

Executive Summary School Accountability Report Card, 2009–2010

Everest Public High School

Address: 305 Main Street, Redwood City, CA 94063
Principal: Jon Deane

Phone: (650) 366-1050
Grade Span: 9th – 12th

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year. For additional information about the school, parents and community members should review the entire SARC or contact Jon Deane, the school principal.

About This School

Everest Public High School (EPHS) is a second -year, public charter high school authorized by the California State Board of Education. EPHS welcomed its first freshman class in 2009, with the mission of preparing a diverse student body for college, and to be thoughtful, contributing members of society.

Student Enrollment

Group	Enrollment
Number of students	104
Black or African American	4
American Indian or Alaska Native	0
Asian	7
Filipino	1
Hispanic or Latino	50
Native Hawaiian/Pacific Islander	1
White (not of Hispanic origin)	39
Two or More Races	0
Socioeconomically Disadvantaged	36
English Learners	18
Students with Disabilities	13

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	66%
Mathematics	31%
Science	None tested
History-Social Science	None tested

Academic Progress²

Indicator	Result
2010 Growth API Score	774
Statewide Rank	N/A
Met All 2010 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2010–11 Program Improvement Status (PI Year)	No

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Everest Public High School is located in a privately funded facility at 305 Main Street in Redwood City. The campus is a repurposed bank building comprised of student classrooms, a multipurpose area (lunch, all school meetings), teacher and administrative offices, two student computer areas, and an outdoor parking and eating area.

Repairs Needed

No significant repairs are needed at this time.

Corrective Actions Taken or Planned

No significant repairs are needed at this time.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$10,265
District	\$10,265
State	\$9,539

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Everest Public High School	District Name	SBE - Everest Public High School
Street	305 Main Street	Phone Number	(650) 366-1050
City, State, Zip	Redwood City, CA 94063	Web Site	www.everestphs.org
Phone Number	(650) 366-1050	Superintendent	Dianne Tavenner
Principal	Jon Deane	E-mail Address	dtavenner@summitps.org
E-mail Address	jdeane@everestphs.org	CDS Code	41 76588 0119503

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Our Mission

Everest's mission is to prepare a diverse student population for success in four-year colleges and to be thoughtful, contributing members of society.

Core Characteristics

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

Academic Program

Everest has implemented a rigorous curriculum that is preparing all students for Advanced Placement (AP) courses beginning junior year.

- 100% of Everest graduates will meet or exceed UC entrance requirements
- 100% of Everest seniors will take the SAT exam and at least two AP exams.

Faculty Mentors

Each faculty mentor is paired with no more than 18 students and stays with those students for four years. Mentor groups meet for ten minutes every day and during the Connections once a week to help students clarify and achieve their personal and academic goals. These relationships provide the student with personal attention, structure, resources, and standards.

Teaching approaches:

Research-based Instructional Methods / Approaches

- An interdisciplinary curriculum - all core courses explore content through the lens of a common theme
- Differentiated instruction – lessons challenge each student to reach his/her potential regardless of differences in learning style, prior knowledge, or skill level
- Project based learning – students learn content and skills by developing solutions to real world problems
- Block Scheduling –Math/Science and English/Social Studies meet in the same block to enable interdisciplinary lesson plans.
- Looping – we make every effort to have the same teachers teaching the same students for two or more years

Assessment

- We believe the mastery of content and skills is a fluid process and that students learn at different rates. The assessments used by Everest compare each student's individual achievement to state, national and collegiate standards, not other students
- Letter grades are assigned for core course work and are consistent with state measures
- Culminating Projects – the final unit of each school year includes an interdisciplinary project that allows students to demonstrate the skills and knowledge they have acquired
- Standardized Exams – students will take yearly STAR Exams, the California High School Exit Exam, Advanced Placement Tests, and college entrance exams such as the SAT.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Everest recognizes that students learn best when parents are involved in their learning and their learning community. Almost all current research indicates that parental involvement is the single most important ingredient to student success after socioeconomic status. Accordingly, EPHS actively reaches out to parents to encourage them to be involved in the school in many ways. The Everest Parent Organization is responsible for coordinating Everest volunteer needs and activities, and recording volunteer participation. The EPO management team strives to match school needs with the interests and schedules of each family and values input from the entire Everest community. EPO is divided into 6 functional committees with Managers for each group, and leads for each subgroup. The committees are as follows: Operations, Communications, Community Building, Athletics, College Readiness, Fundraising and Student Events. Some examples of volunteer opportunities include:

- Driving, chaperoning, or helping to plan the school camping trip
- Driving, chaperoning, or helping to plan grade level Study Trips
- Helping to serve lunch
- Doing data entry, mailings, translation, & other community outreach
- Assisting with Open Houses & other recruiting events
- Helping with the college process
- Assisting with school clubs and sports

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	104
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	104

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.8%	White	37.5%
American Indian or Alaska Native	0	Two or More Races	0
Asian	6.7%	Socioeconomically Disadvantaged	34.6%
Filipino	1%	English Learners	17.3%
Hispanic or Latino	48%	Students with Disabilities	12.5%
Native Hawaiian/Pacific Islander	1%		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg. Class Size	2009–10 Number of Classrooms		
		1-22	23-32	33+
English	26	0	1	0
Mathematics	21	1	1	0
Science	26	0	1	0
Social Science	26	0	1	0

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

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

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

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	N/A	N/A	15	N/A	N/A	15
Expulsions	N/A	N/A	5	N/A	N/A	5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Everest Public High School is located at 305 Main Street in Redwood City in a re-purposed bank building. The campus is comprised of student classrooms, a multipurpose area (lunch, all school meetings), teacher and administrative offices and common areas a student computer area, and a parking lot.

Each classroom is equipped with an LCD projector and the entire building is equipped for wireless internet. There is a separate student and teacher network. All teachers have access to office phones and each has his/her own extension. For the 08-09 school year, the voice mail system was improved so that all voicemails are automatically routed to be received on teacher email. The building is equipped with an alarm system that is armed every evening when faculty leave.

The facilities used by Everest Public High School are provided by the Sequoia Union High School District in fulfillment of the district's Proposition 39 obligations. The district is responsible for major maintenance and code compliance of the facilities. The facilities are well maintained and in good condition and are adequate for the delivery of the instructional program. EPHS contracts directly for custodial services and the facilities are cleaned on a daily basis.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	N/A	N/A	6	6
Without Full Credential	N/A	N/A	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.25	83
Counselor (Social/Behavioral or Career Developn	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	.15	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	.01	n/a
Resource Specialist (non-teaching)	1	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Standards based, content based, grade level appropriate	0	Teacher-created materials, CA Recommended Reading List, AP List of Recommended Authors
Mathematics	Standards based, content based, grade level appropriate	0	Teacher-created materials, CPM, IMP, Discovering Geometry
Science	Standards based, content based, grade level appropriate	0	Teacher-created materials
History-Social Science	Standards based, content based, grade level appropriate	0	Teacher-created materials, TCI, Choices, World History for All of Us
Foreign Language	Standards based, content based, grade level appropriate	0	Teacher-created materials, Pearson, Vista Higher Learning, Heritage
Health	Standards based, content based, grade level appropriate	0	Teacher-created materials
Visual and Performing Arts	Standards based, content based, grade level appropriate	0	Teacher-created materials
Science Laboratory Equipment (grades 9-12)	Standards based, content based, grade level appropriate	0	Course-appropriate

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental (Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,265	\$0	\$10,265	\$58,875
District	\$10,265	\$0	\$10,265	\$58,875
Percent Difference – School Site and District	0%	0%	0%	0%
State	\$9,539	---	---	\$59,825
Percent Difference – School Site and State	7%	---	---	2.6%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Everest's Community High School Foundation fundraises each year. Between 5 and 7 % of total revenue comes from the foundation fundraising. Each year, Everest determines which programs would best benefit from this funding.

Additionally, Everest outsources to various parties for its Intersession courses, operations and housekeeping (custodial services, facilities, and lunch), back office support (accounting, payroll), special education (testing, placements), athletics (coaching), and legal counsel.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	Site Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,000	\$40,917
Mid-Range Teacher Salary	\$60,000	\$64,688
Highest Teacher Salary	\$69,000	\$82,849
Average Principal Salary	\$103,000	\$123,438
Superintendent Salary	N/A	\$176,846
Percent of Budget for Teacher Salaries	50%	40%
Percent of Budget for Administrative Salaries	16%	6%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language	N/A	N/A	66%	N/A	N/A	66%	46%	50%	45%
Mathematics	N/A	N/A	41%	N/A	N/A	41%	43%	46%	45.5%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students at the School	66%	31%	66%	-
Male	65%	65%	73%	-
Female	66%	45%	51%	-
Black or African American	N/A	N/A	-	-
American Indian or Alaska Native	N/A	N/A	-	-
Asian	N/A	N/A	-	-
Filipino	N/A	N/A	-	-
Hispanic or Latino	51%	38%	40%	-
Native Hawaiian or Pacific Islander	N/A	N/A	-	-
White	77%	48%	89%	-
Two or More Races	N/A	N/A	-	-
Socioeconomically Disadvantaged	52%	18%	44%	-

English Learners	27%	0%	20%	-
Students with Disabilities	39%	15%	46%	-
Students Receiving Migrant Educational Services	N/A	N/A	N/A	-

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

The PFT data are not available at the time of posting.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	School	2010 Growth API	State
All Students at the School	774		729
Black or African American	-		638
American Indian or Alaska Native	-		703
Asian	-		857
Filipino	-		812
Hispanic or Latino	-		672
Native Hawaiian/Pacific Islander	-		706
White	-		801
Two or More Races	-		747
Socioeconomically Disadvantaged	-		669
English Learners	-		626
Students with Disabilities	-		494

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement	-	2008
Year in Program Improvement	-	2 of 3
Number of Schools Currently in Program Improvement	n/a	0%
Percent of Schools Currently in Program Improvement	n/a	0

XI. School Completion and Postsecondary Preparation

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	4.2%	3.9%	4%
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	80.6%	80.6%	80.2%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	N/A		N/A
Black or African American	N/A		N/A
American Indian or Alaska Native	N/A		N/A
Asian	N/A		N/A
Filipino	N/A		N/A
Hispanic or Latino	N/A		N/A
Native Hawaiian/Pacific Islander	N/A		N/A
White	N/A		N/A
Two or More Races	N/A		N/A
Socioeconomically Disadvantaged	N/A		N/A
English Learners	N/A		N/A
Students with Disabilities	N/A		N/A

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

EPHS does not currently offer CTE programs.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

EPHS believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, EPHS invests heavily in professional development for our staff. Annually, teachers engage in 38 days of professional development sessions designed and lead by the staff including 19 days in the month of January and 19 days in the months of May and June while students are participating in their elective courses and community outreach programs. In 2009-2010, there were two additional PD days in August.

Every teacher has a two hour block of time per day to plan individually or to work with other department members for collaborative planning. Each week, approximately 3.5 hours of time is allotted for staff meeting time; this time is broken down in to full faculty planning for common goals, visions, and school wide concerns, grade level time, and time for teams and individuals can work towards meeting goals set forth on their personal educator plans (PEPs).