A GATE Eng 10B GATE Eng 3 GATE eng 3-4 gate Eng 4 GATE	Classroom-based Full Year
English 10 TR English	Eng 10A TR Eng 10B TR Eng 3 P TR Eng 4 P TR	Classroom-based Full Year
English 11 English	Eng 11A Eng 11B Eng 5 P eng 5-6 p Eng 6 P English 5/6 TR	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
English 11 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* English	Eng 5-6 P	Online-based (UC approved through 2020-21) Full Year
English 12 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* English	British Lit	Online-based (UC approved through 2020-21) Full Year
English 1A and 1B *Adopted from: Cyber High* English	English 1A English 1B	Online-based (UC approved through 2019-20) Full Year
English 2A and 2B *Adopted from: Cyber High* English	English 2A English 2B	Online-based (UC approved through 2019-20) Full Year
English 3A and 3B *Adopted from: Cyber High* English	English 3A English 3B	Online-based (UC approved through 2019-20) Full Year
English 4A and 4B *Adopted from: Cyber High* English	English 4A English 4B	Online-based (UC approved through 2019-20) Full Year
English 5/6 (H) English	Eng 5 H eng 5-6 h Eng 6 H	UC Honors Classroom-based Full Year
English 9 English	Eng 1 P Eng 1-2 P Eng 2 P Eng 9 Eng 9A Eng 9B	Classroom-based Full Year
English 9 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* English	Eng 1-2 p	Online-based (UC approved through 2019-20) Full Year
English 9 GATE English	Eng 9B GATE Eng 1 GATE ENG 1-2 GATE Eng 2 GATE Eng 9A GATE	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
English 9 TR English	Eng 1 P TR Eng 2 P TR Eng 9A TR	Classroom-based Full Year
Expository Reading and Writing English	CSU Exp Read/Writ Eng 12	Classroom-based Full Year

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Algebra 2A and 2B *Adopted from: Cyber High* Algebra II	Algebra 2A Algebra 2B	Online-based (UC approved through 2020-21) Full Year
Algebra A and B *Adopted from: Cyber High* Algebra I	Algebra A Algebra B	Online-based (UC approved through 2020-21) Full Year
AP Calculus AB *Adopted from: The College Board Advanced Placement Program* Calculus	Calculus 1 AB (AP) Calculus 2 AB (AP) CALCULUS AB (AP)	UC Honors Classroom-based Full Year
AP Calculus AB *Adopted from: Edmentum, Inc. (previously PLATO)* Calculus	Calculus 1-2 AB (AP)	UC Honors Online-based (UC approved through 2019-20) Full Year
AP Calculus BC *Adopted from: The College Board Advanced Placement Program* Calculus	AP CALCULUS BC Calculus 1 BC (AP) Calculus 2 BC (AP)	UC Honors Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Statistics *Adopted from: The College Board Advanced Placement Program* Statistics	Statistics 1 AP Statistics 2 AP STATISTICS AP	★ UC Honors Classroom-based Full Year
Geometry A and B *Adopted from: Cyber High* Geometry	Geometry A Geometry B	Online-based (UC approved through 2020-21) Full Year
Integrated Math 1 *Adopted from: Edmentum, Inc. (previously PLATO)* Mathematics I	Mathematics 1 (FS)	Online-based (UC approved through 2020-21) Full Year
Integrated Math 2 *Adopted from: Edmentum, Inc. (previously PLATO)* Mathematics II	Mathematics 2 (FS)	Online-based (UC approved through 2020-21) Full Year
Integrated Math 2A and 2B *Adopted from: Cyber High* Mathematics II	Math 2A Math 2b	Online-based (UC approved through 2020-21) Full Year
Integrated Math 3 *Adopted from: Edmentum, Inc. (previously PLATO)* Mathematics III	Mathematics III	Online-based (UC approved through 2020-21) Full Year
Integrated Math 3A and 3B *Adopted from: Cyber High* Mathematics III	Integrated Math 3A Integrated Math 3B	Online-based (UC approved through 2020-21) Full Year
Integrated Math IA and IB *Adopted from: Cyber High* Mathematics I	Integrated Math 1A Integrated Math 1B	Online-based (UC approved through 2020-21) Full Year
Mathematical Analysis Advanced Mathematics	math analys Math Analys 1 Math Analys 2	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Mathematics I Mathematics I	Mathematics H (F) Mathematics H (S) Mathematics I Mathematics I (F) Mathematics I (S) Mathematics I SH (F) Mathematics I SH (S) Mathematics I SP (F) Mathematics I SP (S) Mathematics I TR (F) Mathematics I TR (S)	Classroom-based Full Year
Mathematics IA Mathematics I	Mathematics 1 A SH (S) Mathematics I A (F) Mathematics I A (S) Mathematics I A SH Mathematics I A SH (F) Mathematics I A SP Mathematics I A SP (F) Mathematics I A SP (S) Mathematics I A TR Mathematics I A TR (S) Mathematics IA TR (F)	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Mathematics IB Mathematics I	Mathematics I B (F) Mathematics I B (S) Mathematics I B SH Mathematics I B SH (F) Mathematics I B SH (S) Mathematics I B SP Mathematics I B SP (F) Mathematics I B SP (S) Mathematics I B TR Mathematics I B TR (F) Mathematics I B TR (S)	Classroom-based Full Year
Mathematics II Mathematics II	Integrated Mathematics II Mathematics II SH Mathematics II TR	Classroom-based Full Year
Mathematics III Mathematics III	Math III Integrated Mathematics III (F) Mathematics III (S) Mathematics III (Y) Mathematics III SH Mathematics III TR	Classroom-based Full Year
Statistics Statistics	Statistics 2	Classroom-based Half Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Transition to College Level Math Advanced Mathematics	Trans to College Level Math	Classroom-based Full Year
Trigonometry Advanced Mathematics	Trigonometry 1	Classroom-based Half Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Interdiscplinary Science for Sustainable Agriculture *Adopted from: University of California Curriculum Integration (UCCI)* Interdisciplinary Sciences	Adv Intrdisc Sci Sustain AG	UC Honors Classroom-based Full Year
AP Biology *Adopted from: Edmentum, Inc. (previously PLATO)* Biology / Life Sciences	Bio L 1-2 AP	UC Honors Online-based (UC approved through 2019-20) Full Year
AP Biology *Adopted from: The College Board Advanced Placement Program* Biology / Life Sciences	AP BIOLOGY AP BIOLOGY P Bio L 1 AP Bio L 2 AP	UC Honors Classroom-based Full Year
AP Chemistry *Adopted from: The College Board Advanced Placement Program* Chemistry	Chemistry AP	UC Honors Classroom-based Full Year
AP Chemistry *Adopted from: Edmentum, Inc. (previously PLATO)* Chemistry	Chemistry 1-2 AP	UC Honors Online-based (UC approved through 2019-20) Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Environmental Science *Adopted from: The College Board Advanced Placement Program* Interdisciplinary Sciences	AP Env Sci Environmental Sci AP	★ UC Honors Classroom-based Full Year
AP Physics 1 *Adopted from: The College Board Advanced Placement Program* Physics	AP Physics	★ UC Honors Classroom-based Full Year
Biology and Sustainable Agriculture *Adopted from: University of California Curriculum Integration (UCCI)* Biology / Life Sciences	Biology & Sustainable AG	Classroom-based Full Year
Biology Lab 1/2 Biology / Life Sciences	Bio L 1 Bio L 1 SH Bio L 1 SP Bio L 1 TR bio l 1-2 BIO L 1-2 SH BIO L 1-2 SP BIO L 1-2 TR Bio L 2 Bio L 2 SH Bio L 2 SP Bio L 2 TR	Classroom-based Full Year
Chemistry Chemistry	chemistry Chemistry 1 Chemistry 1 TR Chemistry 2 Chemistry 2 TR CHEMISTRY TR	Classroom-based Full Year
Chemistry (Honors) Chemistry	Chem H Chemistry H Chemistry 1 H Chemistry 2 H	★ UC Honors Classroom-based Full Year
Chemistry A/B *Adopted from: Edmentum, Inc. (previously PLATO)* Chemistry	Chemistry 1-2	Online-based (UC approved through 2020-21) Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Chemistry and Agriscience *Adopted from: University of California Curriculum Integration (UCCI)* Chemistry	Chemistry & Agriscience	Classroom-based Full Year
Laboratory Biology A and B *Adopted from: Cyber High* Biology / Life Sciences	Biology 1A Biology 1B	Online-based (UC approved through 2020-21) Full Year
Marine Biology Biology / Life Sciences	MARINE BIO Marine Bio 1 Marine Bio 2	Classroom-based Full Year
Next Generation Science 1 Integrated Science 1	NGS 1 NGS 1 SH NGS 1 TR	Classroom-based Full Year
Physics Physics	Physics 1 P Physics 2 P physics p	Classroom-based Full Year
Physics A/B *Adopted from: Edmentum, Inc. (previously PLATO)* Physics	Physics 1-2 P	Online-based (UC approved through 2020-21) Full Year
Physics-Based Astronomy Physics	Phys Base Astr	Classroom-based Full Year
Robotics Engineering Technology II *Adopted from: Mission Trails ROP* Physics	Robotics Engineering Tech II	Classroom-based Full Year
Sports Medicine / Kinesiology *Adopted from: Mission Trails ROP* Biology / Life Sciences	Sports Med	Classroom-based Full Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP French Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	French 4 AP French 4-F AP French 4-S AP	★ UC Honors Classroom-based Full Year
AP Japanese Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Jpn Lang Japanese 4 AP Japanese 4-F AP Japanese 4-S AP	★ UC Honors Classroom-based Full Year
AP Spanish Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Spanish Language and Cult AP Spanish Language and Cult F AP Spanish Language and Cult S AP Spanish Language and Cult Y	★ UC Honors Classroom-based Full Year
AP Spanish Literature and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Spanish Literature and Cult AP Spanish Literature and Cult F AP Spanish Literature and Cult S AP Spanish Literature and Cult Y	★ UC Honors Classroom-based Full Year
FRENCH 1 LOTE Level 1	FRENCH 1 BLOCK FRENCH 1-F FRENCH 1-S	Classroom-based Full Year
FRENCH 2 LOTE Level 2	FRENCH 2 BLOCK FRENCH 2-F FRENCH 2-S	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
FRENCH 3 LOTE Level 1	FRENCH 3 BLOCK FRENCH 3-F FRENCH 3-S	Classroom-based Full Year
French 4 LOTE Level 4+	french 4 French 4-F French 4-S	Classroom-based Full Year
Japanese 1 LOTE Level 1	japanese 1 Japanese 1-F Japanese 1-S	Classroom-based Full Year
Japanese 2 LOTE Level 2	japanese 2 Japanese 2-F Japanese 2-S	Classroom-based Full Year
Japanese 3 LOTE Level 3	japanese 3 Japanese 3-F Japanese 3-S	Classroom-based Full Year
SPANISH 1 LOTE Level 1	SPANISH 1 SPANISH 1 BLOCK SPANISH 1-F SPANISH 1-S	Classroom-based Full Year
Spanish 1 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* LOTE Level 1	Span 1-F Span 1-S	Online-based (UC approved through 2020-21) Full Year
SPANISH 2 LOTE Level 2	SPANISH 2 SPANISH 2 BLOCK SPANISH 2-F SPANISH 2-S	Classroom-based Full Year
Spanish 2 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* LOTE Level 2	Span 2-F Span 2-S	Online-based (UC approved through 2020-21) Full Year
SPANISH 3 LOTE Level 3	SPANISH 3 SPANISH 3 BLOCK SPANISH 3-F SPANISH 3-S	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Spanish 3 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* LOTE Level 3	Spa 3	Online-based (UC approved through 2020-21) Full Year
Spanish 3 A/B *Adopted from: Edmentum, Inc. (previously PLATO)* LOTE Level 3	Spa 3A/3B	Online-based (UC approved through 2020-21) Full Year
SPANISH HERITAGE SPEAKER 1 LOTE Level 2	SPAN HERIT SPKR 1 Block SPAN HERIT SPKR 1F SPAN HERIT SPKR 1S	Classroom-based Full Year
SPANISH HERITAGE SPEAKER 2 LOTE Level 3	SPAN HERIT SPKR 2 Block SPAN HERIT SPKR 2F SPAN HERIT SPKR 2S	Classroom-based Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Band 1-8 Music	Band Adv 1-8	Classroom-based Full Year
Advanced Graphic Design *Adopted from: Mission Trails ROP* Visual Arts	Adv Graphic Des	Classroom-based Full Year
AP Studio Art: Drawing *Adopted from: The College Board Advanced Placement Program* Visual Arts	Studio Art 1 AP Studio Art 2 AP STUDIO ART AP	UC Honors Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Art 1-2 Visual Arts	Art 1 ART 1-2 Art 2	Classroom-based Full Year
Art 3-4 Visual Arts	Art 3 P Art 4 P	Classroom-based Full Year
Art in the Digital Age *Adopted from: Mission Trails ROP* Visual Arts	Art in the Digital Age	Classroom-based Full Year
Art in the Digital Age *Adopted from: Mission Trails ROP* Visual Arts	Art Digi Age	Classroom-based Full Year
CERAMICS 1-2 Visual Arts	Ceramics 1 CERAMICS 1-2 Ceramics 2	Classroom-based Full Year
Ceramics 3-4 Visual Arts	Ceramics 3 Ceramics 3-4 Ceramics 4	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Dimensional Art 1-8 Visual Arts	Dimensional Art 1 Dimensional Art 2 Dimensional Art 3 Dimensional Art 4 Dimensional Art 5 Dimensional Art 6 Dimensional Art 7 Dimensional Art 8 DIMENSIONAL ART1-2 DIMENSIONAL ART3-4 DIMENSIONAL ART5-6 DIMENSIONAL ART7-8	Classroom-based Full Year
Folklorico Beginning & Intermediate Dance	Baile Folk 1-8	Classroom-based Full Year
Guitar 1-2 Music	Guitar 1 Guitar 1-2 Guitar 2	Classroom-based Full Year
Guitar 3-4 Music	Guitar 3 GUITAR 3-4 Guitar 4	Classroom-based Full Year
Intermediate Band Music	Band Int 1-4 Band Int 1-4 Block	Classroom-based Full Year
Musical Theater 1 *Adopted from: Mission Trails ROP* Interdisciplinary Arts	Mus Theatre	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
ROP Agriculture Business: Floral Design *Adopted from: Mission Trails ROP* Visual Arts	ROP AG Bus Flor	Classroom-based Full Year
The Art & History of Floral Design *Adopted from: Mission Trails ROP* Visual Arts	Art/History Floral Design	Classroom-based Full Year
Theater Arts 1-2 Theater	Theater Arts 1 Theater Arts 2	Classroom-based Full Year
Theater Arts 3-4 Theater	Theater Arts 3 Theater Arts 4	Classroom-based Full Year
Theater Arts 5-6 Theater	Theater Arts 5 Theater Arts 6	Classroom-based Full Year
Theater Arts 7-8 Theater	Theater Arts 7 Theater Arts 8	Classroom-based Full Year
Vocal Music 1-2 Music	Vocal Music 1 Vocal Music 2	Classroom-based Full Year
Vocal Music 3-4 (Chorale) Music	Vocal Music 3 Choir Vocal Music 4 Choir	Classroom-based Full Year
Vocal Music 5-6 (Advanced Ensemble) Music	Vocal Music 5 Ensble Vocal Music 6 Ensble	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Culinary-Food Science *Adopted from: Mission Trails ROP* Interdisciplinary	Adv Culinary	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Law Enforcement-Criminal Justice *Adopted from: Mission Trails ROP* Interdisciplinary	Adv Law Enforcement	Classroom-based Full Year
Agriculture Business/ Economics History / Social Science	Ag Bus Econ	Classroom-based Half Year
Agriculture Earth Science Laboratory Science ~ Physical Sciences	Ag Earth Science Ag Earth Science 1 Ag Earth Science 2	Classroom-based Full Year
American Literature A and B *Adopted from: Cyber High* English	American Lit A American Lit B	Online-based (UC approved through 2019-20) Full Year
AP Computer Science A *Adopted from: The College Board Advanced Placement Program* Mathematics - Computer Science	AP Comp Sci	UC Honors Classroom-based Full Year
AP Microeconomics *Adopted from: The College Board Advanced Placement Program* History / Social Science	AP Econ AP Economics AP Micro Economics	UC Honors Classroom-based Half Year
AP Psychology *Adopted from: The College Board Advanced Placement Program* History / Social Science	Psychology AP 1 Psychology AP 2	UC Honors Classroom-based Full Year
Art History A and B *Adopted from: Cyber High* Interdisciplinary	Art History A Art History B	Online-based (UC approved through 2020-21) Full Year
AVID 10 *Adopted from: AVID - Advancement Via Individual Determination* Interdisciplinary	AVID 2	Classroom-based Full Year
AVID 11 *Adopted from: AVID - Advancement Via Individual Determination* Interdisciplinary	AVID 11	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
AVID 12 *Adopted from: AVID - Advancement Via Individual Determination* Interdisciplinary	AVID 4	Classroom-based Full Year
AVID 9 *Adopted from: AVID - Advancement Via Individual Determination* Interdisciplinary	AVID 1	Classroom-based Full Year
California Accounting, Semester A *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Accounting 1	Online-based (UC approved through 2020-21) Half Year
California Accounting, Semester B *Adopted from: Edmentum, Inc. (previously PLATO)* Mathematics	Accounting 1 Accounting B	Online-based (UC approved through 2018-19) Half Year
California Child Development *Adopted from: Edmentum, Inc. (previously PLATO)* History / Social Science	Dev Child 1 Dev Child 2	Online-based (UC approved through 2021-22) Half Year
California Culinary Arts, Semester A *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Culinary 1	Online-based (UC approved through 2021-22) Half Year
California Culinary Arts, Semester B *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Culinary 2	Online-based (UC approved through 2021-22) Half Year
California Drafting and Design, Semester A *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Drafting 1	Online-based (UC approved through 2020-21) Half Year
California Drafting and Design, Semester B *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Drafting 2	Online-based (UC approved through 2021-22) Half Year
California Graphic Design and Illustration A *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Graphic Design 1	Online-based (UC approved through 2021-22) Half Year
California Graphic Design and Illustration A *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Graphic Design	Online-based (UC approved through 2021-22) Half Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
California Graphic Design and Illustration B *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Graphic Design 2	Online-based (UC approved through 2021-22) Half Year
Careers in Education *Adopted from: Mission Trails ROP* Interdisciplinary	Careers in Education	Classroom-based Full Year
CDE Environmental Horticulture Science *Adopted from: Mission Trails ROP* Laboratory Science – Physical Sciences	Environmental Horticulture ROP Env Horticulture	Classroom-based Full Year
Cinema Arts and Production *Adopted from: Mission Trails ROP* Visual & Performing Arts	Cinema Arts/Production	Classroom-based Full Year
Computer Science Principles *Adopted from: Project Lead the Way (PLTW)* Mathematics - Computer Science	Computer Sci Prin	Classroom-based Full Year
Dental Assisting *Adopted from: Mission Trails ROP* Interdisciplinary	Dental Careers 1-2	Classroom-based Full Year
Earth Science Laboratory Science – Physical Sciences	Earth Sci 1 P Earth Sci 1 SH Earth Sci 1 SP Earth Sci 1 TR Earth Sci 2 P Earth Sci 2 SH Earth Sci 2 SP Earth Sci 2 TR earth sci p EARTH SCI P SP EARTH SCI SH EARTH SCI TR	Classroom-based Full Year
Economics *Adopted from: Cyber High* History / Social Science	Economics	Online-based (UC approved through 2020-21) Half Year
Economics History / Social Science	Econ P Econ P TR	Classroom-based Half Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Economics *Adopted from: Edmentum, Inc. (previously PLATO)* History / Social Science	Econ P	Online-based (UC approved through 2020-21) Half Year
Emergency Medical Technician *Adopted from: Mission Trails ROP* Interdisciplinary	Emerg Med Tech	Classroom-based Full Year
Exploration of Health Careers *Adopted from: Mission Trails ROP* Interdisciplinary	Explor/Health Careers	Classroom-based Full Year
Exploring Computer Science *Adopted from: Mission Trails ROP* Mathematics	Explor/Comp Sci	Classroom-based Full Year
First Responder *Adopted from: Mission Trails ROP* Interdisciplinary	First Responder	Classroom-based Full Year
Health *Adopted from: Edmentum, Inc. (previously PLATO)* Interdisciplinary	Health Ed 1-2	Online-based (UC approved through 2018-19) Half Year
Introduction to Engineering Design *Adopted from: Mission Trails ROP* Interdisciplinary	Intro Engineering	Classroom-based Full Year
Introduction to Ethnic Studies History / Social Science	IntroEthnic IntroEthnic TR	Classroom-based Full Year
Mexican American Studies History / Social Science	Mexican American Studies	Classroom-based Full Year
Physical Science *Adopted from: Edmentum, Inc. (previously PLATO)* Laboratory Science – Physical Sciences	Earth Sci 1-2 P	Online-based (UC approved through 2020-21) Full Year
Principles of Engineering *Adopted from: Project Lead the Way (PLTW)* Interdisciplinary	Principles of Eng	Classroom-based Full Year
Psychology History / Social Science	Psych 1 P Psych 1-2 P Psych 2 P	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Small Business Entrepreneurship *Adopted from: Mission Trails ROP* Interdisciplinary	Small Business Entrepreneurship Small Business Entrepreneurship (F) Small Business Entrepreneurship (S)	Classroom-based Full Year
Small Business Entrepreneurship *Adopted from: Mission Trails ROP* Interdisciplinary	Small Bus Entrepreneurship	Classroom-based Full Year
Sociology *Adopted from: Cyber High* History / Social Science	Sociology	Online-based (UC approved through 2020-21) Half Year
Virtual Enterprise *Adopted from: Mission Trails ROP* History / Social Science	Virt Ent	Classroom-based Full Year

© 2018 Regents of the University of California

Smarter Balanced Assessment Test Results for:

School: Everett Alvarez High

CDS Code: 27-66159-2730166

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

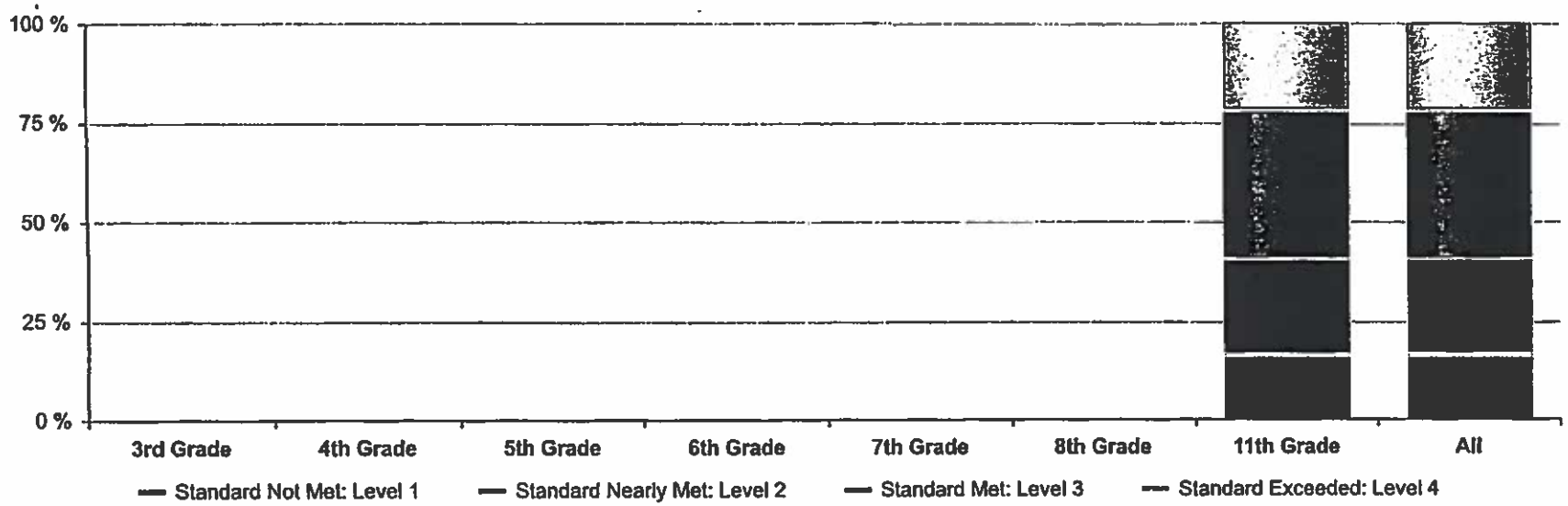
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	570	570
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	551	551
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	549	549
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2596.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	21.86 %	21.86 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	37.16 %	37.16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	24.41 %	24.41 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	16.58 %	16.58 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

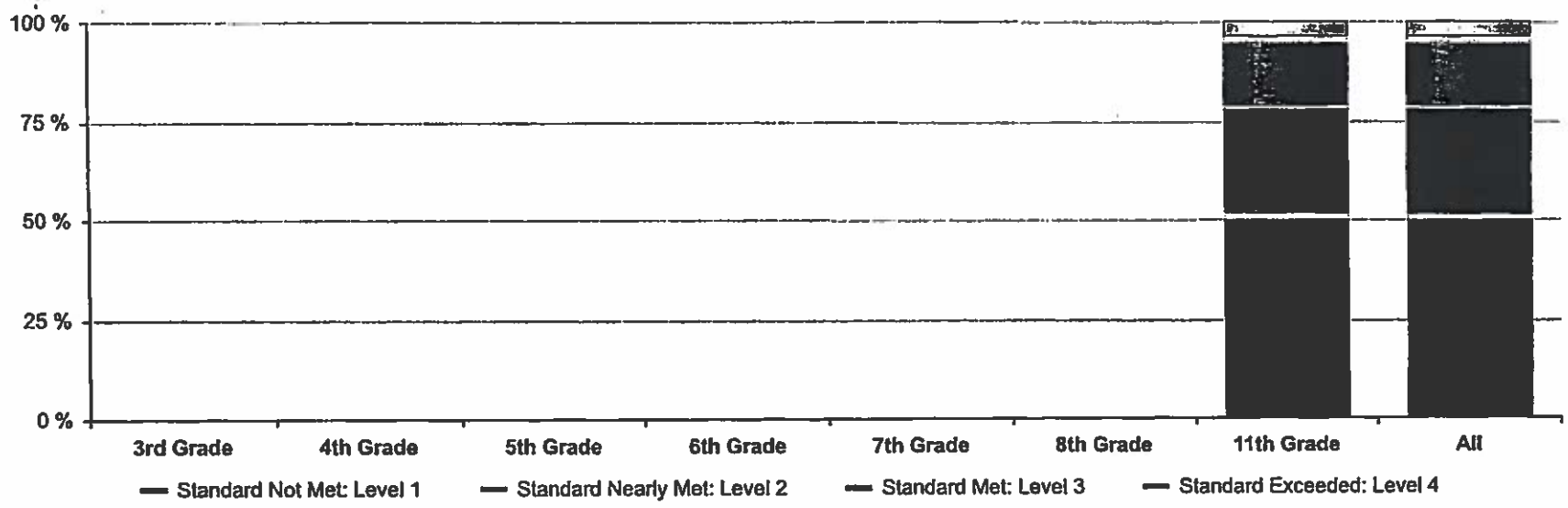
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.37 %	26.37 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51.10 %	51.10 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22.53 %	22.53 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.42 %	32.42 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46.70 %	46.70 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.88 %	20.88 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard								



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	570	570
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	555	555
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	552	552
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2534.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	3.80 %	3.80 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27.36 %	27.36 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	52.17 %	52.17 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9.82 %	9.82 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	28.18 %	28.18 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62.00 %	62.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.27 %	7.27 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.09 %	45.09 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.64 %	47.64 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	N/A	N/A	N/A	N/A	N/A	N/A	17.92 %	17.92 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	67.82 %	67.82 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	14.26 %	14.26 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	38.10 %	38.10 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46.34 %	46.34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	15.57 %	15.57 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution

SARC

2017-18 School Accountability Report Card

Published in 2018-19













Everett Alvarez High School

Grades 9-12
CDS Code 27-66159-2730166

Matthew Fleming
Principal
matthew.fleming@salinasuhsd.org

1900 Independence Boulevard
Salinas, CA 93906
(831) 796-7800

http://eahs.salinasuhsd.org/pages/EverettAlvarezHigh

Para español, visita www.salinasuhsd.org

Salinas Union High School District

431 West Alisal Street Salinas, CA 93901 • www.salinasuhsd.org
Dan Burns, Superintendent • superintendent@salinasuhsd.org • (831) 796-7000

Principal's Message

At Everett Alvarez High School (EAHS), we strive to connect students to the school before they even arrive as freshmen. This connection will serve them well when it comes to academic success.

EAHS is unique in that the school offers a tremendous variety of activities, clubs, sports and arts opportunities for students. Link Crew consists of students mentoring the freshmen class throughout their first year in high school. Our Navy Junior Reserve Officers Training Corps (NJROTC) program is the only one in our district, and it has grown significantly in recent years. As a result, the unit was recently recertified by the U.S. Navy. Our music program includes multiple levels of band, choir and guitar classes, while our other visual and performing art programs include theater, sculpture and art.

The staff and students at Alvarez are committed to making a difference in their community and personal well-being. It is not unusual for a senior to graduate with more than 500 hours of community service, two to four years on a team sport, multiple club memberships and a grade point average that enables students to earn a scholarship for postsecondary academics.

The academic offerings for our students are varied and substantial. During the last Western Association of Schools and Colleges (WASC) accreditation review cycle in 2012-13, EAHS was recognized with a six-year certification of accreditation. Students are given a curriculum that is challenging and gives them the tools necessary to foster success. Academic programs unique to our school include the Agriculture Academy, with a new state-of-the-art building, and the Digital Media Arts Academy. We have a growing AVID (Advancement Via Individual Determination) program to support students in every grade level. Students have the opportunity to take Japanese, French or Spanish for their language requirement. Many of our students take advantage of the varied and growing list of Advanced Placement course offerings.

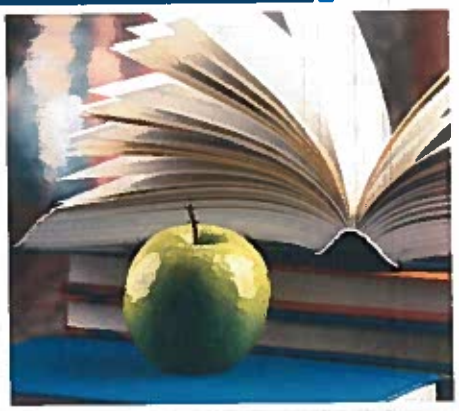
Schoolwide initiatives that support and challenge our students include Professional Learning Communities, where teachers meet weekly to plan lessons, review student data, address Common Core standards, and discuss best practices and interventions for their students based upon common student assessment date. The staff continues to grow in terms of excellent teaching delivery via the Gradual Release of Responsibility model. Academic coaches and administration support this work by closely monitoring and providing professional development during monthly faculty meetings and during teacher preparation periods. The instructional coaching staff supports teachers in multiple ways, including literacy, English language development and technology-infused lessons. Literacy for all students is supported through the Constructing Meaning initiative which encourages academic dialogue and writing strategies, schoolwide. Students who need support with English as their second language take two courses—one to address literature and one to better master the fundamentals of the English language. Many teachers use Google Classroom and are infusing new strategies that take advantage of today's technology, with the support of an instructional coach who focuses solely on instructional technology. Finally, our site climate is regularly improved through collaborative reflection and implementation of Positive Behavior Intervention Systems (PBIS).

The schedule at EAHS is a modified block. Students attend all of their classes on Monday and only three blocks per day the rest of the week. Another unique benefit to our school schedule is having a homeroom period, which takes place three days per week. The staff has elected to serve students during homerooms by providing extra help, tutoring and enrichment during this time. The following are examples of a homeroom: Advanced Placement Biology support, Math 1 intervention support, Mending Matters and Freshmen Link Crew. Forty percent of our teachers have attended a Response to Intervention (RTI) conference to sharpen their skills during collaboration and find more ways to support students to academic success. We have created an RTI pyramid that details schoolwide support, interventions, etc., in one place. Our intervention team, which consists of dedicated staff and our intervention specialist, create systematic ways to support student academic success.

A connection to school and positive behavior truly enhance the learning on campus. In 2016-17, the staff continued to grow our Positive Behavioral Interventions and Supports (PBIS) program. This program approaches student behavior issues in a positive and preventative way. The Tier 1 PBIS program supports students and staff schoolwide. Eagle Pride cards are distributed to all staff so they may reward students on a regular basis for their positive behavior. We have developed schoolwide behavior lessons, incentives and ways in which to address issues such as truancy in a positive and proactive manner. In the 2015-16 school year, we took steps to create programs for our Tier 2 PBIS support system. Tier 2 plans support students who need more than is provided at the schoolwide first tier. Programs and training for staff were identified for three new homerooms designed for students who do not have the desire to perform in school or may not feel there a connection to the school, or who may be having personal problems that make it difficult to focus on academics. This year saw the inception of Tier 3 interventions.

The Common Core State Standards are a set of standards developed by the federal government in the hopes of unifying education standards nationwide. Common Core places a strong emphasis on students' ability to communicate effectively using academic language, problem-solving and critical-thinking skills with their peers. EAHS and the district are proud of the school's initiative to support academic literacy, as it supports the new standards beautifully. EAHS, like many schools throughout the country, is in a transitory state. District planning guides and lessons, aligning to Common Core, have been rolled out for English, math and social studies. In 2015-16, we reviewed the Next Generation Science Standards (NGSS) as a district. Last year, and continuing this year, we are preparing to implement these standards in 2018-19. Districtwide, staff prepared science lessons that integrated earth science with other core science courses. Lessons prepared have Common Core standards embedded such as relevance and a focus on literacy. The goal for the next academic year is to fully integrate the sciences so students will be science literate. In addition to the required two years of integrated science, students will still be able to take additional science courses such as Advanced Placement Environmental Science and Marine Biology.

Continued on page 4

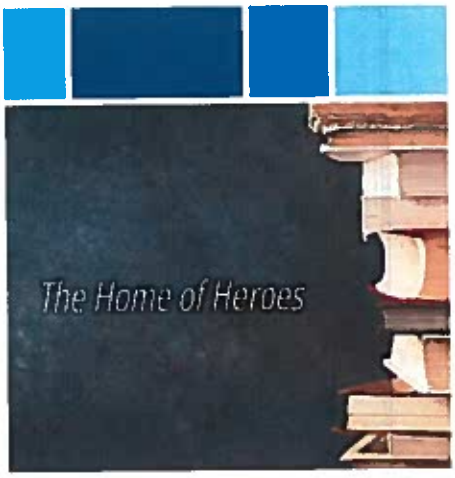


School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The Salinas Union High School District develops educated learners to the highest standards, preparing them to achieve their life's aspirations and to be productive citizens in a global society.



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.79 %	7.79 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60.51 %	60.51 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.70 %	31.70 %

Mathematics Area Achievement Level Descriptors

Principal's Message

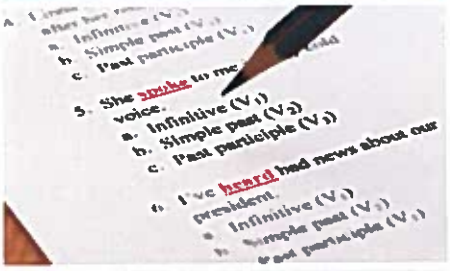
Continued from page 3

Constructing Meaning and Gradual Release Responsibility are implemented lesson-planning strategies to support schoolwide academic literacy. All teachers receive training and ongoing academic coaching with these initiatives in mind. We believe the initiatives are important because they support the Common Core State Standards. Additionally, our instructional coaches and district subject matter coaches support improved mastery of these competencies for all of our teachers.

Everett Alvarez High School is fostering a strong sense of community and trust. We are poised to be a flagship program as we move further into the 21st century, while honoring the legacy of our heroic namesake.

Matthew Fleming

Principal



Everett Alvarez

Everett Alvarez was born in 1937 in Salinas, California. He is the grandson of immigrants from Mexico. He went to Santa Clara University on an academic scholarship. He joined the United States Navy in 1960 and was selected for pilot training. On August 5, 1964, during Operation Pierce Arrow, LTJG. Alvarez's Douglas A-4 Skyhawk was shot down in the immediate aftermath of what is known as the Gulf of Tonkin incident. Alvarez endured eight years and seven months of brutal captivity by the North Vietnamese at the Hòa Lò Prison (sarcastically known as the "Hanoi Hilton" by fellow POWs), in which he was repeatedly beaten and tortured. Alvarez was especially esteemed by his fellow prisoners because, for almost a year, he was the only aviator prisoner of war. Alvarez was the second U.S. pilot to be downed and detained during the Vietnam War and spent more than eight years in captivity, making him the second longest-held American POW. He was released on February 12, 1973. Mr. Alvarez went on to retire as a commander from the U.S. Navy and later became the deputy director of the Veterans Administration. He was appointed to serve on several federal government committees and founded three successful corporations.

School Mission Statement

Proudly following the legacy of Everett Alvarez, Jr., we will empower our students to succeed academically and serve their community with respect, responsibility and honor.

School Vision Statement

Our staff will:

Provide a rigorous academic program to support all students' success and passion for lifelong learning.

Afford students the opportunity to explore, learn from and give back to the community.

Demonstrate diplomacy, integrity and commitment to excellence, which will inspire students to do the same.

Parental Involvement

There are many opportunities for parents to participate.

School Site Council: Parents meet with the council monthly to oversee the school budget and school plan.

English Language Advisory Committee: This committee meets monthly and is led by our English learner specialist and an assistant principal. The committee serves to ensure that all English language learner students have access to an equal education through use of appropriate curriculum, student schedules, teachers and resources.

Safety Committee: Parents meet monthly to review and discuss matters relating to campus health and safety and to review the site's comprehensive safety plan annually.

The Parent Club: This group supports student programs, athletics and the music program.

Parent Group Wednesdays: Parents meet with the community liaison every Wednesday morning for lively discussions on various topics.

Various Parent Booster Clubs for band and various athletic teams.

For more information on how to become involved at the school, please contact Sandra Loera, community liaison, at (831) 796-7800, extension 2330; or sandra.loera@salinasuhsd.org.

School Safety

We begin the school year by meeting with students to share our rules concerning safety on campus. We have access to a safety dog trained to detect drugs, alcohol and gun powder. Students understand the purpose of the dog is to ensure that we do not have these items at school.

Four campus supervisors and two campus security officers, along with administrators, teachers, other staff and a probation officer support a safe learning environment for the school community. We monitor school grounds before, during and after school. Security is available from 7:30 a.m. to 7 p.m.

We maintain a closed campus except for qualifying seniors and juniors who are allowed to leave at lunchtime. We also monitor our campus with a closed-circuit security-camera system. Visitors coming to the campus must check in with the office, sign in and obtain a visitor's pass.

Required safety drills per education code occur each year. The safety plan is revised annually and is put on display for the public once a year. This plan is shared with the School Site Council for approval and is presented to the public. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019. Safety policy and drills are reviewed two times at a faculty meeting within the first quarter of the school year.

The key elements in the school safety plan include:

- Safety practices and policies and procedures
- Site-level multi-hazard emergency plan
- Recovery
- Phone numbers and rosters
- Hazard checklists
- Board policies and regulations for student safety

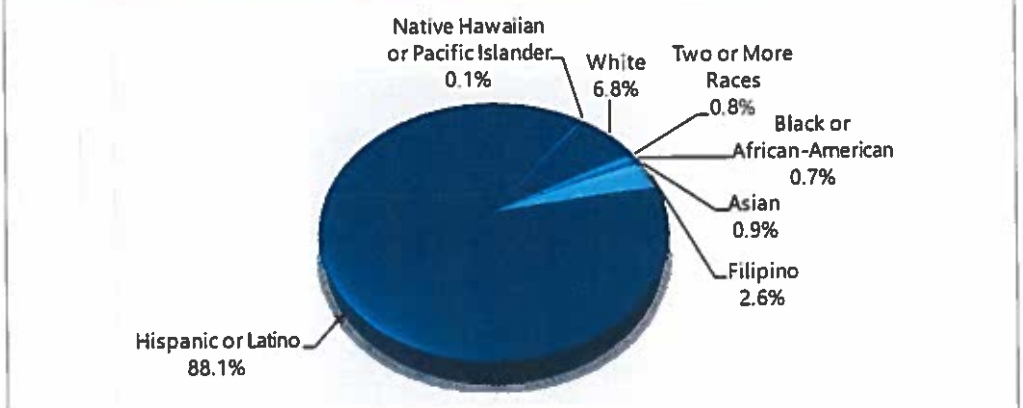
In order to prepare for emergencies, we create an emergency box that includes:

- Maps
- Assignments of locations and responsibilities for all staff
- Rehearsal of protocol with key staff members such as the nurse, security and custodians is completed each semester
- Student rosters and contact info for emergency contracts and reunification

Enrollment by Student Group

The total enrollment at the school was 2,645 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2017-18 School Year

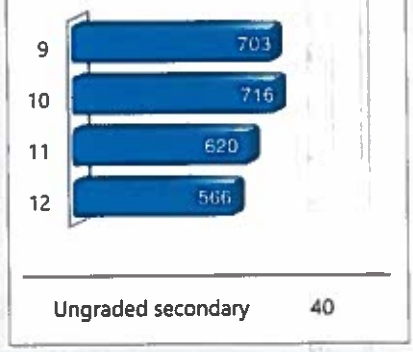


Socioeconomically disadvantaged	69.80%	English learners	22.60%	Students with disabilities	10.20%	Foster youth	0.50%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



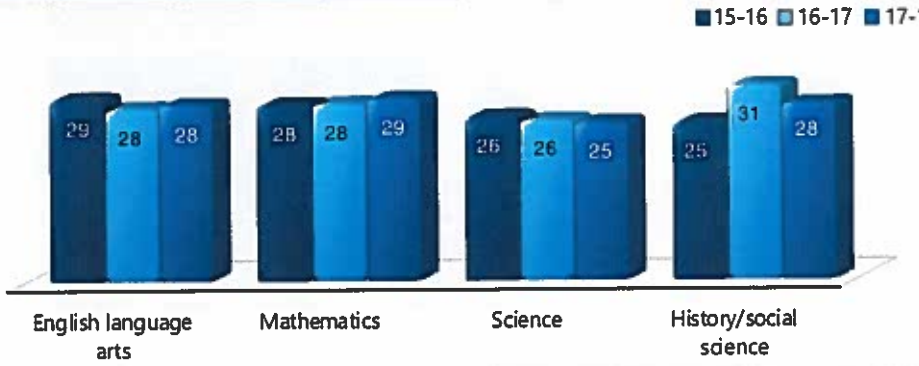
Ungraded secondary	40



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size — Three-Year Data



Number of Classrooms by Size — Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	21	70	7	15	93	9	7	82	1
Mathematics	9	69	2	7	72	7	3	79	3
Science	17	48	1	15	66	1	11	61	
History/social science	11	44	10	4	63	4	5	48	2

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Everett Alvarez HS	15-16	16-17	17-18
Suspension rates	6.6%	4.6%	8.8%
Expulsion rates	0.4%	0.3%	0.3%
Salinas Union HSD	**15-16**	**16-17**	**17-18**
Suspension rates	6.8%	8.8%	9.9%
Expulsion rates	0.3%	0.3%	0.3%
California	**15-16**	**16-17**	**17-18**
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (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.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data
	Everett Alvarez HS		Salinas Union HSD		California	
Subject	**16-17**	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Everett Alvarez HS		Salinas Union HSD		California	
Subject	**16-17**	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
English language arts/literacy	59%	52%	39%	39%	48%	50%
Mathematics	20%	19%	21%	21%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2017-18 School Year
Percentage of Students Meeting Fitness Standards	**Everett Alvarez HS**
	Grade 9
Four of six standards	16.0%
Five of six standards	33.5%
Six of six standards	26.4%

✧ Not applicable

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards — 2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	577	551	95.49%	52.45%
Male	288	272	94.44%	41.54%
Female	289	279	96.54%	63.08%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	73.33%
Hispanic or Latino	486	463	95.27%	49.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	63	60	95.24%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	385	367	95.32%	48.50%
English learners	172	157	91.28%	18.47%
Students with disabilities	45	40	88.89%	5.00%
Students receiving Migrant Education services	11	9	81.82%	0.00%
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	577	558	96.71%	18.71%
Male	288	276	95.83%	19.27%
Female	289	282	97.58%	18.15%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	46.67%
Hispanic or Latino	486	469	96.50%	17.34%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	63	62	98.41%	17.74%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	385	371	96.36%	15.99%
English learners	172	165	95.93%	4.91%
Students with disabilities	45	41	91.11%	0.00%
Students receiving Migrant Education services	11	10	90.91%	0.00%
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	
Everett Alvarez HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	98.07%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	48.48%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements	Graduating Class of 2017		
Group	Everett Alvarez HS	Salinas Union HSD	California
All students	89.71%	83.29%	88.72%
Black or African-American	100.00%	88.89%	82.15%
American Indian or Alaska Native	❖	66.67%	82.81%
Asian	80.00%	97.22%	94.93%
Filipino	88.24%	90.00%	93.45%
Hispanic or Latino	89.57%	82.00%	86.54%
Native Hawaiian or Pacific Islander	❖	50.00%	88.56%
White	92.00%	89.69%	92.12%
Two or more races	100.00%	93.33%	91.15%
Socioeconomically disadvantaged	89.37%	82.48%	88.64%
English learners	42.67%	42.29%	56.74%
Students with disabilities	53.33%	61.65%	67.12%
Foster youth	100.00%	100.00%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Everett Alvarez HS	93.20%	92.10%	90.40%	1.70%	3.50%	4.20%
Salinas Union HSD	84.80%	84.70%	83.60%	4.50%	5.10%	6.50%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs

All of our classes prepare students for the workforce in some way. We have a very strong Regional Occupational Program (ROP) that provides on- and off-campus opportunities for students in a variety of career fields. The International Agribusiness Academy and the Digital Media Arts Academy offer students career technical preparation in their respective fields.

The Career Center, located in the 100 building, supports students with work permits, career-interest surveys, interview and employability skills workshops, and résumé building to prepare students for the workforce.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,014 students in CTE courses.

Everett Alvarez High's mission includes preparing students for careers. We offer many career technical and vocational educational courses. Our Agriculture Academy and Digital Media Arts Academy provide students with vocational classes and modified academic classes that lead to career opportunities in their specific sectors. With the support of the career counselor, student progress through a series of activities to help them focus their career options. Beginning in ninth grade, all students are given a career-interest survey, which is shared with counselors and parents. Senior year includes professional portfolio development (résumé writing, sample application, letters of recommendation, cover letter), interview/employability skills workshops, college application, orientation, assessment workshops and college/career technical-school speakers presentations. During their junior year, students focus on postsecondary options and continue their career research.

The primary person responsible for ROP and CTE is Ivonne Glen.

These are grouped together to form Capstone opportunities in a logical sequence that is most beneficial for student interests and needs.

The Salinas Union High School District is preparing students to be College and Career Ready by integrating a strong Career and Technical Education (CTE) program at four comprehensive sites, two alternative education sites and the Mission Trails ROP Center. The CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students a superb experience in a variety of sectors and pathways. In our CTE courses, students can explore and develop technical skills that will lead them to higher education or into the workplace. CTE courses offer job shadowing and work-based learning opportunities. Furthermore, there are several California Partnership Academies (CPA) throughout the district. Alisal High School hosts the Engineering Academy, North Salinas High School hosts the Health Academy, Salinas High School offers the Green Academy and FAST Academy, and Everett Alvarez High School offers the Digital Media Academy and the International Agriculture Academy, providing students a deepened experience throughout their high school career.

The following sectors and pathways are available to student body:

Agriculture and Natural Resources (ANR)
- Agricultural Business
- Agricultural Mechanics
- Animal Science
- Ornamental Horticulture
- Environmental Horticulture

Arts, Media and Entertainment (AME)
- Design, Visual and Media Arts
- Graphic Design

Building and Construction Trades (BCT)
- Cabinetry, Millwork and Woodworking
- Engineering and Heavy Construction
- Residential and Commercial Construction

Education, Child Development and Family Services (ECDFS)
- Child Development
- Careers in Education

Engineering and Architecture (EA)
- Engineering Design
- Environmental Engineering

Health Science and Medical Technology (HSMT)
- Foundations of Nursing
- Medial Assisting
- Health Occupations/Physical Therapy
- Sports Medicine

Hospitality, Tourism and Recreation (HTR)
- Culinary
- Restaurant Careers

Information and Communication Technologies (ICT)
- Networking
- Robotics
- Computer Science

Manufacturing and Product Development (MPD)
- Welding and Materials Joining

Marketing, Sales and Service (MSS)
- Marketing
- Professional Sales

Public Services (PS)
- Fire Technology
- Emergency Response

Transportation (T)
- Operations

The following CTE courses are available to students:
- Advanced Culinary Arts
- Ag Business Occupations
- Agriculture Biology
- Agriculture Chemistry
- Agricultural Science
- Animal Care
- Art/History Floral Design
- Art Digital Age
- Auto Service
- Cinema Arts Production
- Computer Business Applications
- Dental Careers
- Digital Electronics
- Engineering Design
- Engine Repair
- Ornamental Horticulture
- Foundations of Nursing
- Graphic Design

Continued on sidebar

Career Technical Education Programs

Continued from left
- Health Occupations
- Industrial Welding
- Intro to Comp Science
- Advanced Computer Science
- Intro to Fire
- Intro to Sports Medicine
- Advanced Sports Medicine
- Media Productions
- Mill Cabinet
- Physical Therapy Aide
- Principles of Engineering
- Restaurant Sales
- Retail Sales
- Robotics
- Sports Medicine
- Animal and Plant Science
- Livestock and Crops
- Agriculture Earth Science
- Agriculture Mechanics
- Agriculture Welding



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Everett Alvarez HS	
2017-18 Participation	
Number of pupils participating in a CTE program	932
Percentage of pupils who completed a CTE program and earned a high school diploma	69.40%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	8.57%

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/25/2018



Textbooks and Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams case legislation of 2004, which requires schools to provide textbooks and instructional materials to all students. This online report shows whether we had a textbook for each student in each core course during the 2018-19 school year and whether those textbooks covered the California content standards.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
English language arts	National Grade 9, 10, 11; The College Board	2017
English language arts	California Literature, McDougal Littell	2009
English language arts	CSU Expository Reading and Writing Course	2013
English language arts: ELD 1	*Inside: Fundamentals*, Volume 1; Cengage Learning	2017
English language arts: ELD 2 & 3	*Edge: Fundamentals* and *Edge: Level A*, Cengage Learning	2017
English language arts: ENG 3D	*Academic Language and Learning* A,B,C,D; Hampton Brown	2017
English language arts	*Step-by-Step Writing: A Standards-Based Approach*	2007
Mathematics	Mathematics Vision Project	2013
Mathematics	Trigonometry, Third Edition	2011
Mathematics: AP Statistics	*The Practice of Statistics*, 5th Edition; W.H. Freeman & Co.	2017
Mathematics	*Mathematics with Business Applications*, Fifth Edition	2005
Mathematics	*AP Computer Science*; Cengage	2017
Mathematics	*Business Math*, 16th Edition	2005
Mathematics	*Calculus: Graphical, Numerical*, Algebraic; Pearson	2010
Mathematics	*Consumer Mathematics*, AGS	2005
Mathematics	*Transition to College Mathematics and Statistics*, McGraw-Hill	2017
Mathematics: AP Calculus AB/BC	*Calculus: Graphical, Numerical, Algebraic*, 5th Edition	2018
Science	*Astronomy Today*, Eighth Edition	2014
Science	*Foundations of Astronomy*	2009
Science	*Understanding Human Anatomy and Physiology*, 2008 Edition	2011
Science	*Biology: Concepts & Connections*	2005
Science	*Biology: The Dynamics of Life*	2004
Science	*Biology*, California Edition	2007
Science	*Chemistry: Matter and Change*	2009
Science	*Chemistry & Chemical Reactivity*	2010
Science	*Chemistry*	2009
Science	*Introduction to Marine Biology*, Second Edition	2002

Continued on page 11

Textbooks and Instructional Materials - *Continued from page 10*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
Science	*Earth Science*, California Edition	2005
Science	*Environmental Science: Earth as a Living Planet*, Ninth Edition	2014
Science	*Principles of Technology*	2002
Science	*Science of Earth Systems*	2004
Science (AP Biology)	*Biology: The Dynamics of Life*	2004
Science (Applied Physics)	*Physics: A First Course*	2009
Science (Honors Chemistry)	*Chemistry and Chemical Reactivity*, Fourth Edition	2001
Science (Physics)	*Foundations of Physics*	2009
Science (AP Physics)	Physics AP, Addison Wesley	2015
Social Science (psych)	*Myers' Psychology for AP*	2012
Social Science: AP European History	AP European History: *The Western Heritage Since 1300*, Revised AP Edition	2016
History/social science	*American History: A Survey*, 12th Edition	2007
History/social science	*For the People*, Volume 2	2001
History/social science	*The American Vision: Modern Times*, California Edition	2006
History/social science	*World History: Modern Times*, California Edition	2006
History/social science: AP US Government	*Government in America*, 2014 Elections and Updates Edition; Pearson	2017
History/social science: AP US History	*American History: Connecting with the Past*	2017
History/social science: Mexican American Heritage	*Mexicanos: A History of Mexicans in the United States*	2017
History/social science: American Film History	*American Cinema American Culture*	2018
History/social science: Ethnic Studies	*A People's History of the United States*	2018

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2018-19 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	20.90%
Number of AP courses offered at the school	30
Number of AP Courses by Subject	
Computer science	0
English	3
Fine and performing arts	0
Foreign language	5
Mathematics	6
Science	2
Social science	14



Types of Services Funded

- Title I, Part A: Supplemental Educational Services, Youth in Transition, School Choice
- Title I, Part C: Migrant program, Out of School Youth Program, Student Health Screenings
- Local Control Funding Formula (LCFF): Link Crew (high school), WEB (middle school), AVID (Advancement Via Individual Determination), Read 180, Rosetta Stone, Summer Bridge, Extended Learning
- After School Education and Safety (ASES) Program (middle school)



School Facilities

Everett Alvarez students enjoy a first-class high school facility. Since our first school buildings were constructed in August 1995, we have added classrooms, labs, two gyms, a stadium with synthetic turf, a full aquatic center, two parking lots and a tennis facility. More recently, we added a new weight room, music room and lights for our stadium. During the 2010-11 school year, an agricultural-science building was completed. The student population is growing, so we added 460 more lockers in 2012-13 and more outdoor lunch tables in 2014-15. All school buildings have working heating systems. Our campus includes portable buildings, but they do not infringe on space that would otherwise be used for activities. We are extremely proud that our campus is clean and free of litter, graffiti and debris. For the seventh year in a row, we received "exemplary" status on the Williams facilities inspection, which requires schools to be clean, safe and provide sufficient textbooks and instructional materials for all its students. The entire school exterior was painted the summer of 2015. This year, two buildings (the library academic complex, and student services building) received brand-new heating and air-conditioning units. The stadium turf was replaced during the summer of 2018, and the track was repainted that fall. In addition, solar panel arrays were installed on the main campus and the athletic practice fields in the fall.

In November 2014, a bond was passed that will provide funds in the near future to remodel original structures, build a theater arts building and shop classrooms, and implement enhancements to science classrooms. Chromebooks are now provided to every student for their own use at home and at school. This goal supports both Common Core technology needs as well as technology lessons (i.e., Google Classroom).

We keep students safe on school grounds before, during and after school, as we have seven campus supervisors and five administrators that monitor the premises from 7:30 a.m. to 8 p.m. In addition to school hours, administration and supervisors oversee athletic events, dances and other school functions. A health technician is on site during the school day, and is supported by a district nurse.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2018-19 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	6/1/2018
Date of the most recent completion of the inspection form	8/30/2018

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Room 802 – ceiling tile; 100 Building – Boy's Restroom Sink. Work orders placed.	September 2018

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"We are poised to be a flagship program as we move further into the 21st century, while honoring the legacy of our heroic namesake."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Salinas Union HSD	Everett Alvarez HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	675	107	106	111
Without a full credential	35	3	4	4
Teaching outside subject area of competence (with full credential)	8	0	1	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Everett Alvarez HS		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	1

Professional Development

All teachers who are new to the district may participate in a weeklong summer institute focused on the district's standards-based curriculum. We hold monthly meetings for all new teachers where various appropriate topics and procedures are explored. All teachers have opportunities to participate in conferences and workshops related to the subjects they teach throughout the year. During monthly faculty meetings, we routinely incorporate professional development. Additionally, we schedule department-specific staff-development days throughout the year to enable staff within each department to focus on their curriculum. We infuse professional development during monthly leadership meetings for our department chairs and collaborative leads.

Key initiatives at Everett Alvarez High School include Constructing Meaning and Gradual Release of Responsibility. All new teachers receive a five-day training in the summer or fall for these initiatives. We have four instructional coaches who work with teachers in small groups, individually and with the faculty during the monthly staff meetings. Instructional coaches and the principal receive ongoing training throughout the school year. In the spring, the instructional coach team attended a conference to ensure they are still current on their practice. Teachers are also versed in the area of Positive Behavioral Interventions and Supports (PBIS) during faculty meetings. The PBIS leadership team attends a national conference in the fall each year. The Professional Learning Community (PLC) model practices are getting refined, as 40 percent of our teachers have attended the Response to Intervention training, and 100 percent of our administrators have attended the training.

Monitoring progress in these initiatives is done via self-assessment, the Professional Learning Community rubrics, surveys and learning walk data collected by administrators and coaches. This data is shared with the staff and helps to determine next steps for training.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Everett Alvarez HS	1 day	1 day	1 day



Academic Counselors and School Support Staff

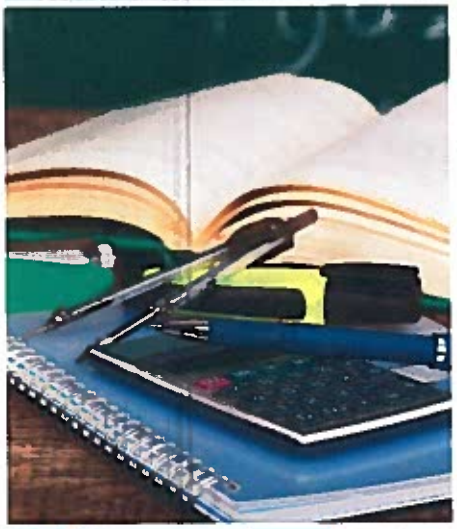
This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	6.0
Average number of students per academic counselor	442
Support Staff	**FTE**
Social/behavioral counselor	1.0
Career development counselor	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	2.0
Psychologist	1.0
Social worker	0.2
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
Other	**FTE**
Gear UP program specialist	1.0
Intervention specialist	2.0
English learner specialist	1.0

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	$8,127
Expenditures per pupil from restricted sources	$1,723
Expenditures per pupil from unrestricted sources	$6,403
Annual average teacher salary	$77,172



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Salinas Union HSD	Similar Sized District
Beginning teacher salary	$45,292	$50,747
Midrange teacher salary	$78,355	$86,127
Highest teacher salary	$106,309	$106,915
Average middle school principal salary	$125,953	$136,636
Average high school principal salary	$144,942	$150,286
Superintendent salary	$212,961	$238,058
Teacher salaries: percentage of budget	34%	34%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Everett Alvarez HS	$6,403	$77,172
Salinas Union HSD	$8,888	$78,479
California	$7,125	$85,815
School and district: percentage difference	-28.0%	-1.7%
School and California: percentage difference	-10.1%	-10.1%

PUBLISHED BY: SIA School Innovations & Achievement
www.sia-us.com | 800.487.9234

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

EAHS MASTER SCHEDULE 2018-2019

Staff	ID		Dept.	House	PLC group	1st Period	Course #	Sec #	Room #	2nd Period	Course #	Sec #	Room #	3rd Period	Course #	Sec #	Room #	4th Period	Course #	Sec #	Room #	5th Period	Course #	Sec #	Room #	6th Period	Course #	Sec #	Room #
Serna, Stephanie	36706		AG	AG	AG	Art & History of Floral	4605	1	213	Chemistry & Agriscience (AG)	2605	1	215	Art & History of Floral (AG)	4605	2	214	Chemistry & Agriscience	2605	2	215	Environ Horticulture	2623	1	213	PREP			
Souza, Janice	9120		AG	AG	AG	Adv Intrdisc Sci Sustain AG	2619	1	215	Ag Bus Occup	4612	1	214	Bio & Sustain AG	2612	1	215	AG Govt/Econ	2631	1	214	Bio & Sustain (AG)	2612	2	215	PREP			
Holmes, Hilary	37476		Art	Art	ART	ART 1-2	6312	5	304	Dimensional Art	6334	1	304	ART 1-2	6312	7	304	Dimensional Art	6334	2	304	PREP				Dimensional Art	6334	3	304
Mack, Josh	35428		Art	Music	District PLC	GUITAR 1-2 & 3/4	6640/6641	2/1	MUSIC	Guitar 1/2	6640	1	MUSIC	Advanced Band	6618	1	MUSIC	Vocal Music 1/2 -7/8	6660/6661/6662/6663	1	MUSIC	GUITAR 1-2	6640	3	MUSIC	Beg Band/ Intermediate Band	6614/6618	1/1	MUSIC
Rosenburg, Alan	8868		Art	Art	District PLC	CERAMICS 1/2 & CERAMICS 3/4	6340/6342	1	305	CERAMICS 1/2 & CERAMICS 3/4	6340/6342	2	305	ap	6340	4	305	PREP				CERAMICS 1/2	6340	5	305	CERAMICS 1/2	6340	3	305
Young, Brenda	9356		Art	Art, AP	ART	ART 1-2	6312	8	302	ART 1-2	6312	4	302	ART 1-2	6312	3	302	Art 3/4/ Studio Art AP	6316/6350	1/1	302	ART 1-2	6312	2	302	ART 1-2	6312	1	302
Mentze, M	37229		CTE		CTE	ROBOTICS I	4694	1	805	BUSINESS TECH	4040	1	805	ROBOTICS II	4423	1	805	BUSINESS TECH	4040	2	805	ROBOTICS I	4694	2	805	BUSINESS TECH	4040	3	805
Rose, Scott	37168		CTE	DMA	CTE	PREP				Art in Digital Age (DMA)	4429	1	807	Art in Digital Age	4429	2	807	CINE ARTS (DMA)	6723	1	807	TV Media BLOCK	4682	1	807	TV Media BLOCK/ TV Media DMA (2)	4682	2	807
Griffith, Kyle	162068		English	ELD	ELA 10	ELD 2A/2B	714/716	2	704	ELD 2A/2B	714/716	2	704	ALL C	186	1	704	ENG 10	30/34	12	704	ENG 10	30/34	13	704	ENG 10	30/34	15	704
Brant, Tera (EAHS-017)	162049		English	SPED	ELA 9	ENG 9	14/20	6	707	ENG 9 (Co-Teach)	14/20	1	707	ELA 9 (Co-Teach)	14/20	2	707	PREP				ELA 9 (Co-teach)	14/20	18	707	ENG 9	14/20	7	723
Brau, Steve	9006		English	SPED	ELA 11	ENG 11	44	1	720	ENG 9	14/20	11	720	ENG 11	44	3	720	ENG 9	14/20	12	720	PREP				ENG 11	44	4	720
Cannon, Rachel	36685		English	Honors, ELD	ELA 11	Eng 11 H	42	1	703	PREP				Eng 11 H	42	2	703	ALL A	184	1	703	ALL A	184	2	703	ALL A	184	3	703
Garrison, David	36363	604	English	DMA	ELA 10	PREP				ENG 10	30/34	2	406	ENG 10 (DMA)	30/34	1	406	ENG 10	30/34	3	406	ENG 9	14/20	3	406	ENG 9	14/20	4	406
Gremaud, Monique	161618		English	AG, SPED	ELA 10	ENG 10 (AG)	30/34	5	407	ENG 10 (Co-Taught)	30/34	6	407	ENG 10	30/34	4	407	ENG 10 (Co-Taught)	30/34	7	407	ENG 10 (Co-Taught)	30/34	8	407	PREP			
Hagerty, Diana	162031		English	GATE	ELA 9 (or 10)	PREP				ENG 10 GATE	28	3	705	ELA 9	14/20	5	705	ENG 10 GATE	28	4	705	ENG 9	14/20	19	705	ENG 10 GATE	28	5	705
Hedgpeth, Michael	11681		English	AP	ELA 12	ENG 12 AP	48	1	722	ALL D	187	1	722	PREP				ENG 12 AP	48	2	722	ENG 12 AP	48	3	722	ENG 12 AP	48	4	722
Henry, Jordana	35255	702	English	Puente AP	ELA 11	ENG 10 GATE (Puente)	28	1	408	ENG 11 AP (Puente)	35	2	408	ENG 10 GATE	28	2	408	PREP				ENG 11 AP	35	3	408	ENG 11 AP	35	4	408
Johnson, Trevor	37207	708	English		ELA 10	ENG 11	44	5	608	ENG 10	30/34	9	703	ENG 11	44	6	603	PREP				ENG 10	30/34	10	708	ENG 10	30/34	11	603
Lominario, Balena	162023		English		ELA 9	ENG 9	14/20	20	607	ENG 9	14/20	8	607	PREP				Yearbook	7510	1	607	ENG 9	14/20	10	607	ENG 9	14/20	9	607
Matz, Taylour	36808	710	English	Art	District PLC	Theater 1-2	6711	1	710	READ 180	106	1	710	Theater 1-2/3-4	6711/6712	2/1	710	READ 180	106	2	710	Theater 5-6/Theater 1-2	6713/6711	1/3	710	PREP			
O'Brien	37474		English	AG	ELA 12	ENG 11	44	7	723	ENG 12 (AG)	53	4	723	ENG 11 (AG)	44	8	723	ENG 12	53	5	723	ENG 12	53	2	723	PREP			
Pantoja, Daniel	35545		English	ELD	ELA 11	ELD 1A/1B	710/712	1	603	ELD 1A/1B	710/712	1	603	PREP				ENG 11	44	2	603	ENG 11	44	12	603	READ 180	106	3	710
Paxton, Laura	37468		English	ELD	ELA 10	ALL B	185	1	701	ELA 10	30/34	14	701	ELA 10	30/34	17	701	PREP				ALL B	185	2	701	ENG 10	30/34	16	701

EAHS MASTER SCHEDULE 2018-2019

Staff	ID		Dept.	House	PLC group	1st Period	Course #	Sec #	Room #	2nd Period	Course #	Sec #	Room #	3rd Period	Course #	Sec #	Room #	4th Period	Course #	Sec #	Room #	5th Period	Course #	Sec #	Room #	6th Period	Course #	Sec #	Room #
Reyes, Fred	37140		English		ELA 9	ENG 9	14/20	13	606	ENG 11	44	10	606	ENG 9	14/20	14	606	ENG 9	14/20	15	606	PREP				ENG 11	44	11	606
Stephens, William	36743		English	ELD, AP	ELA 11	ELD 3A/3B	718/720	1	605	ELD 3A/3B	718/720	1	605	PREP				ENG 11 AP	35	1	605	ENG 11	44	13	605	ENG 11	44	14	605
Vega, Sheryl	9245		English		ELA 12	ENG 12	53	6	721	ENG 11	44	15	721	ENG 12	53	7	721	ENG 11	44	16	721	PREP				ENG 11	44	9	721
Williams, Peter	34373		English	Puente, AVID, GATE	ELA 9	ENG 9 GATE (Puente)	12	1	706	PREP				AVID 11	7779	2	706	ENG 12 (Puente)	53	8	706	AVID 12	7775	2	706	ENG 9 GATE	12	2	706
Wirth, David	33984		English	GATE, DMA	ELA 12	ENG 9 GATE	12	3	709	ENG 12	53	9	709	ENG 9	14/20	16	709	ENG 12	53	1	709	ENG 12 (DMA)	53	10	709	ENG 12	53	3	709
Wood, John	34248		English	SPED	ELA 12	ENG 12	53	11	705	ENG 12 (Co-teach)	53	12	706	ENG 12	53	13	712	PLATO	7607	2	707	ENG 12 (Co-teach)	53	14	708	ENG 12 (Co-teach)	53	15	707
"Generic Staff"			English, COU		n/a	Counseling 1	4652	1	716																				
Klimov, Michael	161787		English/Foreign Language	ELD	FRENCH	ELD 2A/2B	714/716	1	601	ELD 2A/2B	714/716	1	601	PREP				ALL A	184	4	601	FRENCH 2	6014	1	601	FRENCH 2	6014	2	601
Myers, Megan	161186	414/103	FCS/ English		ELA 9	PREP				Culinary 1-2	4212	2	414	ENG 9	14/20	21	103	Culinary 1-2	4212	4	414	ENG 9	14/20	17	103	Culinary 1-2	4212	6	414
Eichorn, Judy	9283	414	FCS		n/a	Culinary 1-2	4212	1	414	OFF CAMPUS				Culinary 1-2	4212	3	414	OFF CAMPUS				Culinary 1-2	4212	5	414	OFF CAMPUS			
Arrellano, Jose	162041		Foreign Lang.		HS1	SPANISH HERITAGE 1	6074	1	810	SPANISH HERITAGE 1	6074	2	810	SPANISH HERITAGE 1	6074	3	810	SPANISH HERITAGE 1	6074	4	810	PREP				SPANISH 1	6043	6	810
Avila, Tanya	11612		Foreign Lang.	AP	SPAN 1	PREP				SPANISH LANG AP	6068	1	716	SPANISH 1	6043	1	716	SPANISH LANG AP	6068	2	716	SPANISH 1	6043	2	716	SPANISH LANG AP	6068	3	716
Bainbridge, Jason	37056		Foreign Lang.	AP, AVID	HS2	AP SPANISH LIT	6067	1	713	SPANISH HERITAGE 2	6075	1	713	AVID 12	7775	1	713	SPANISH HERITAGE 2	6075	2	713	PREP				SPANISH HERITAGE 2	6075	3	713
Briney, Mathew	35786		Foreign Lang.	AVID	SPAN 1	SPANISH 1	6043	3	808	SPANISH 1	6043	4	808	AVID 9	7776	1	808	SPANISH 1	6043	5	808	AVID 9	7776	2	808	PREP			
Crowley, Daniel	33562		Foreign Lang.		SPAN 2	SPANISH 2	6047	2	719	PREP				SPANISH 2	6047	1	719	SPANISH 3	6054	1	719	SPANISH 2	6047	3	719	SPANISH 3	6054	2	719
EAHS-007: Gaskill			Foreign Lang.		SPAN 2	SPANISH 2	6047	4	809	SPANISH 2	6047	5	809	PREP				SPANISH 2	6047	6	809	SPANISH 2	6047	7	809	SPANISH 2	6047	8	809
Hashiba, Erica	35734		Foreign Lang.		District PLC	JAPANESE 1	6032	1	609	JAPANESE 2	6034	1	609	JAPANESE 1	6032	2	609	JAPANESE 2	6034	2	609	JAPANESE 1	6032	3	609	JAPANESE 2	6034	3	609
Hoefling	161853		Foreign Lang.		FRENCH	PREP				FRENCH 1	6010	1	711	FRENCH 1	6010	2	711	FRENCH 1	6010	3	711	FRENCH 1	6010	4	711	French 3/4AP	6016/6018	1	711
Mercado, Alvaro	12092		Foreign Lang.		HS 1	SPANISH HERITAGE 1	6074	5	813	SPANISH 1	6043	7	813	SPANISH HERITAGE 1	6074	7	813	PREP				SPANISH HERITAGE 1	6074	8	813	SPANISH 1	6043	8	813
Orozco-Aburto	36498		Foreign Lang.		HS 2	SPANISH HERITAGE 2	6075	4	714	SPANISH HERITAGE 2	6075	5	714	SPANISH HERITAGE 2	6075	6	714	PREP				SPANISH HERITAGE 2	6075	7	714	SPANISH HERITAGE 1	6074	9	714
Topete, Ana	36781		Foreign Lang.		HS 2	SPANISH HERITAGE 2	6075	9	812	PREP				SPANISH HERITAGE 2	6075	8	812	SPANISH HERITAGE 1	6074	10	812	SPANISH HERITAGE 1	6074	11	812	SPANISH HERITAGE 1	6074	6	812
Becker, Sky	12369		General		n/a													LEADERSHIP	7720	1	2								

EAHS MASTER SCHEDULE 2018-2019

Staff	ID		Dept.	House	PLC group	1st Period	Course #	Sec #	Room #	2nd Period	Course #	Sec #	Room #	3rd Period	Course #	Sec #	Room #	4th Period	Course #	Sec #	Room #	5th Period	Course #	Sec #	Room #	6th Period	Course #	Sec #	Room #
Lawson	37321		General	NJROTC	n/a	NJROTC ZERO PERIOD	7726/ 7727/ 7728/ 7729	1	801					NJROTC	7726/ 7728	2	801	NJROTC	7727/ 7729	3	801	NJROTC	7726/ 7728	4	801	NJROTC	7727/ 7729	5	801
LAWSON			NJROTC	NJROTC	n/a	NJROTC 7th PERIOD	7726/ 7727/ 7728/ 7729	6	801					NJROTC	7727/ 7729	2	801	NJROTC	7726/ 7728	3	801	NJROTC	7727/ 7729	4	801	NJROTC	7726/ 7728	5	801
Parker, Carrie	162074		Health		HEALTH	HEALTH 1-2	7316/ 7324	6	604	HEALTH 1-2	7316/ 7324	8	604	HEALTH 1-2	7316/ 7324	7	604	HEALTH 1-2	7316/ 7324	24	604	HEALTH 1-2	7316/ 7324	9	604	HEALTH 1-2	7316/ 7324	10	604
Retzlaff, Jonathan	9303		Health		HEALTH	HEALTH 1-2	7316/ 7324	17	602	HEALTH 1-2	7316/ 7324	16	602	HEALTH 1-2	7316/ 7324	23	602	HEALTH 1-2	7316/ 7324	18	602	HEALTH 1-2	7316/ 7324	19	602	HEALTH 1-2	7316/ 7324	20	602
Susarrey, Roanda (EAHS-005)	162038		Health		HEALTH	HEALTH 1-2	7316/ 7324	11	103	HEALTH 1-2	7316/ 7324	12	103	HEALTH 1-2	7316/ 7324	14	111	HEALTH 1-2	7316/ 7324	13	103	PREP				HEALTH 1-2	7316/ 7324	15	103
Dulisse, Michael	36693		Health, PE		HEALTH	GOV/ECON	3050/ 3052	01	105	HEALTH 1-2	7316/ 7324	2	105	HEALTH 1-2	7316/ 7324	3	105	HEALTH 1-2	7316/ 7324	4	105	HEALTH 1-2	7316/ 7324	22	105	HEALTH 1-2	7316/ 7324	1	105
Jefferson, Nicole	11596		Health/ FCS		HEALTH	DEV CHILD	4216	1	301	DEV CHILD	4216	2	301	DEV CHILD	4216	3	301	DEV CHILD	4216	4	301	HEALTH 1-2	7316/ 7324	25	301	PREP			
Barrios, Candace	34453		Math	SH, SPED	MATH 1	MATH 1	1180/ 1181	1	417	PREP				MATH 1	1180/ 1181	2	417	MATH 1 SH	1182	1	417	MATH 1	1180/ 1181	3	417	MATH1	1180/ 1181	4	417
Blanckmeister, Paul (EAHS-020)	161224		Math		MATH 1	PREP				MATH 3	1137/ 1138	8	405	MATH 1	1180/ 1181	20	405	MATH 1	1180/ 1181	21	405	MATH 3	1137/ 1138	9	405	MATH 1	1180/ 1181	22	405
Bogdan, Paul	36068		Math		MATH 1	MATH 1	1180/ 1181	5	415	MATH 1	1180/ 1181	6	415	MATH 1	1180/ 1181	7	415	MATH 1	1180/ 1181	8	415	PREP				MATH 1	1180/ 1181	9	415
Booth, Robert (EAHS-013)	162043		Math		MATH 2	PLATO	7607	1	409	PLATO	7607	3	402	PREP				MATH 2	1131/ 1132	4	403	MATH 2	1131/ 1132	2	409	MATH 2	1131/ 1132	10	403
Clayton, James	35770		Math	AP	District PLC	PREP				AP COMP SCIENCE	1072	1	413	AP STATS	1098	1	413	AP STATS	1098	2	413	AP STATS	1098	3	413	AP STATS	1098	4	413
Cordero, Nathan	36329		Math		MATH 1	MATH 1	1180/ 1181	10	806	MATH 1	1180/ 1181	11	806	PREP				MATH 1	1180/ 1181	12	806	MATH 1	1180/ 1181	13	806	MATH 1	1180/ 1181	14	806
Diaz, Amber	161918		Math	Honors	MATH 2	MATH 2 H	1136	3	421	MATH 2	1131/ 1132	9	421	MATH 2 H	1136	4	421	PREP				MATH 2 H	1136	1	421	MATH 2 H	1136	2	421
Gonzales, Ramon	37456		Math		MATH 3	MATH 3	1137/ 1138	01	802	MATH 3	1137/ 1138	4	802	MATH 3	1137/ 1138	2	802	MATH 3	1137/ 1138	5	802	MATH 2	1131/ 1132	3	802	PREP			
Gonzalez, Anthony	160088		Math		MATH 1	MATH 1	1180/ 1181	15	403	MATH 1	1180/ 1181	16	403	MATH 1	1180/ 1181	17	403	MATH 1	1180/ 1181	18	404	MATH 1	1180/ 1181	19	403	PREP			
Guiterrez, Anthony	161619		Math		MATH 3	MATH 3	1137/ 1138	6	404	MATH ANALY	1092	1	404	MATH ANALY	1092	2	404	PREP				MATH 3	1137/ 1138	7	404	MATH 3	1137/ 1138	3	404
Jones, Mark	34731		Math		MATH 2	TRIG/STATS	1099	1	803	MATH 2	1131/ 1132	7	803	TRIG/STATS	1099	2	803	MATH 2	1131/ 1132	8	803	TRIG/STATS	1099	3	803	PREP			
Marchello, Patty	37154		Math	Honors, AP	MATH 3	CALC AB/BC	1073/ 1074	1	418	CALC AB	1073	2	418	MATH 3 H	1140	1	418	MATH 3 H	1140	2	418	PREP				MATH 3 H	1140	3	418
Pak, U	9073		Math	Honors	MATH 3	MATH 3 H	1140	5	402	PREP				MATH 3	1137/ 1138	1	402	MATH 3	1137/ 1138	10	402	MATH 3 H	1140	4	402	MATH 3	1137/ 1138	11	402

EAHS MASTER SCHEDULE 2018-2019

Staff	ID		Dept.	House	PLC Group	1st Period	Course #	Sec #	Room #	2nd Period	Course #	Sec #	Room #	3rd Period	Course #	Sec #	Room #	4th Period	Course #	Sec #	Room #	5th Period	Course #	Sec #	Room #	6th Period	Course #	Sec #	Room #
Perez, Stephanie	37126		Math	SPED, SH	MATH 2	MATH 2 (Co-teach)	1131/ 1132	11	420	PREP				MATH 2 (Co-teach)	1131/ 1132	12	420	MATH 2 SH	1133	1	420	MATH 2 (Co-teach)	1131/ 1132	15	420	MATH 2	1131/ 1132	14	420
Holdenklingler, Michael	162079		Math		MATH 1	PREP				MATH 1	1180/ 1181	25	422	MATH 1	1180/ 1181	27	422	MATH 1	1180/ 1181	29	422	MATH 1	1180/ 1181	28	422	MATH 1	1180/ 1181	26	422
Storey, Jane	9173		Math		MATH 1	PREP				CONS MATH	1046/ 1048	1	401	MATH 1	1180/ 1181	23	401	CONS MATH	1046/ 1048	2	401	MATH 1	1180/ 1181	24	401	CONS MATH	1046/ 1048	3	401
Thurston, J	37141		Math		MATH 2	PREP				MATH 2	1131/ 1132	16	419	MATH 2	1131/ 1132	17	419	MATH 2	1131/ 1132	18	419	MATH 2	1131/ 1132	19	419	MATH 2	1131/ 1132	20	419
Wormley, Carolyn	161649		Math		MATH 2	MATH 2	1131/ 1132	21	416	MATH 2	1131/ 1132	13	416	TRANS CLM	1129	1	416	PREP				MATH 2	1131/ 1132	5	416	MATH 2	1131/ 1132	6	416
(EAHS-001)			PE	Art		BAILE	6645	2	Theater	BAILE	6645	1	Theater	PREP								BAILE	6645	3	Theater	BAILE	6645	4	Theater
Aaroe, Mike	9391		PE	SPED	PE	PE	7010	1	GYM	PE	7010	13	GYM	PE Leadership/ PE	7010 /7020/ 7024	19/ 3/1	GYM	PE	7010	3	GYM	PE	7010	2	GYM	PREP			
Filice, Tracy	9082		PE		PE 9	PE 9	7011	1	GYM	PE 9	7011	2	GYM	PE 9	7011	3	GYM	PE 9	7011	4	GYM	PE 9	7011	5	GYM	PREP			
Hoyos, Carmen	9399		PE		PE 9	PE 9	7011	6	GYM	PREP				PE 9	7011	8	GYM	PE 9	7011	9	GYM	PE 9	7011	10	GYM	PE 9	7011	7	GYM
Johnson, Jamie	36249		PE	SPED	PE	PE	7010	12	GYM	PE Leadership/ PE	7010/ 7020/ 7021	17/ 1/1	GYM	PE Leadership/ PE	7010/ 7020	21/ 2	GYM	PE	7010	14	GYM	PREP				PE	7010	20	GYM
Lopez, Pedro	35457		PE		PE 9	PE 9	7011	11	GYM	PE 9	7011	12	GYM	PE 9	7011	15	GYM	PREP				PE 9	7011	13	GYM	PE 9	7011	14	GYM
Martine, John	22525		PE		PE	PE	7010	7	GYM	PE	7010	8	GYM	PE	7010	9	GYM	PREP				PE	7010	10	GYM	PE	7010	11	GYM
Webb, Katie (EAHS-002)	162040		PE		PE	PREP				PE 9	7011	16	GYM	PE	7010	18	GYM	PE 9	7011	17	GYM	PE	7010	6	GYM	PE	7010	16	GYM
Boren, John	36717	202	Science		CHEM	NGS 1	2006/ 2007	2	211	NGS1	2006/ 2007	1	211	CHEM	2062	6	211	PREP				CHEM	2062// 2064-5	7	211	CHEM	2062	8	211
Brem, Gavin	37509	210	Science	AVID	NGS 1	NGS 1	2006/ 2007	3	210	PREP				NGS 1	2006/ 2007	7	210	NGS1	2006/ 2007	9	210	AVID	7779	1	210	NGS1	2006/ 2007	11	210
Farland, Ashley	36245	410	Science		BIO	BIO	2046/ 2052	1	410	BIO	2046/ 2052	2	410	MARINE BIO	2130	1	410	MARINE BIO	2130	2	410	PREP				MARINE BIO	2130	3	410
Kovarik, Cassie	152846		Science		BIO	BIO	2046/ 2052	13	202	BIO	2046/ 2052	12	202	PREP				BIO	2046/ 2052	14	202	BIO	2046/ 2052	15	202	BIO	2046/ 2052	16	202
Lee, Richard U	36713	209	Science	AP	NGS 1	NGS 1	2006/ 2007	16	209	NGS 1	2006/ 2007	17	209	PREP				NGS 1	2006/ 2007	18	209	AP PHYSICS	2136	1	209	NGS 1	2006/ 2007	19	209
Leish, Josh	37491		Science		BIO	PREP				BIO	2046/ 2052	17	204	BIO	2046/ 2052	18	204	BIO	2046/ 2052	19	204	BIO	2046/ 2052	20	204	BIO	2046/ 2052	3	204
McEntire, Jasmin	37228	206	Science	SH	NGS 1	NGS 1	2006/ 2007	20	206	NGS 1	2006/ 2007	21	206	NGS 1 SH	2011	1	206	NGS 1	2006/ 2007	22	206	NGS 1	2006/ 2007	23	206	PREP			
Nestojko, T	37475		Science	Honors	District PLC	ASTRONOMY	2004	1	207	PHYSICS	2140/ 2142	1	207	ASTRONOMY	2004	2	207	PREP				PHYSICS	2140/ 2142	2	207	PHYSICS	2140/ 2142	3	207

EAHS MASTER SCHEDULE 2018-2019

Staff	ID		Dept.	Home	PLC group	1st Period	Course #	Sec #	Room #	2nd Period	Course #	Sec #	Room #	3rd Period	Course #	Sec #	Room #	4th Period	Course #	Sec #	Room #	5th Period	Course #	Sec #	Room #	6th Period	Course #	Sec #	Room #
Ostrowski			Science	DMA	BIO	PREP				BIO	2046/ 2052	8	412	BIO	2046/ 2052	7	412	BIO (DMA)	2046/ 2052	10	412	BIO	2046/ 2052	11	412	AP ENVIRO SCIENCE	2063	1	412
Pulido, Angelica (EAHS-006)	162080	205	Science		NGS 1	NGS 1	2006/ 2007	25	205	NGS 1	2006/ 2007	24	205	NGS 1	2006/ 2007	8	205	NGS 1	2006/ 2007	26	205	NGS 1	2006/ 2007	27	205	PREP			
Romero, Juan	11631		Science	SH	BIO	BIO	2046/ 2052	6	411	BIO	2046/ 2052	4	411	BIO SH	2050	1	411	BIO	2046/ 2052	14	411	EARTH SCI	2074	1	411	PREP			
Trujillo, CindiRenee			Science	AP	NGS 1	NGS 1	2006/ 2007	12	201	PREP				NGS 1	2006/ 2007	14	201	AP CHEM/ CHEM H	2065/ 2066	1	201	NGS 1	2006/ 2007	13	201	NGS 1	2006/ 2007	15	201
Yamaguchi, Akemi	161267		Science		NGS 1	NGS 1	2006/ 2007	4	212	NGS 1	2006/ 2007	5	212	NGS 1	2006/ 2007	10	212	NGS 1	2006/ 2007	6	212	PREP				BIO	2046/ 2052	5	212
Zelensky, Anthony			Science	AP	BIO	COACH				AP BIO	2059	1	409	COACH				AP BIO	2059	2	409	COACH				AP BIO	2059	3	409
Orbegoso, Ricardo	8841	211	Science, Art		CHEM	CHEM	2062/ 2064	1	203	CHEM	2062/ 2064	2	203	CHEM	2062/ 2064	3	203	CHEM	2062/ 2064	4	203	ART 1-2	6312	6	304	CHEM	2062	5	203
Barrera, Ana	34460		Social Science	AVID, SH	US HIST	AVID 10	7778	2	104	PREP				AVID 10	7778	1	104	US HIST	3066/ 3070	7	104	UH HIST SH	3068	1	104	US HIST	3066/ 3070	8	104
Brabant, Chris			Social Science		WORLD	WORLD HIST	3084/ 3090	1	718	WORLD HIST	3084/ 3090	2	718	WORLD HIST	3084/ 3090	3	718	WORLD HIST	3084/ 3090	14	718	WORLD HIST	3084/ 3090	5	718	PREP			
Castillo, Lisa	35741		Social Science	Coach , DMA	US HIST	COACH				US HIST (DMA)	3066/ 3070	9	608	COACH				US HIST	3066/ 3070	10	608	COACH				US HIST	3066/ 3070	12	608
Cazarez, Stephanie			Social Science		GOV	US GOV/ECON	3050/ 3052/ 3005/ 3006	1	708	US GOV/ECON	3050/ 3052/ 3005/ 3006	2	708	US GOV/ ECON	3050/ 3052/ 3005/ 3006	4	708	US GOV/ECON	3050/ 3052/ 3005/ 3006	3	708	PREP				US GOV/ECON	3050/ 3052/ 3005/ 3006	7	708
Frederick, Clayton	161728		Social Science, Foreign Language		US HIST	JAPANESE 3	6038	1	610	US HIST	3066/ 3070	1	610	PREP				US HIST	3066/ 3070	5	610	US HIST	3066/ 3070	4	610	AP JAPANESE	6040	1	610
Garcia-Romo, Leticia (EAHS-012)	162045		Social Science		WORLD	Mex American	3013	1	814	WORLD HIST	3084/ 3090	4	814	PREP				ETHNIC STUDIES	3086	1	814	WORLD HIST	3084/ 3090	15	814	WORLD HIST	3084/ 3090	18	814
Ghan, Brianna	36246		Social Science	Coach , AP	GOV	COACH				COACH				AP Gov Econ	3048/ 3005/ 3006	2/5	608	COACH				AP Gov/Econ	3048/ 3005/ 3006	1/6	608	COACH			
Kaminskis, Jodie	35804		Social Science	AP	WORLD	WORLD HIST	3084/ 3090	13	109	AP Euro	3008	2	109	AP Euro	3008	3	109	AP Euro	3008	4	109	PREP				AP Euro	3008	1	109
Lambert, Patricia	161697		Social Science		US HIST	US HIST	3066/ 3070	3	717	PREP				US HIST	3066/ 3070	2	717	US HIST	3066/ 3070	19	717	US HIST	3066/ 3070	6	717	US HIST	3066/ 3070	11	717
Lee, Richard	22347		Social Science	AG	WORLD	US Hist (AG)	3066/ 3070	13	715	WORLD HIST	3084/ 3090	9	715	WORLD HIST	3084/ 3090	12	715	WORLD HIST (AG)	3084/ 3090	13	715	PREP				WORLD HIST	3084/ 3090	10	715
Schneider, Katherine	34464		Social Science	AP	District PLC	Psych AP	3017	1	108	Psych 1-2	3018	1	108	Psych AP	3017	2	108	Psych 1-2	3018	2	108	Psych AP	3017	3	108	Psych 1-2	3018	3	108
Seitz, Frank	11634		Social Science		GOV	US GOV/ECON	3050/ 3052/ 3005/ 3006	8	111	US GOV/ECON	3050/ 3052/ 3005/ 3006	9	111	PREP				US GOV/ECON	3050/ 3052/ 3005/ 3006	10	111	US GOV/ECON	3050/ 3052/ 3005/ 3006	11	111	US GOV/ECON	3050/ 3052/ 3005/ 3006	12	111
Sloss, Brian	34057		Social Science	AP, DMA	GOV	PREP				US GOV/ECON (DMA)	3050/ 3052/ 3005/ 3006	13	110	US GOV/AP ECON	3050/ 3052/ 3002	5/1	110	US GOV/ECON	3050/ 3052/ 3005/ 3006	14	110	US GOV/AP ECON	3050/ 3052/ 3002	6/2	110	US GOV/ECON	3050/ 3052/ 3005/ 3006	15	110

EAHS MASTER SCHEDULE 2018-2019

Staff	ID		Dept.	House	PLC group	1st Period	Course #	Sec #	Room #	2nd Period	Course #	Sec #	Room #	3rd Period	Course #	Sec #	Room #	4th Period	Course #	Sec #	Room #	5th Period	Course #	Sec #	Room #	6th Period	Course #	Sec #	Room #
Tumminelli, Brian (EAHS-015)	162021		Social Science		WORLD	WORLD HIST	3084/3090	17	702	WORLD HIST	3084/3090	16	702	WORLD HIST	3084/3090	7	702	WORLD HIST	3084/3090	6	702	PREP				WORLD HIST (DMA)	3084/3090	8	702
Fulton, Colin (EAHS-018)	162057		Social Science		US HIST	US HIST	3066/3070	14	815	US HIST	3066/3070	15	815	US HIST	3066/3070	16	815	US HIST	3066/3070	17	815	US HIST	3066/3070	18	815	PREP			
Williams-Page, John	8925		Social Science	AP, SH	US HIST	APUSH	3064	1	712	FILM HIST	3025	1	712	PREP				APUSH	3064	2	712	WORLD HIST SH	3096	1	712	APUSH	3064	3	712
Avalos, Cindy			SPED	SPED	NGS 1	PREP				CONSUMER MATH (Storey)	1046/1048	1	401	Conference				CONSUMER MATH (Storey)	1046/1048	2	401	Individual Studies	5240	7	816	CONSUMER MATH (Storey)	1046/1048	3	401
Brittany, Ital (EAHS-003)			SPED	SPED	ENG 12	Individual Studies	5240	6	816	ENG 12 (Wood)	53	12	706	Conference				PREP				ENG 12 (Wood)	53	14	708	ENG 12 (Wood)	53	15	707
Lavengood, Megan	35661		SPED	SPED	LIFE	Life Skls Rdg #	5233	1	818	Eng - CBI 1 #	5209	1	818	PREP				Math - CBI 1 #	5217	1	818	Conference				Prac Cons Lvg #	5229	1	818
Leone, Jeanne			SPED	SPED	ENG 10	Conference				ENG 10 (Gremaud)	30/34	6	407	Individual Studies	5240	5	816	ENG 10 (Gremaud)	30/34	7	407	ENG 10 (Gremaud)	30/34	8	407	PREP			
O'Brien, Lori (EAHS-016)	162063		SPED	SPED	ENG 9	Conference				ENG 9 (Brant)	14/20	1	707	ENG 9 (Brant)	14/20	2	707	PREP				ENG 9 (Brant)	14/20	18	707	Individual Studies	5240	4	816
Ryglicki, Sarah			SPED	SPED	ENG 11	ENG 11 (Brau)	44	1	720	Individual Studies	5240	3	816	ENG 11 (Brau)	44	3	720	Conference				PREP				ENG 11 (Brau)	44	4	720
Telles, Angela			SPED	SPED	MATH 1	MATH 1 (Barrios)	1180/1181	1	417	PREP				MATH 1 (Barrios)	1180/1181	2	417	Individual Studies	5240	2	813	Conference				MATH 1 (Barrios)	1180/1181	4	417
Villa, Jennifer	36259		SPED	SPED	LIFE	PREP				Life Skls Rdg #	5233	2	811	Conference				Life Skls Eng 1 #	5200	1	811	Life Skls Sci 1 #	5221	1	811	Life Skls Math #	5213	1	811
																		Life Skls Eng 1 #	5205	2	811								
Winner, Cassandra	36343		SPED	SPED	LIFE	Eng - CBI 1 #	5209	3	804	PREP				Life Skls Rdg #	5233	3	804	Life Skls Sci 1	5200	3	804	Conference				Life Skls Socst 1#	5225	2	804
Zarza, Chloe	11755		SPED	SPED	MATH 2	MATH 2 (Perez)	1131/1132	11	408	PREP				MATH 2 (Perez)	1131/1132	12	408	Individual Studies	5240	1	816	MATH 2 (Perez)	1131/1132	15	408	Conference			
Gavazan, Jose			SPED	SPED	FA	Life Skls Eng	5200	4	303	Life Skls Sci 1	5221	3	303	Life Skls Math	5213	3	303	Like Skls Socst 2#	5227	2	303	PREP				Conference			
						Life Skls Eng 2 #	5205	3	303	Life Skls Sci 2	5223	2	303	Math for Work #	5215	2	303	Prac Cons Lvg #	5229	3	303								
						Eng - CBI 1 #	5209	4	303					Math - CBI 1 #	5217	3	303												
						Eng - CBI 1 #	5211	2	303					Math - CBI 2 #	5219	2	303												
						Life Skls Socst 1#	5225	3	303																				
Simoncic, Christine	161644		SPED	SPED	FA	Life Skls Eng	5200	2	208	Life Skls Sci 1	5221	2	208	Life Skls Math	5213	2	208	Like Skls Socst 2#	5227	1	208	PREP				Conference			
	12815					Life Skls Eng 2 #	5205	1	208	Life Skls Sci 2	5223	1	208	Math for Work #	5215	2	208	Prac Cons Lvg #	5229	2	208								
						Eng - CBI 1 #	5209	2	208					Math - CBI 1 #	5217	2	208												
						Eng - CBI 1 #	5211	1	208					Math - CBI 2 #	5219	1	208												

Ed-Data Education Data Partnership
CDE/EdSource/FCMAT

Everett Alvarez High

Information

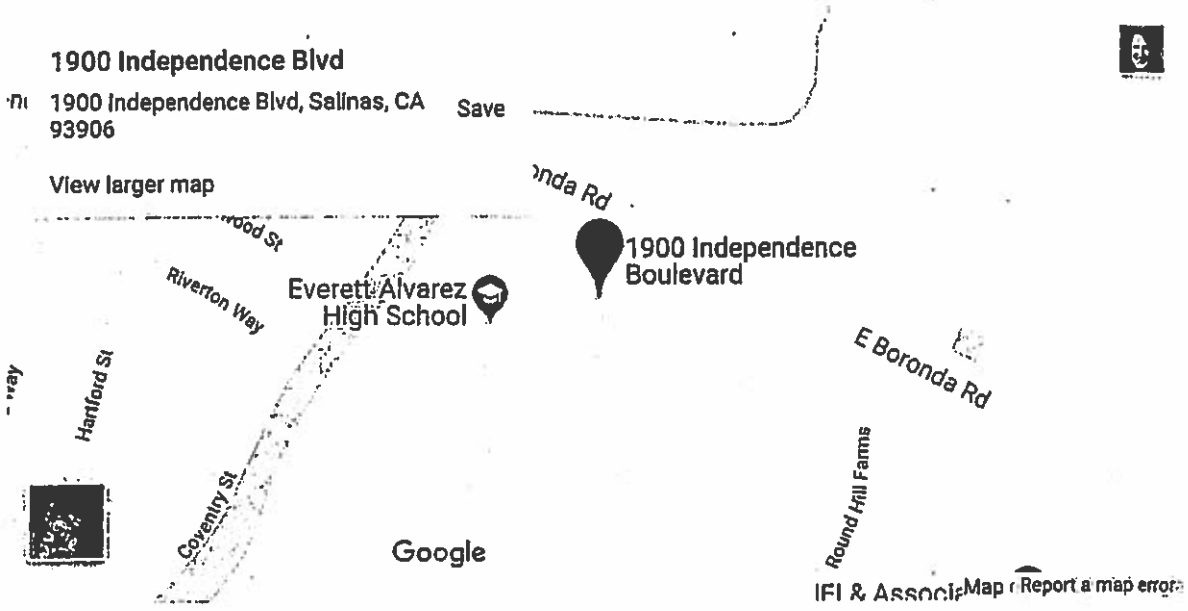
Administrator Jacqui Axtell
Address 1900 Independence Blvd., Salinas CA 93906-5300
Phone (831) 796-7800
Status OPEN
Date Opened 09/02/1995

Related Websites

School Website
Salinas Union High Website
Monterey County Website

Key Attributes

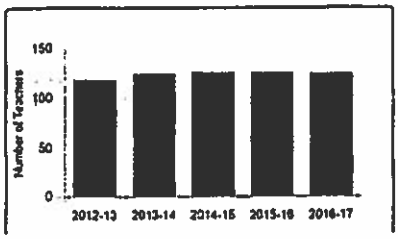
CDS 27-66159-2730166
School Type High School
Grade Span 9-12
2016-17 Enrollment 2,547
Charter School N
Title 1 Yes - Schoolwide
Year-Round Calendar No



Student Staff

Demographics

Teachers
Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

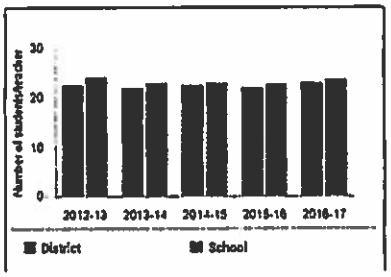
Teachers	2012-13	2013-14	2014-15	2015-16	2016-17
Teachers	118	125	126	126	125

Chart Notes Source

This graph displays the total number of teachers in classrooms or specific programs at this school. This count includes itinerant and push-in/pull-out teachers but not adult education, Regional Occupation Programs (ROP), child care, and preschool teachers.

Teachers are certificated staff, meaning they must hold a teaching credential or other certificate, which may include an emergency permit or a waiver of the credential requirement.

Per Pupil Ratio: Teachers
Everett Alvarez High
CDS Code 27-66159-2730166



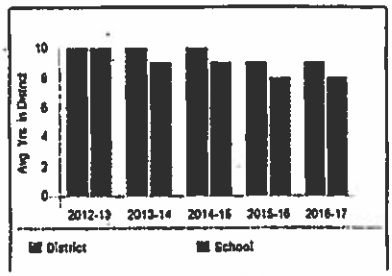
View Table Data

Per Pupil Ratio: Teachers	2012-13	2013-14	2014-15	2015-16	2016-17
District	22.5	22.1	22.6	22.1	22.9
School	24.2	22.9	22.9	22.7	23.6

Chart Notes Source

This graph displays the number of students for each teacher or full-time equivalent. The counts of students and teachers are collected on the first Wednesday of October each year.

Average Teaching Experience
Everett Alvarez High
CDS Code 27-66159-2730166



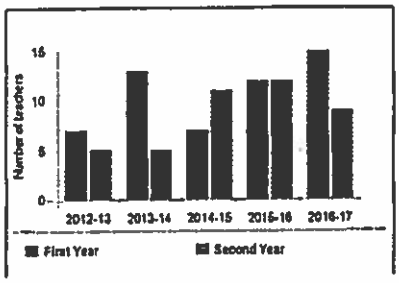
View Table Data

Average Teaching Experience	2012-13	2013-14	2014-15	2015-16	2016-17
District	10	10	10	9	9
School	10	9	9	8	8

Chart Notes Source

This graph displays the average number of years that the district's teachers have been teaching in the district.

First & Second Year Teachers
Everett Alvarez High
CDS Code 27-66159-2730166



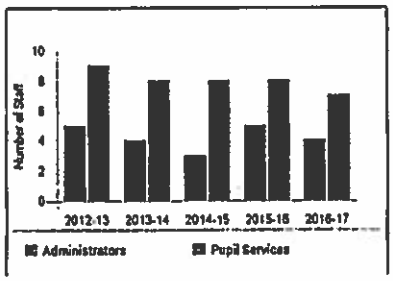
View Table Data

First & Second Year Teachers	2012-13	2013-14	2014-15	2015-16	2016-17
First Year	7	13	7	12	15
Second Year	5	5	11	12	9

Chart Notes Source

This graph displays the number of first- and second-year teachers at this school. A large proportion of first- and second-year teachers may indicate a less experienced teaching force.

Administrators & Pupil Services
Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

Administrators & Pupil Services	2012-13	2013-14	2014-15	2015-16	2016-17
Administrators	6	4	3	5	4
Pupil Services	9	8	8	8	7

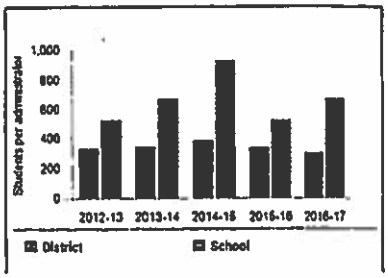
Chart Notes Source

This graph displays the number of administrators and pupil services staff with credentials or certificates in this school.

Certificated administrators include superintendents and principals and their assistants, program directors or coordinators, and other certificated staff not providing direct services to students.

Pupil services staff provide direct services to students but are not teachers; for example, counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel.

Per Pupil Ratio: Administrators
Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

Per Pupil Ratio: Administrators	2012-13	2013-14	2014-15	2015-16	2016-17
District	338.9	347.6	390.2	338.9	308.2
School	528.2	671.7	924.4	524.7	670.3

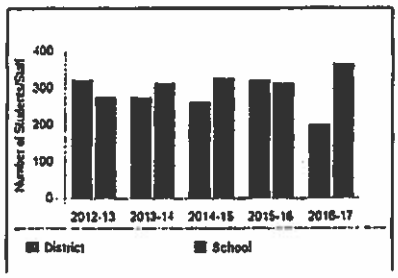
Chart Notes Source

This graph displays the number of students per certificated administrator in this district and does not include teachers or pupil services staff. Certificated administrators have credentials or other certificates and include superintendents and principals and their assistants, program directors or coordinators, and other certificated staff not providing direct services to students.

The counts of students and administrators are collected on the first Wednesday of October each year.

Per Pupil Ratio: Pupil Services Staff
Everett Alvarez High

CDS Code 27-66159-2730166



View Table Data

Per Pupil Ratio: Pupil Services Staff	2012-13	2013-14	2014-15	2015-16	2016-17
District	321.9	275.9	261.1	322.9	201.9
School	273.2	314.0	324.2	312.2	363.9

Chart Notes Source

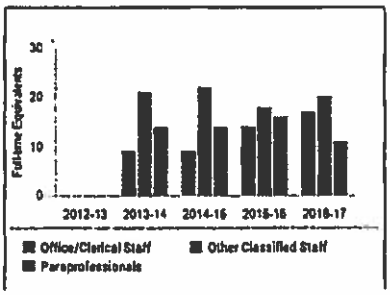
This graph displays the number of students per certificated pupil services staff at this school. Pupil services staff are certificated employees who provide direct services to students but are not teachers. Examples include counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel.

The count of students and pupil services are collected on the first Wednesday of October each year.

Classified Staff

Everett Alvarez High

CDS Code 27-66159-2730166



View Table Data

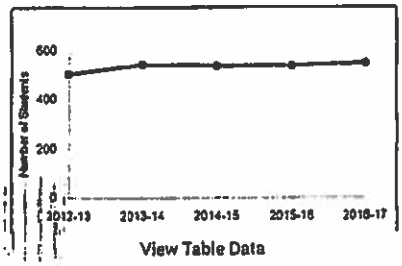
Classified Staff	2012-13	2013-14	2014-15	2015-16	2016-17
Office/Clerical Staff	N/A	9	9	14	17
Other Classified Staff	N/A	21	22	18	20
Paraprofessionals	N/A	14	14	16	11
Total	N/A	44	45	48	48

Chart Notes Source

This graph displays the number of full-time equivalent (FTE) classified staff. For example, two half-time teaching assistants would count as one FTE. A classified employee is anyone in a position that does not require a certification. Classified staff include teaching assistants, teacher aides, pupil services aides, library aides, staff with clerical or administrative support duties such as the school secretary, custodians, bus drivers, and cafeteria workers.

Note: Until 2013-14, the California Department of Education (CDE) collected this information as total counts rather than full-time equivalents, so data for prior years are not included in this graph. That information can be found on the CDE's

English Learners
Everett Alvarez High
CDS Code 27-66159-2730166



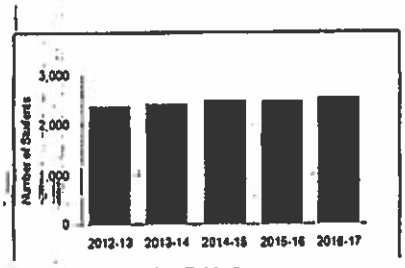
View Table Data

English Learners	2012-13	2013-14	2014-15	2015-16	2016-17
Total	502	543	538	538	549

Chart Notes Source

This graph displays the counts of students at this school who were classified as English learners when enrollment counts were taken. Use the # % button at the top of the graph to toggle between counts and percentages. (Note: In 2010-11, some 413 districts and independently reporting charters did not certify their EL data, resulting in an undercount of about 405,018 EL students statewide. In most cases, if a dip is seen in 2010-11, it is due to missing data, not a decrease in English learners.)

Enrollment
Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

Enrollment	2012-13	2013-14	2014-15	2015-16	2016-17
Total	2,377	2,418	2,496	2,466	2,547

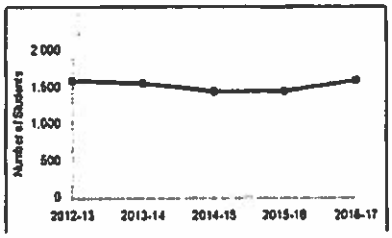
Chart Notes Source

This graph displays the total enrollment at this school. Enrollment is measured by counting the number of students enrolled in school on a particular day in October. *Note:* These counts do not include short-term enrollments.

English Language Acquisition Status
Everett Alvarez High
CDS Code 27-66159-2730166



Free and Reduced-Price Meals
Everett Alvarez High
CDS Code 27-66159-2730166



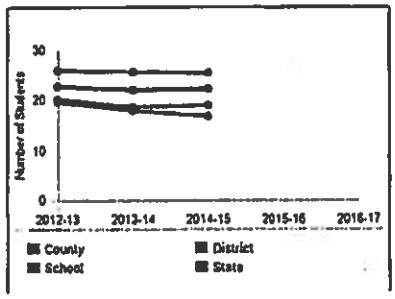
View Table Data

Free and Reduced-Price Meals	2012-13	2013-14	2014-15	2015-16	2016-17
Total	1,582	1,564	1,443	1,430	1,581

Chart Notes Source

This graph displays the total count of students at this school who were eligible for free/reduced-price meals when enrollment counts were taken.
Note: These counts include both primary and short-term enrollments. However, students with a short-term enrollment status are not included in the overall enrollment data for this school.

Average Class Size
Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

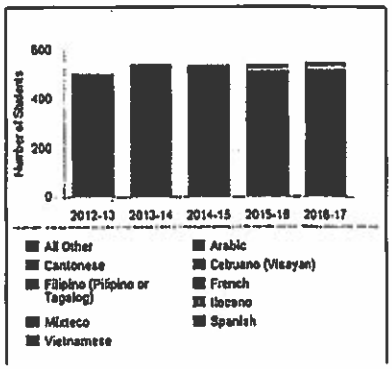
Average Class Size	2012-13	2013-14	2014-15	2015-16	2016-17
County	22.8	22.0	22.3	N/A	N/A
District	20.2	18.6	18.8	N/A	N/A
School	18.7	17.8	18.7	N/A	N/A
State	25.8	25.7	25.4	N/A	N/A

Chart Notes Source

(2015-16 and 16-17 data pending.) This graph presents the average class size for this school. Average class size is the number of students enrolled in classes divided by the number of classes. The data in this table are calculated using the California Department of Education's "filtered" definition of average class size, which excludes certain counts such classes with enrollment of more than 60 students.
Note: Average class size by grade is only available for grades K-8; average class size by subject is available at the high school level only. More detailed course and class-size information can be found on the California Department of Education's DataQuest website.

Redesignated Fluent English Proficient
Everett Alvarez High
CDS Code 27-66159-2730166

Languages of English Learners
Everett Alvarez High
CDS Code 27-66159-2730166



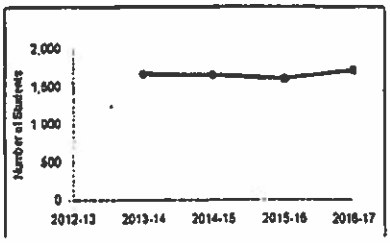
View Table Data

Languages of English Learners	2012-13	2013-14	2014-15	2015-16	2016-17
All Other		2	2	7	8
Arabic		1	1		2
Cantonese	1	1			
Cebuano (Visayan)	1	1			
Filipino (Pilipino or Tagalog)	7	6	5	8	7
French				1	
Ilocano			1		1
Mixteco			2	8	13
Spanish	493	532	527	512	518
Vietnamese				2	
Total	502	543	538	538	549

Chart Notes Source

A total of 2,664,921 California public school students (English Learners and Fluent English Proficient) speak a language other than English in their homes. This number represents about 42.8 percent of the state's public school enrollment. This graph displays the number of students at this school who speak each of the top five non-English languages. The percentages in the graph refer to the percent of all students at the school who speak each language. The "All Other" category encompasses all languages spoken that are not included in a grade-by-grade list of the more than 65 languages reported by California schools. The list of all languages spoken is available on DataQuest. For more information, see

Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth
Everett Alvarez High
CDS Code 27-66159-2730166

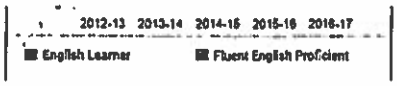


View Table Data

Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth	2012-13	2013-14	2014-15	2015-16	2016-17
Total	N/A	1,659	1,639	1,591	1,717

Chart Notes Source

This graph shows the students at this school who were



View Table Data

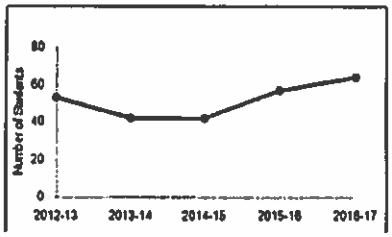
English Language Acquisition Status	2012-13	2013-14	2014-15	2015-16	2016-17
English Learner	602	643	538	539	549
Fluent English Proficient	1,008	1,167	1,221	1,235	1,313

Chart Notes Source

This graph displays English learner students in this school by their English language acquisition status.

State and federal law require that all students whose primary language is other than English be assessed for English language proficiency. Students who are identified English learners stay in that category until they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. At that point, the district labels the student as Redesignated Fluent English Proficient (RFEP)*.

The Fluent English Proficient (FEP) category includes both



View Table Data

Redesignated Fluent English Proficient	2012-13	2013-14	2014-15	2015-16	2016-17
Redesignated FEP	53	42	42	57	64

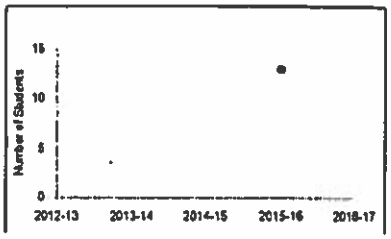
Chart Notes Source

This graph displays the students at this school who were redesignated as Fluent English Proficient (RFEP) each year. Students are redesignated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. The RFEP percentage is calculated by dividing the number of English learners reclassified since the prior year's Census Day by the English learner counts from the prior year.

English learners, foster youth, or eligible for free/reduced-price meals when enrollment counts were taken. *Each student was counted only once.* Notes:
1) Unduplicated pupil counts for charter schools are not included in the district totals.
2) These counts include both primary and short-term enrollments; however, short-term enrollments are not included in the overall enrollment data for this district. Short-term enrollments are a specific enrollment status restricted for use by Educational Options schools for enrollments 30 days or less.

Foster Youth Count

Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

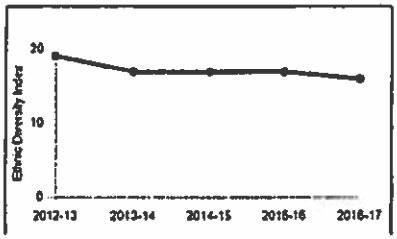
Foster Youth Count	2012-13	2013-14	2014-15	2015-16	2016-17
Total	N/A	Redacted	Redacted	13	Redacted

Chart Notes Source

This graph presents the count of students in this school who met the definition of foster youth when enrollment counts were taken. *To protect student privacy, data are not displayed if there are 10 or fewer students so some schools may have no data in this graph.*
Notes: 1) Foster youth counts include both primary and short-term enrollment. However, short-term enrollments are not included in the overall enrollment data for this school. 2) Foster youth counts for this graph come from the California Department of Education's Unduplicated Pupil Count file and may vary slightly from the counts in DataQuest. 3) The foster youth count in 2013-14 is based on a combine match between the California Department of

Ethnic Diversity

Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

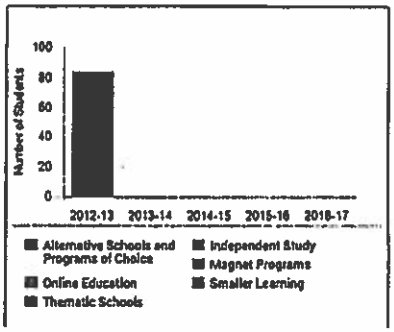
Ethnic Diversity	2012-13	2013-14	2014-15	2015-16	2016-17
Ethnic Diversity	18	17	17	17	16

Chart Notes Source

This graph displays how much racial/ethnic diversity there is among the students enrolled at this school. The Ethnic Diversity index reflects how evenly distributed these students are among the race/ethnicity categories. The more evenly distributed the student body, the higher the number. A school where all of the students are the same ethnicity would have an index of 0.

Educational Options

Everett Alvarez High
CDS Code 27-66159-2730166



View Table Data

Educational Options	2012-13	2013-14	2014-15	2015-16	2016-17
Alternative Schools and Programs of Choice	N/A	0	0	N/A	N/A
Independent Study	N/A	0	0	N/A	N/A
Magnet Programs	0	0	0	N/A	N/A
Online Education	84	0	0	N/A	N/A
Smaller Learning	N/A	0	0	N/A	N/A
Thematic Schools	N/A	0	0	N/A	N/A
Total	84	0	0	N/A	N/A

Chart Notes Source

(2015-16 and 16-17 data pending.) This graph shows counts of students in school and program alternatives that accommodate different student needs, interests, and learning styles. With the exception of independent study and magnets, these programs largely serve high school students. Some educational options may be a program within a school, while others may constitute the entire enrollment of a school. Students may be engaged concurrently in more than one education option. *Note: Starting in 2013-14, Smaller Learning Communities and Thematic Schools and Programs are included in Alternative Schools and Programs of Choice.*

CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Everett Alvarez High
Secondary
2016-2017
Main Report

Health&Human
Development Program
AT WestEd

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Tab
School Engagement and Supports			
School connectedness (high)	43	40	A4.5
Academic motivation (high)	27	31	A4.6
Truant more than a few times†	5	6	A4.2
Caring adult relationships (high)	28	33	A4.3
High expectations (high)	41	46	A4.4
Meaningful participation (high)	9	19	A4.7
School Safety and Substance Use			
School perceived as very safe or safe	57	55	A5.1
Experienced any harassment or bullying†	33	22	A5.2
Had mean rumors or lies spread about you†	31	26	A5.3
Been afraid of being beaten up†	16	7	A5.4
Been in a physical fight†	7	5	A5.5
Seen a weapon on campus†	10	10	A5.6
Been drunk or "high" on drugs at school, ever	10	4	A6.10
Mental and Physical Health			
Current alcohol or drug use‡	14	14	A6.1
Current binge drinking‡	5	3	A6.4
Very drunk or "high" 7 or more times	7	3	A6.6
Current cigarette smoking‡	2	1	A7.3
Current electronic cigarette use‡	7	1	A7.5
Experienced chronic sadness/hopelessness†	29	31	A8.1
Considered suicide†	15	14	A8.2

Notes: Cells are empty if there are less than 10 respondents.
†*Past 12 months;* ‡*Past 30 days.*

3. Demographics

Table A3.1
Gender of Sample

	Grade 9 %	Grade 11 %
Male	40	48
Female	60	52

Question HS/MS A.3: What is your sex?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.2
Hispanic or Latino

	Grade 9 %	Grade 11 %
No	18	15
Yes	82	85

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.3
Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	2	9
Asian	6	5
Black or African American	2	2
Native Hawaiian or Pacific Islander	5	3
White	21	21
Mixed (two or more) races	65	61

Question HS/MS A.6: What is your race?
Notes: Cells are empty if there are less than 10 respondents.

Smarter Balanced Assessment Test Results for:

District: Salinas Union High

CDS Code: 27-66159-0000000

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

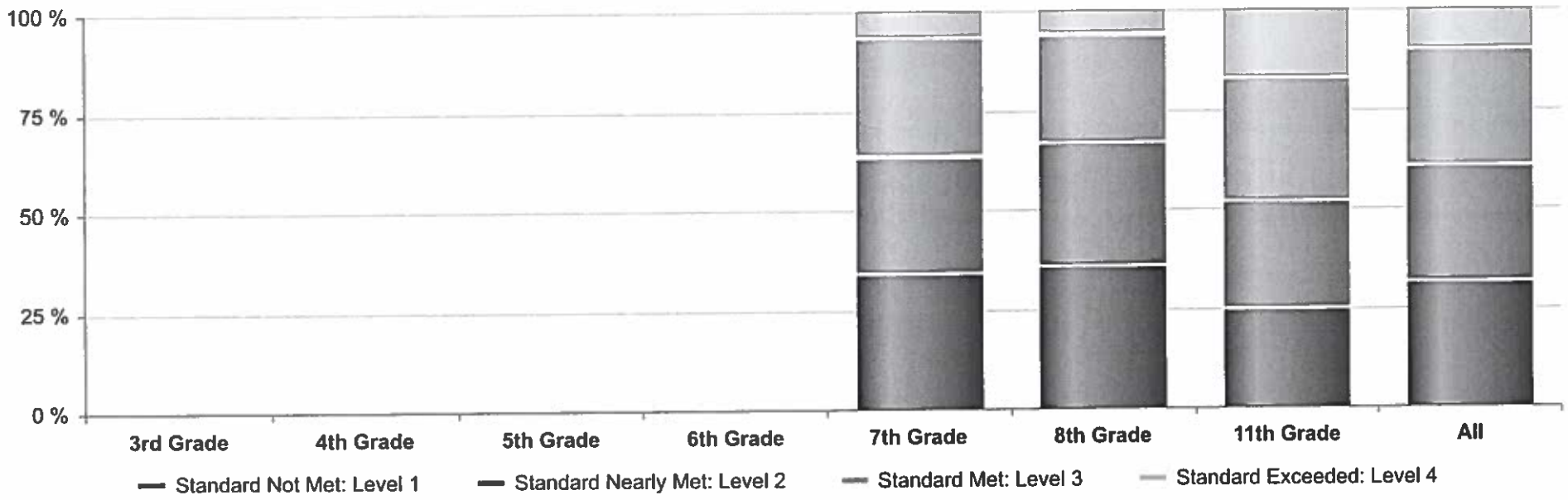
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

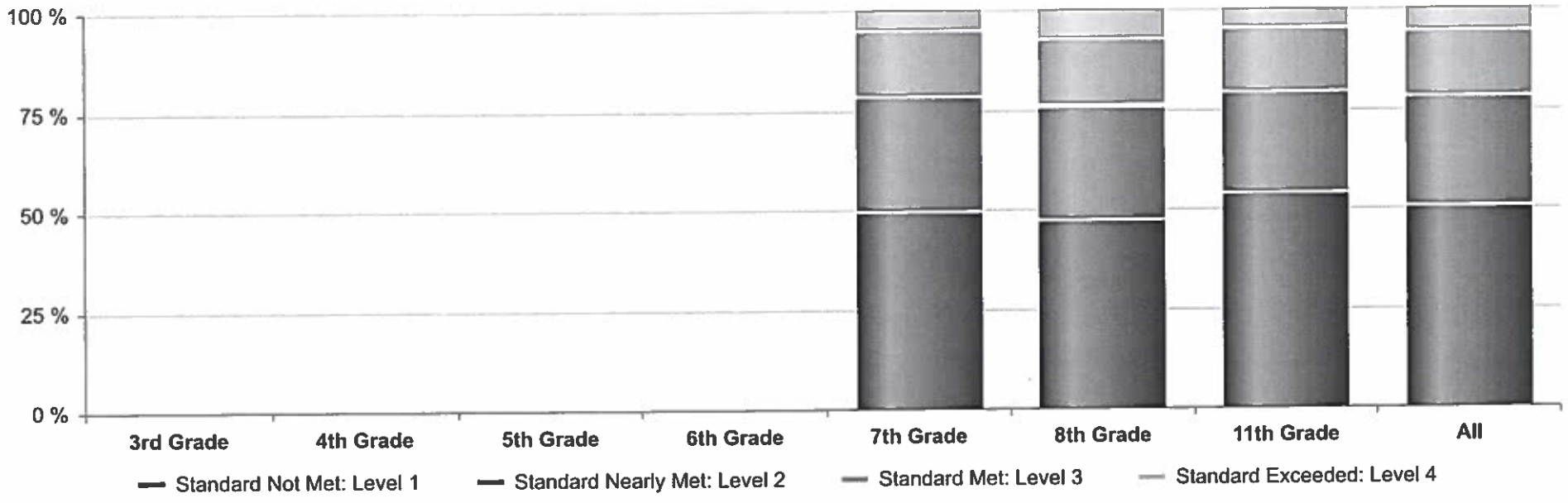


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

District: Salinas Union High

CDS Code: 27-66159-0000000

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

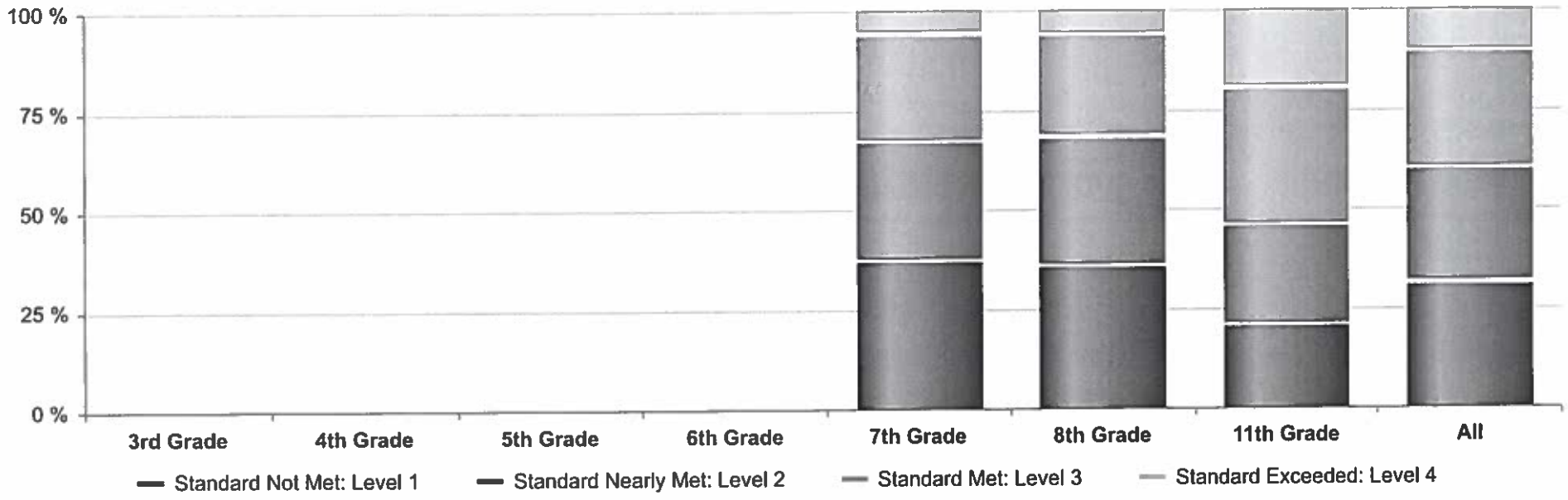
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

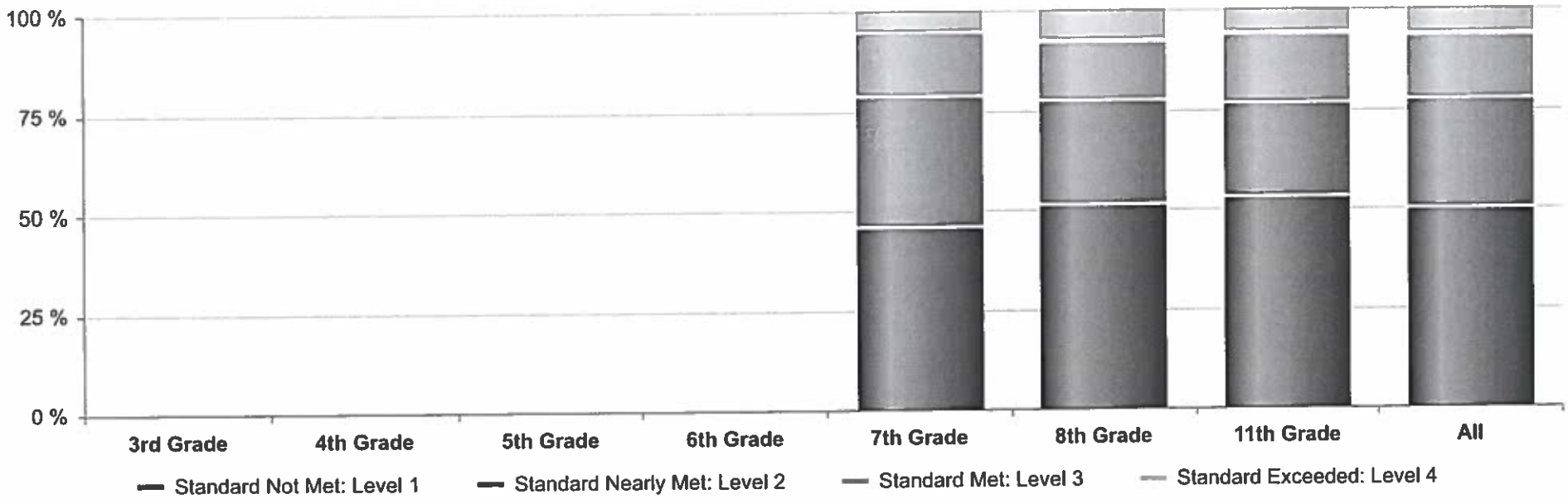


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

District: Salinas Union High School District

CDS Code: 27-66159-0000000

District: Salinas Union High School District

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

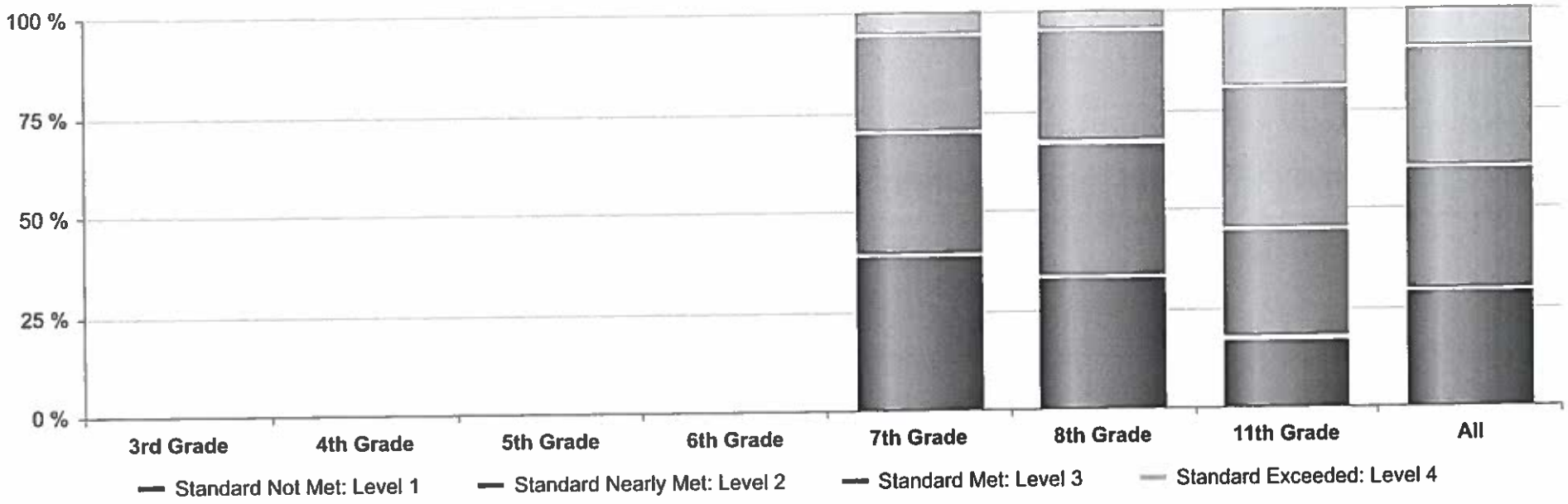
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

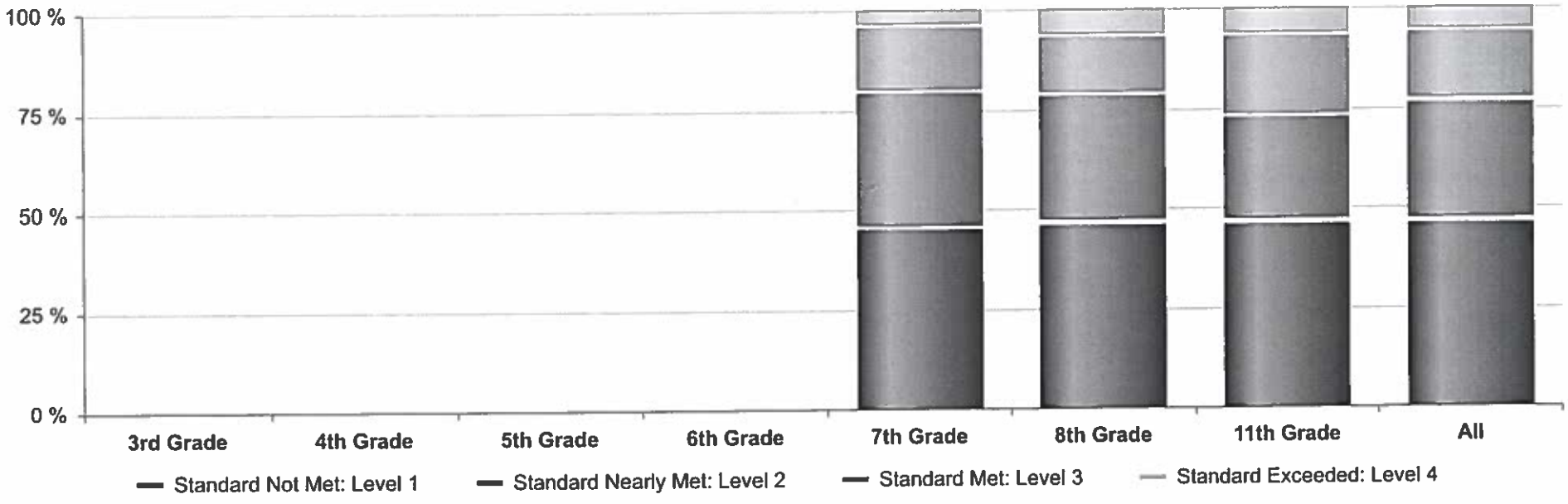


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

District: Salinas Union High

CDS Code: 27-66159-0000000

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

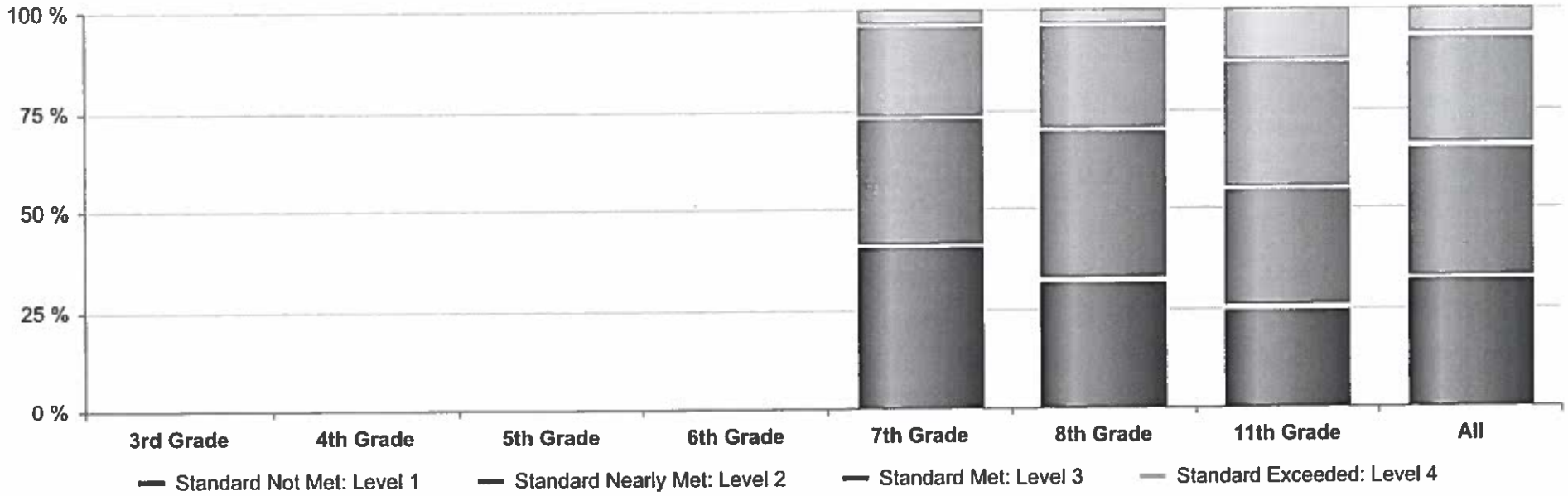
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

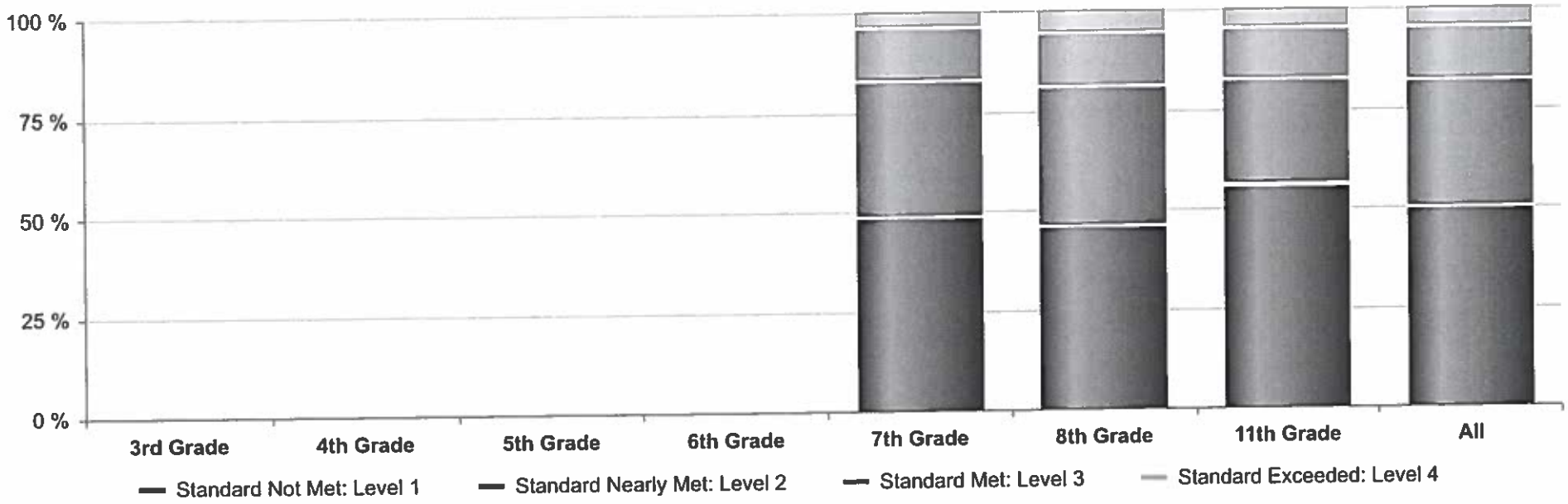


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

California English Language Development Test (CELDT)

EVERETT ALVAREZ HIGH

Year: 2016-2017 ▼
State: CALIFORNIA
County: MONTEREY
District: SALINAS UNION HIGH
School: EVERETT ALVAREZ HIGH
Assessment: All Assessments ▼
Subgroup: All Students ▼
Report Type: Test Results ▼

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (5.0%)	3 (2.0%)	8 (8.0%)	5 (8.0%)	24 (5.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	43 (29.0%)	61 (42.0%)	40 (38.0%)	20 (32.0%)	164 (35.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	61 (41.0%)	50 (35.0%)	28 (26.0%)	18 (29.0%)	157 (34.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	19 (13.0%)	13 (9.0%)	12 (11.0%)	10 (16.0%)	54 (12.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	19 (13.0%)	17 (12.0%)	18 (17.0%)	10 (16.0%)	64 (14.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	150 (100.0%)	144 (100.0%)	106 (100.0%)	63 (100.0%)	463 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	562.0	582.4	561.1	574.3
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	508.2	526.2	506.6	517.5
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	545.8	563.7	572.3	578.5
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	540.7	553.4	531.9	544.7

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

Report generated: Monday, February 11, 2019

Data last updated: Monday, June 19, 2017

California English Language Development Test (CELDT)

SALINAS UNION HIGH

Year: 2016-2017 ▼
State: CALIFORNIA
County: MONTEREY
District: SALINAS UNION HIGH
Assessment: All Assessments ▼
Subgroup:
All Students ▼
Report Type: Test Results ▼

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	79 (10.0%)	62 (10.0%)	27 (5.0%)	16 (3.0%)	36 (7.0%)	45 (11.0%)	265 (7.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	343 (43.0%)	274 (44.0%)	154 (26.0%)	223 (38.0%)	212 (41.0%)	157 (38.0%)	1,363 (39.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	225 (28.0%)	165 (27.0%)	243 (41.0%)	192 (33.0%)	146 (28.0%)	118 (29.0%)	1,089 (31.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	69 (9.0%)	41 (7.0%)	68 (12.0%)	67 (11.0%)	50 (10.0%)	43 (10.0%)	338 (10.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	87 (11.0%)	79 (13.0%)	95 (16.0%)	92 (16.0%)	79 (15.0%)	51 (12.0%)	483 (14.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	803 (100.0%)	621 (100.0%)	587 (100.0%)	590 (100.0%)	523 (100.0%)	414 (100.0%)	3,538 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	556.8	566.3	543.5	561.1	573.3	579.5
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	519.1	527.2	504.9	514.0	523.5	541.6
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	536.4	550.8	537.2	556.7	569.0	579.6
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	538.6	551.0	531.4	537.3	543.1	550.3

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

Report generated: Monday, February 11, 2019

Data last updated: Monday, June 19, 2017

ELPAC Test Results for:

School: Everett Alvarez High

CDS Code:27-66159-2730166
County: Monterey
District: Salinas Union High
School: Everett Alvarez High

Report Options

Year: 2017–18

Assessment: Summative ELPAC

Select Student Group: All Students (Default)

Apply Selections

Please visit the Understanding Results page for a description of the performance levels displayed below.
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Results for All Students

Select Display Type: Both Number and Percentage of Students

▼ All Students

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1542.5	1540.5	1542.7	1527.9	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1537.0	1538.2	1529.6	1508.4	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1547.5	1542.4	1555.4	1546.9	N/A

Number and Percentage of Students at Each Performance Level

Overall:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30	23	*	*	73
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29.41%	23.96%	*	*	23.10%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	37	35	11	115
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.37%	38.54%	53.03%	21.15%	36.39%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19	20	*	19	67
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.63%	20.83%	*	36.54%	21.20%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	16	12	12	61
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.59%	16.67%	18.18%	23.08%	19.30%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Oral Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46	50	31	13	140
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.10%	52.08%	46.97%	25.00%	44.30%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	24	23	19	92
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.49%	25.00%	34.85%	36.54%	29.11%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	11	*	*	32
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.73%	11.46%	*	*	10.13%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	11	11	14	52
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.69%	11.46%	16.67%	26.92%	16.46%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Written Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	*	*	*	27
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.73%	*	*	*	8.54%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	35	15	*	84
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.49%	36.46%	22.73%	*	26.58%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	26	29	21	102
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.49%	27.08%	43.94%	40.38%	32.28%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36	32	16	19	103
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.29%	33.33%	24.24%	36.54%	32.59%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Number and Percentage of Students by Domain

Listening:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	32	20	11	100
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36.27%	33.33%	30.30%	21.15%	31.65%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45	49	31	23	148
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	44.12%	51.04%	46.97%	44.23%	46.84%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20	15	15	18	68
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19.61%	15.63%	22.73%	34.62%	21.52%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Speaking:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57	69	48	22	196
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.88%	71.88%	72.73%	42.31%	62.03%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	16	*	18	69
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.43%	16.67%	*	34.62%	21.84%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	11	12	12	51
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.69%	11.46%	18.18%	23.08%	16.14%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Reading:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17	11	*	*	37
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.67%	11.46%	*	*	11.71%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36	39	32	17	124
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.29%	40.63%	48.48%	32.69%	39.24%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	49	46	29	31	155
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	48.04%	47.92%	43.94%	59.62%	49.05%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Writing:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18	11	15	11	55
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.65%	11.46%	22.73%	21.15%	17.41%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65	72	41	34	212
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63.73%	75.00%	62.12%	65.38%	67.09%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19	13	*	*	49
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.63%	13.54%	*	*	15.51%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

ELPAC Test Results for:

School: Everett Alvarez High

CDS Code:27-66159-2730166
County: Monterey
District: Salinas Union High
School: Everett Alvarez High

Report Options

Year: 2017–18

Assessment: Summative ELPAC

Select Student Group: All Students (Default)

Apply Selections

Please visit the Understanding Results page for a description of the performance levels displayed below.
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Results for All Students

Select Display Type: Both Number and Percentage of Students

▼ All Students

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1542.5	1540.5	1542.7	1527.9	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1537.0	1538.2	1529.6	1508.4	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1547.5	1542.4	1555.4	1546.9	N/A

Number and Percentage of Students at Each Performance Level

Overall:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30	23	*	*	73
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29.41%	23.96%	*	*	23.10%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	37	35	11	115
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.37%	38.54%	53.03%	21.15%	36.39%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19	20	*	19	67
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.63%	20.83%	*	36.54%	21.20%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	16	12	12	61
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.59%	16.67%	18.18%	23.08%	19.30%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Oral Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46	50	31	13	140
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.10%	52.08%	46.97%	25.00%	44.30%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	24	23	19	92
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.49%	25.00%	34.85%	36.54%	29.11%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	11	*	*	32
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.73%	11.46%	*	*	10.13%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	11	11	14	52
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.69%	11.46%	16.67%	26.92%	16.46%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Written Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	*	*	*	27
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.73%	*	*	*	8.54%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	35	15	*	84
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.49%	36.46%	22.73%	*	26.58%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	26	29	21	102
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.49%	27.08%	43.94%	40.38%	32.28%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36	32	16	19	103
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.29%	33.33%	24.24%	36.54%	32.59%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Number and Percentage of Students by Domain

Listening:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	32	20	11	100
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36.27%	33.33%	30.30%	21.15%	31.65%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45	49	31	23	148
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	44.12%	51.04%	46.97%	44.23%	46.84%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20	15	15	18	68
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19.61%	15.63%	22.73%	34.62%	21.52%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Speaking:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57	69	48	22	196
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.88%	71.88%	72.73%	42.31%	62.03%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	16	*	18	69
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.43%	16.67%	*	34.62%	21.84%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	11	12	12	51
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.69%	11.46%	18.18%	23.08%	16.14%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Reading:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17	11	*	*	37
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.67%	11.46%	*	*	11.71%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36	39	32	17	124
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.29%	40.63%	48.48%	32.69%	39.24%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	49	46	29	31	155
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	48.04%	47.92%	43.94%	59.62%	49.05%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Writing:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18	11	15	11	55
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.65%	11.46%	22.73%	21.15%	17.41%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65	72	41	34	212
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63.73%	75.00%	62.12%	65.38%	67.09%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19	13	*	*	49
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.63%	13.54%	*	*	15.51%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102	96	66	52	316

Smarter Balanced Assessment Test Results for:

School: Everett Alvarez High

CDS Code: 27-66159-2730166

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

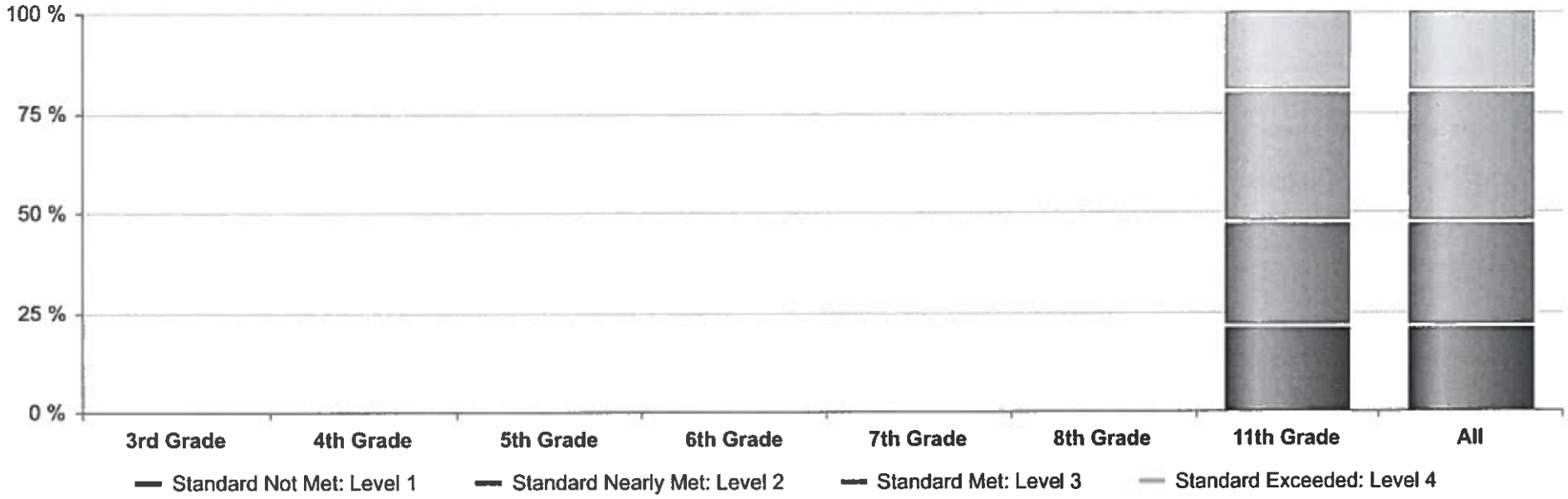
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

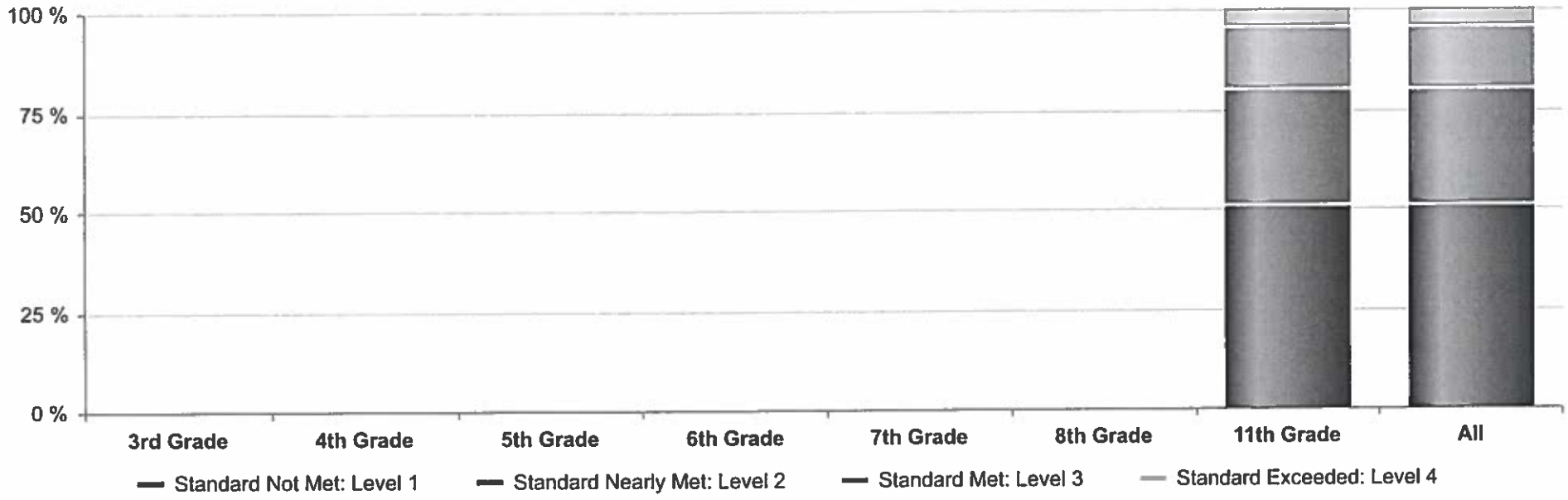


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

School: Everett Alvarez High

CDS Code: 27-66159-2730166

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

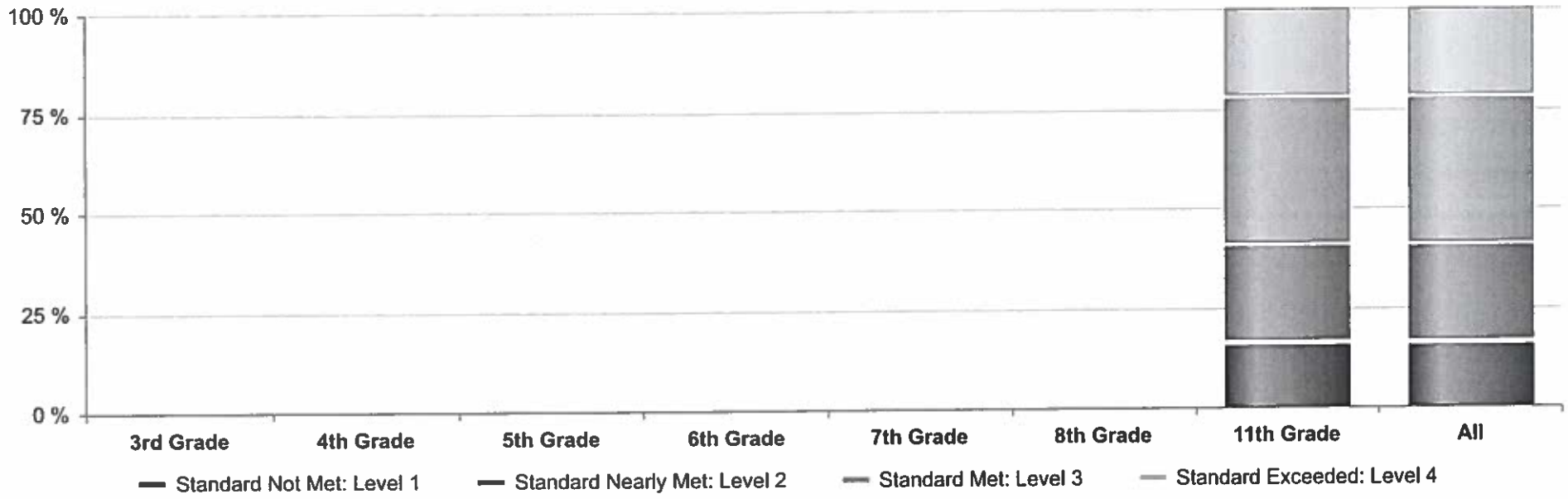
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

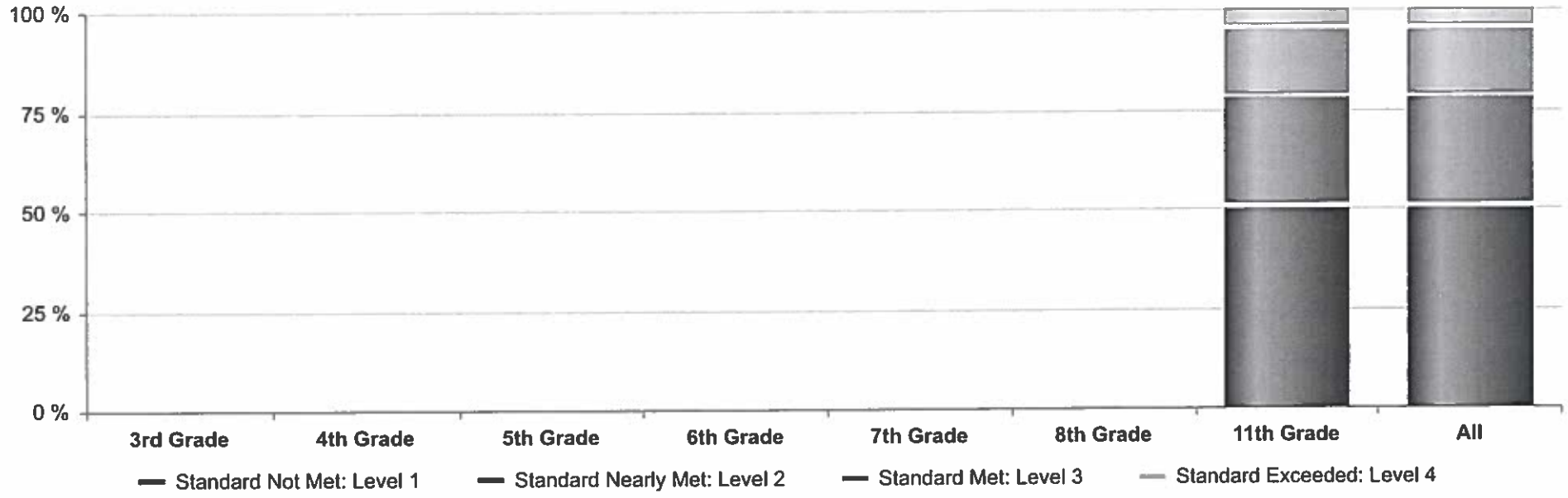


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

School: Everett Alvarez High

CDS Code: 27-66159-2730166

District: Salinas Union High School District

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

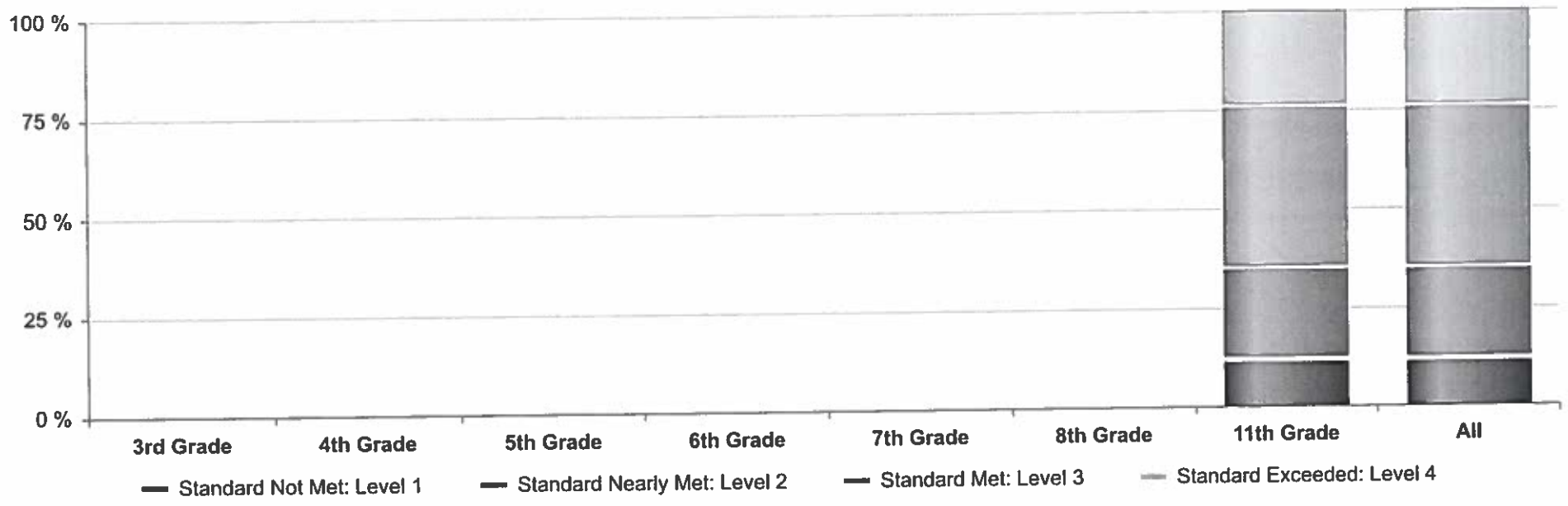
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

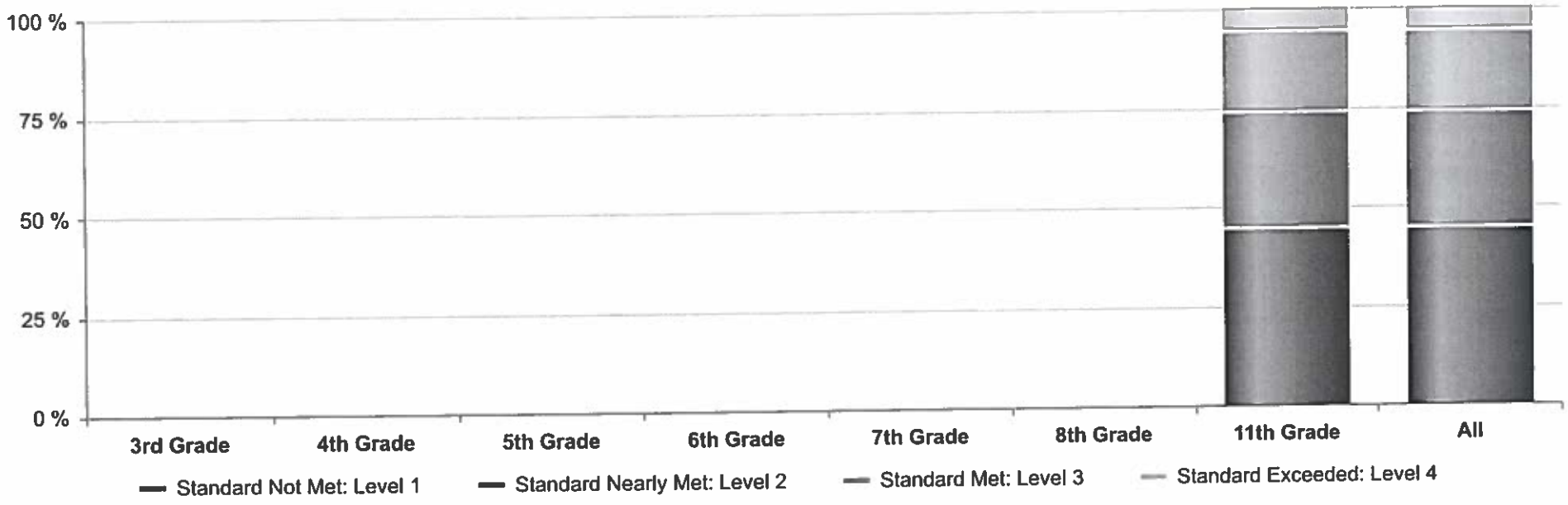


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

School: Everett Alvarez High

CDS Code: 27-66159-2730166

District: Salinas Union High School District

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

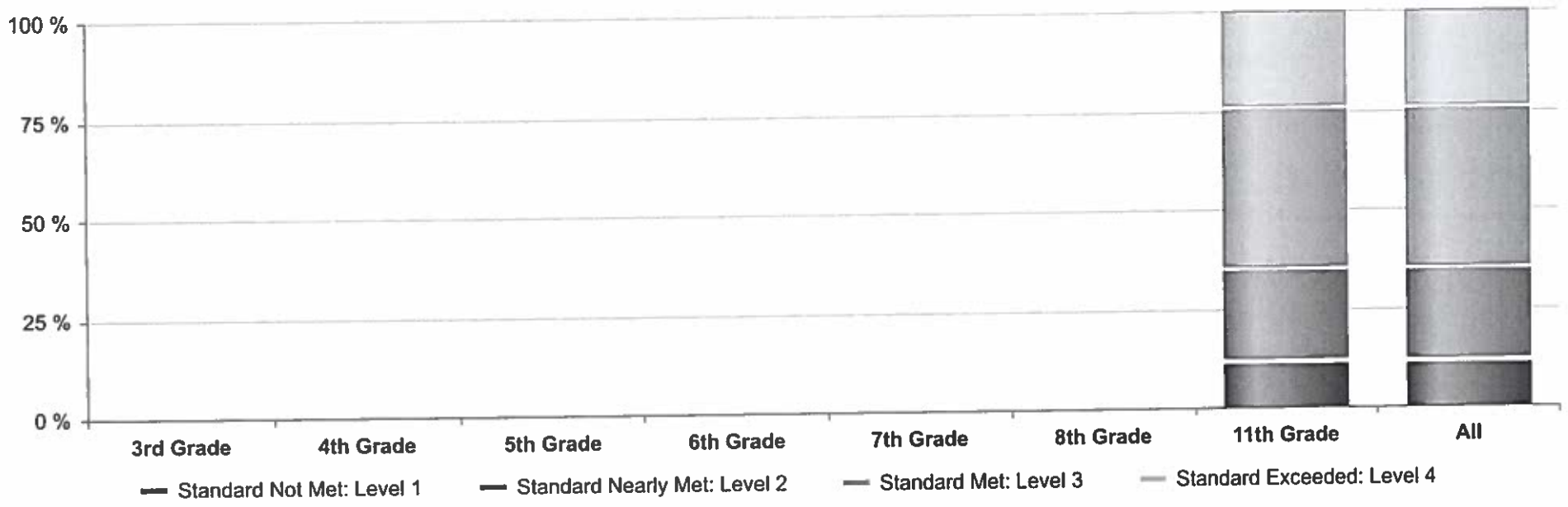
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

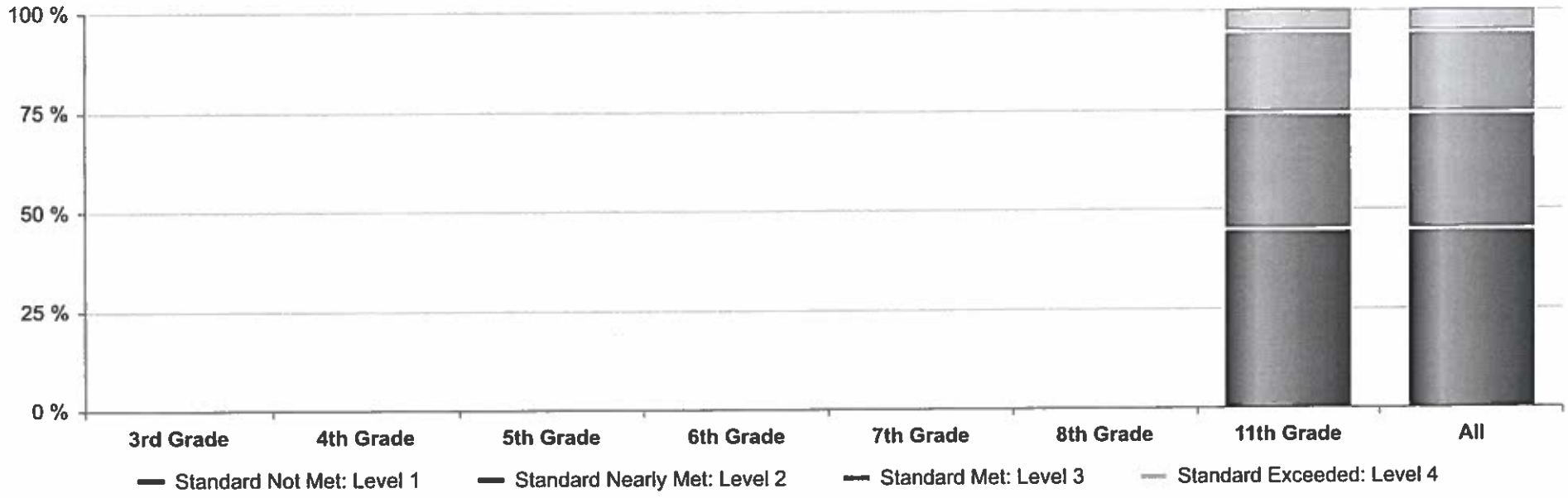


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Smarter Balanced Assessment Test Results for:

School: Everett Alvarez High

CDS Code: 27-66159-2730166

District: Salinas Union High

County: Monterey

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

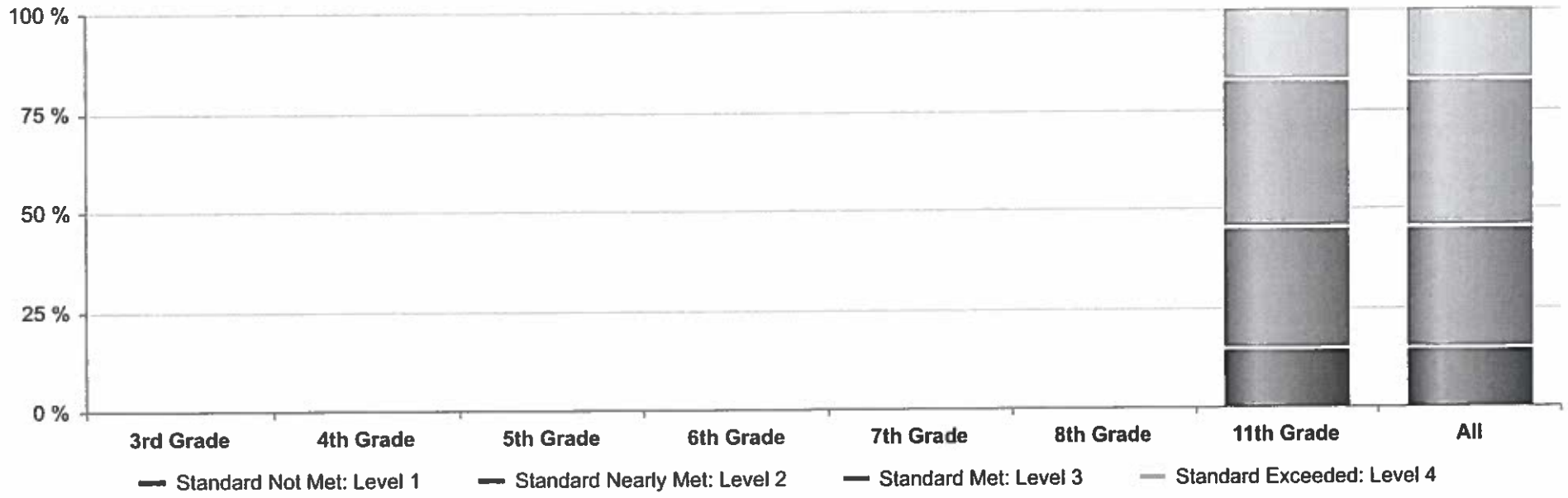
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

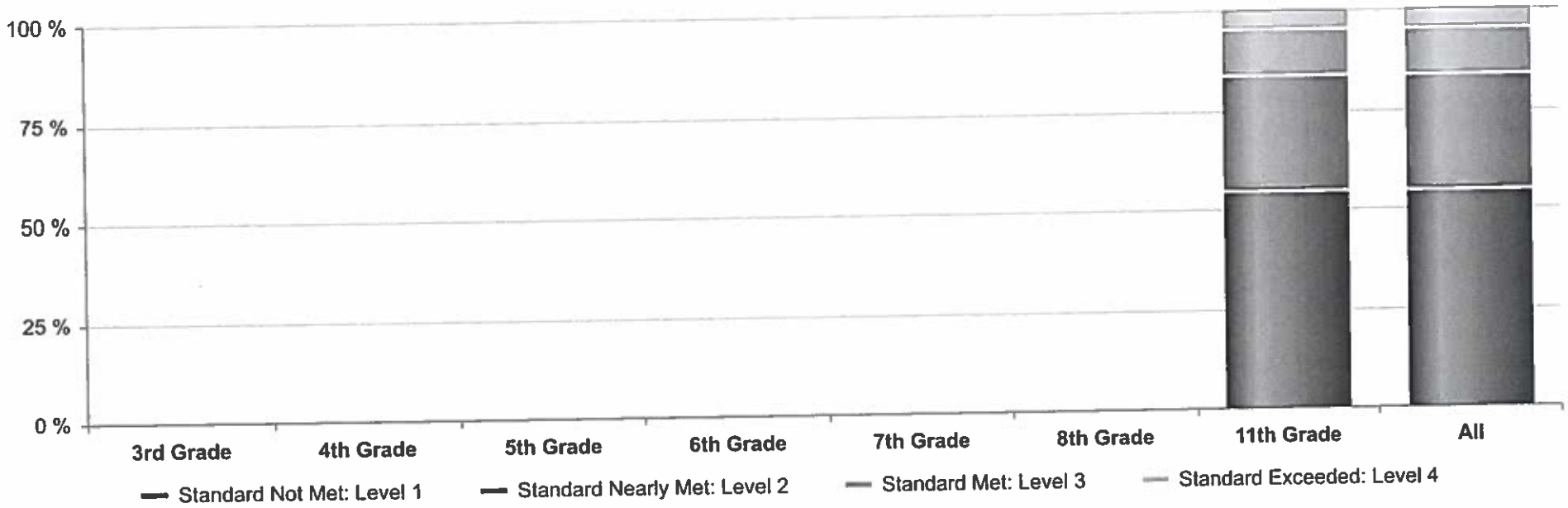


English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Copy of AP Passage Rates Last 5 years 10-09-2018

	EAHS								
	2018			2017			2016		
	# Taken	# Passed	% Passed	# Taken	# Passed	% Passed	# Taken	# Passed	% Passed
Biology	36	6	17				10	4	40
Calculus AB	56	10	18	37	3	8	64	22	34
Calculus BC				14	7	50	13	0	0
Calculus BC: AB Subscore				14	10	71			
Chemistry									
Chinese Language and Culture				1	1	100			
Computer Science A									
English Language and Composition	96	29	30	66	22	33	37	15	41
English Literature and Composition	74	13	18	60	27	45	26	12	46
Environmental Science	56	0	0	20	2	10	17	5	29
European History	119	17	14	139	22	16			
French Language and Culture	1	0	0	10	4	40	4	2	50
Japanese Language and Culture	7	2	29	7	4	57	8	4	50
Macroeconomics				32	10	31			
Microeconomics	33	10	30				11	5	45
Music Aural Subscore				3	1	33			
Music Non-Aural Subscore				3	1	33			
Music Theory				3	1	33			
Physics 1				13	3	23	33	2	6
Physics C: Electricity and Magnetism									
Physics C: Mechanics									
Psychology	83	16	19	55	23	42	71	31	44
Spanish Language and Culture	93	89	96	101	97	96	55	55	100
Spanish Literature and Culture	9	7	78	16	16	100	14	13	93
Statistics	21	6	29	61	8	13	21	5	24
Studio Art: 2-D Design Portfolio	15	7	47	3	1	33	2	2	100
United States Government and Politics	28	3	11	25	4	16	6	3	50
United States History	103	37	36	113	28	25	86	29	34
Total	828	252	30.0	796	295	37	478	209	43.7

LCAP Fall 2018 Parent Survey Data

Timestamp	Select the school(s) where your child or children attend.
11/27/2018 18:10:28	Everett Alvarez HS
11/27/2018 21:59:22	Everett Alvarez HS, Salinas HS, Washington MS
12/2/2018 22:11:47	Everett Alvarez HS
12/2/2018 22:13:15	Everett Alvarez HS
12/7/2018 20:49:22	Everett Alvarez HS
12/9/2018 22:43:37	Everett Alvarez HS, Harden MS
12/11/2018 14:50:56	Everett Alvarez HS
12/15/2018 23:40:12	Everett Alvarez HS
12/17/2018 13:25:04	Everett Alvarez HS, North Salinas HS
1/6/2019 18:18:08	Everett Alvarez HS
10/10/2018 16:08:23	Everett Alvarez HS
10/10/2018 16:11:35	Everett Alvarez HS
10/10/2018 16:12:50	Everett Alvarez HS
10/10/2018 16:15:23	Everett Alvarez HS
10/10/2018 16:16:19	Everett Alvarez HS
10/10/2018 16:17:22	Everett Alvarez HS
10/10/2018 16:19:46	Everett Alvarez HS
10/10/2018 16:22:13	Everett Alvarez HS
10/10/2018 16:23:09	Everett Alvarez HS
10/10/2018 16:26:31	Everett Alvarez HS
10/10/2018 16:27:42	Everett Alvarez HS
10/10/2018 16:35:11	Everett Alvarez HS
11/13/2018 14:03:41	Everett Alvarez HS
11/13/2018 14:04:51	Everett Alvarez HS
11/13/2018 14:05:44	Everett Alvarez HS
11/13/2018 14:07:26	Everett Alvarez HS
11/13/2018 14:08:04	Everett Alvarez HS
12/8/2018 10:00:07	Everett Alvarez HS

LCAP Fall 2018 Parent Survey Data

To what degree do you feel your school(s) is preparing your child/children for College?
Prepared
Greatly Prepared
Greatly Prepared
Prepared
Prepared
Somewhat Prepared
Somewhat Prepared
Somewhat Prepared
Somewhat Prepared
Not Prepared
Algo Preparado
Preparado
Algo Preparado
Preparado
Muy Preparado
Preparado
Muy Preparado
Preparado
Muy Preparado
Preparado
Preparado
Preparado
Algo Preparado
Algo Preparado
Algo Preparado
Algo Preparado
Algo Preparado
Algo Preparado

To what degree do you feel your school supports parental involvement?
Supported
Very supported
Very supported
Supported
Somewhat supported
Not supported
Somewhat supported
Supported
Supported
Supported
Apoyado
Algo de Apoyo
Algo de Apoyo
Apoyado
Muy Apoyado
Apoyado
Apoyado
Apoyado
Muy Apoyado
Algo de Apoyo
Apoyado
Apoyado
Apoyado
Apoyado
Apoyado
Algo de Apoyo
Algo de Apoyo
Apoyado

What actions or services has your school provided to make your child/children feel Safe at school? What actions or services do you believe can improve Safe
More cops
More active shooter practices
Good communication and keeping kids in the loop.
?
Implementing mandatory beginning of the year safety seminar. A one day class to inform students about safety
Supervisors and administrators need to enforce district policies and have no tolerance for Students or Teachers that break the rules.
Classroom safety can be improved by educating teachers in the news drugs and drug tools students are using. The school sites need to provide student educ
Officers assigned to the school would help
Unanswered.
What is provided is safe, but you can never tell until an incident happens and you have to test what you have.
Unanswered.
Mas supervisores para que los estudiantes no pelen, no droga, no sexo y no se salgan de la escuela.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Mayor seguridad en campus y maestros mas capacitadoes mas extrictos pero con respeto.
La comunicacion
El preparar mas a las personas encargadas de la seguridad y creo que necesitan mas personal para realisarlo. Mas cursos a todo el personal que trabaja en
unanswered
unanswered
unanswered
unanswered
unanswered
Poniendo oficiales de policías en las escuelas para evitar incidentes y tragedias

ety at school?

ation awareness on the drugs and their effect and consequences.

la escuela.

What actions or services have helped prepare your child/children for College? What actions or services could have better prepared your child/children for C
Avid
Avid
Avid, AP classes
Providing plenty of homework for my kid to study and practice what she learned in class.
More parent outreach through email automated messages
Avid has somewhat prepared my Child for College. Most teacher don't stimulate students to attend College.
Ensuring that our students are enrolled in A-G courses.
Psat test, AP classes
Unanswered.
Student performance information not available. Access to teachers is slow or nonexistent. Grade portal not updated, in some cases, until progress reports hav
No se todabia m i hijo se gradua el proximo año y todabia el no ha comentado de ninguna informacion.
La clase de puente y clubs. Mas orientacion para los estudiantes y padres de que pasos seguir para la universidad.
Unanswered.
Creo que todo empieza en la casa, el apoyo de papas es fundamental despues la escuela.
Unanswered.
Unanswered.
Las clases AP
Unanswered.
Unanswered.
El programa Puente. Los maestros.
Unanswered.
Tener conocimiento de los requisitos para graduarse, clases AP y de colegio.
unanswered
Orientacion, visitas universidad
unanswered
unanswered
unanswered
Dando más apoyo en la clase cuando tienen dudas

ollege?

e been mailed and received.

To what degree do you feel your school(s) is preparing your child/children for a Career?
Prepared
Prepared
Greatly Prepared
Prepared
Somewhat Prepared
Not Prepared
Somewhat Prepared
Somewhat Prepared
Not Prepared
Not Prepared
Preparado
Algo Preparado
Algo Preparado
Preparado
Algo Preparado
Muy Preparado
Muy Preparado
Preparado
Muy Preparado
No Preparado
Preparado
Preparado
Algo Preparado
Algo Preparado
Algo Preparado
Algo Preparado
Algo Preparado
Algo Preparado

What actions or services have been provided to your child/children to prepare them for a Career? What actions or services do you believe can improve how
Avid
Advisers
Workshops and Presentations
Talking to them about College.
The gear up program is a great example of services offered to student to help them succeed, however it's not offered to everyone only a specific class segmer
I believe that having Career days on Campus help morivate and encourage students to further their education.
Variety of electives.
Shop classes, job experiences, resume writing, online job searches
Unanswered.
Most kids have not matured to know what they want to do as adults. Constant reminders need to be in place to keep it on the minds of the children. As Freshn
Ninguna.
Unanswered.
Unanswered.
Pienso que los maestros si estan preparados, el estudiante tiene que aportar.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Necesitan talleres opcionales de carreras basadas en carreras technicas para los estudiantes.
Unanswered.
Que haya mas clases abierta a estudiantes y mas preparacion de las personas que guian o darles mas tiempo.
unanswered
Programa migrante
unanswered
unanswered
unanswered
Que sean maestros de enseñanza y de confianza y que sean comunicativos con los padres

students are prepared for a Career?

ıtation

ıen, a four year plan needs to be implemented. As the kids learn, re-evaluate that they are still interested in the plan and help them with the course matter to ac

chieve it. If students are having difficulty with material to achieve the plan, supply direction to alter or pick another career plan.

LCAP Fall 2018 Parent Survey Data

To what degree do you feel your child's/children's Counselor(s) provided them with the support and services needed to be College and Career Ready?
Supported
Supported
Very Supported
Supported
Somewhat Supported
Supported
Not Supported
Somewhat Supported
Somewhat Supported
Not Supported
Ningún apoyo
Algo de apoyo
Algo de apoyo
Algo de apoyo
Ningún apoyo
Apoyado
Muy apoyado
Apoyado
Muy apoyado
Algo de apoyo
Apoyado
Algo de apoyo
Ningún apoyo
Apoyado
Algo de apoyo
Apoyado
Algo de apoyo
Algo de apoyo

LCAP Fall 2018 Parent Survey Data

To what degree do you feel your child's/children's Teachers provided them with the support and services needed to be College and Career Ready?
Supported
Very Supported
Very Supported
Supported
Somewhat Supported
Not Supported
Somewhat Supported
Somewhat Supported
Supported
Not Supported
Algo de apoyo
Algo de apoyo
Algo de apoyo
Apoyado
Algo de apoyo
Muy apoyado
Muy apoyado
Apoyado
Muy apoyado
Algo de apoyo
Apoyado
Apoyado
Algo de apoyo
Apoyado
Algo de apoyo
Algo de apoyo
Algo de apoyo
Algo de apoyo

To what degree do you feel your child's/children's Administrators provided them with the support and services needed to be College and Career Ready?
Supported
Supported
Supported
Supported
Not Supported
Not Supported
Somewhat Supported
Somewhat Supported
Not Supported
Not Supported
Ningún apoyo
Algo de apoyo
Algo de apoyo
Apoyado
Ningún apoyo
Apoyado
Ningún apoyo
Apoyado
Muy apoyado
Algo de apoyo
Apoyado
Apoyado
Algo de apoyo
Apoyado
Algo de apoyo
Algo de apoyo
Algo de apoyo
Apoyado

What actions and services from Staff (Teachers, Counselors, and/or Administrators) most supported your child/children to be College and Career Ready? Wl
Avid teacher
Avid teacher and counselor
Nothing, all great support.
Having multiple information session about Careers. Encouraging them to apply for financial aid.
My son takes AP classes so he fortunate to have teachers who care about their students success and challenge them, however not all students
Counselors need to help students find scholarships and financial support in order to go to College.
Counselors need to dedicate time to the freshmen students. Teachers need to believe that ALL students can pursue a college or career. Admin
I don't know
Unanswered.
I have asked my child if he has a career in mind. He does not know what he wants to do in college or as a career. The only time he has talked tc
No se informacion ya le proporcionaron a a mi estudiante.
Ocientacion sobre clases necesarias para calificar a la universidad.
Unanswered.
NO tengo mucho conocimiento de la ayuda de consejeros. Un dia vine a buscar al consejero no me atendio. Me dijeron que por cita y me hiban
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Unanswered.
Consejeros deberian hacer su trabajo y orientar mejor a nuestros hijos para saber mejor el como ayudarlos.
Unanswered.
mas informacion y mas personal .
Hasta ahorita ninguno mi estudiantes esta en grado 9
orientacion
unanswered
unanswered
unanswered
La especialista de inglés se preocupa por ayudar a los estudiantes para que se preparen mejor

hat actions or services from Staff could have better supported your child/children?

have the opportunity to have great teachers like him. Offering more services to all student similar to gear up would help students

istrators need to focus on celebrating the academics and not so much on the discipline.

) his counselor was pertaining to an elective he had to take.

ı hablar, nunca me hablaron.

LCAP Fall 2018 Parent Survey Data

To what degree do you feel your child's/children's classrooms are Safe Learning Environments?
Somewhat Safe
Very Safe
Very Safe
Safe
Somewhat Safe
Not Safe
Somewhat Safe
Safe
Not Safe
Safe
Seguro
Algo Seguro
Algo Seguro
Seguro
Seguro
Seguro
Seguro
Seguro
Seguro
Algo Seguro
Algo Seguro
Seguro
Algo Seguro
Seguro
Algo Seguro
Algo Seguro
Algo Seguro
Seguro