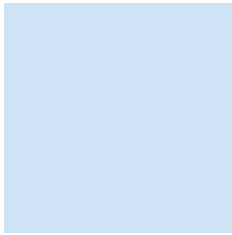


# SARC School Accountability Report Card 2018-19

Published in 2019-20



## Everett Alvarez High School

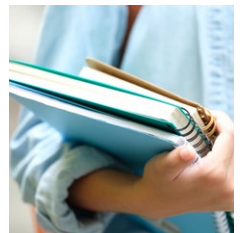
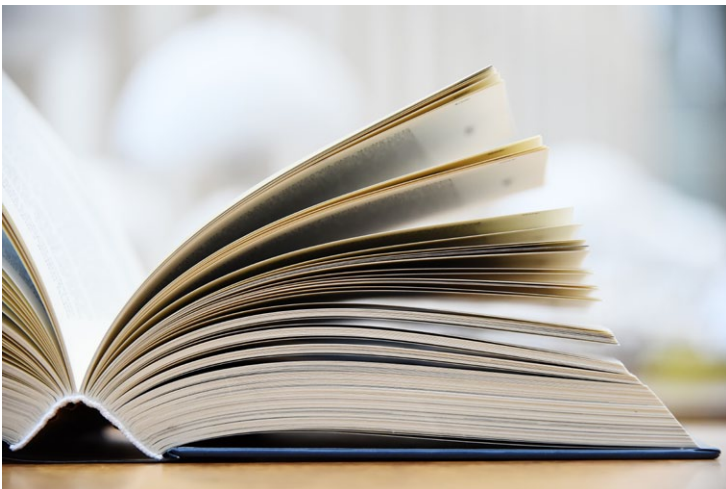
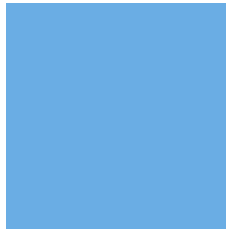
Grades 9-12  
CDS Code 27-66159-2730166

Katherine Redondo  
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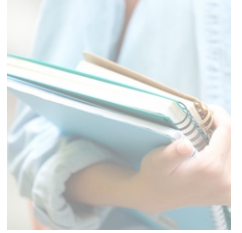
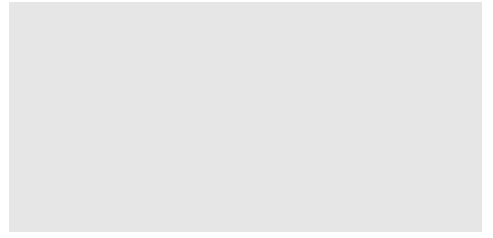
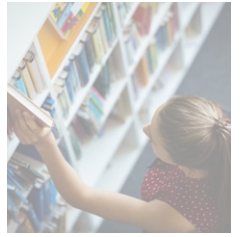
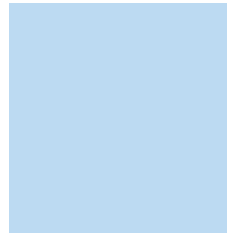
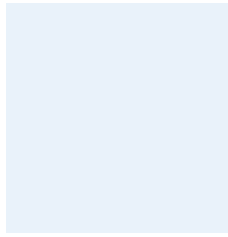
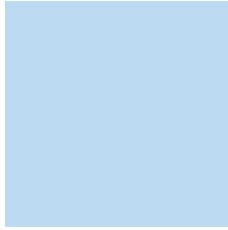
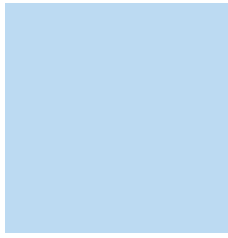
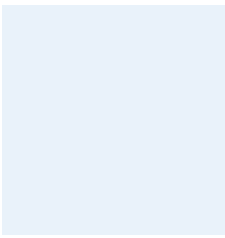
<http://eahs.salinasuhd.org/pages/EverettAlvarezHigh>

Para español, visita [www.salinasuhd.org](http://www.salinasuhd.org)



## Salinas Union High School District

431 West Alisal Street Salinas, CA 93901 ▪ [www.salinasuhd.org](http://www.salinasuhd.org)  
Dan Burns, Superintendent ▪ [superintendent@salinasuhd.org](mailto:superintendent@salinasuhd.org) ▪ (831) 796-7000





## Principal's Message

At Everett Alvarez High School (EAHS), we believe that all students can learn. Through our PLC process, our staff is able to respond to the 4 questions—What do we want our students to know? How do we know they've learned it? What do we do if they didn't learn it? What do we do if they already know it? The PLC process drives our instruction.

### Schoolwide Learner Outcomes

#### 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.

Everett Alvarez High School is a comprehensive campus for grades 9-12 with a current enrollment of approximately 2372 students. Everett Alvarez High School is committed to preparing all students for college and career readiness. The school maintains a rigorous academic focus, in which all curricula are closely aligned with the California State Standards, with an emphasis on preparing students for the college arena.

Everett Alvarez High School offers a wide variety of electives, which support the Career Pathways Program, visual and performing arts programs, athletic programs, and advanced placement and honors-level courses to enhance students' preparation for college entrance. Everett Alvarez High School maintains high expectations for student behavior and academic progress. Everett Alvarez High School offers a wide array of courses, which meet University of California A-G requirements. Eighteen Advanced Placement (AP) courses are offered (in 43 sections); and, all students are expected to enroll in A-G coursework. From the Graduating Class of 2018, 47.9% percent of graduating seniors completed University of California A-G admission requirements.

Opportunities for Visual and Performing Arts at EAHS are extensive and include all five disciplines of the 2019 CA state standards for Visual and Performing arts released in January of 2019. These include the music arts, encompassing band, guitar and choir; dance, which entails baile folklórico; Visual Art, which includes two-dimensional art, visual art one, two, and ceramics, advanced ceramics, and AP Studio Art. We also offer theater one and two, along with our Digital media arts program, which blends into our Career Technical Education (CTE) program. On our site, we house two academies, our Agriculture Academy and our Digital Media Art Academy. Numerous other pathways include variations of Game Design, Robotics one and two, Cine Arts, Art in Digital Age, TV Media, Agriculture, developing child one and two, culinary, advanced culinary. Regional Occupational Program (ROP) classes are available to our students in Child Development, Patient Care, Child Care, Public Safety, Auto Mechanics, Dentistry, Fire Safety, along with various other ROP programs that are available to students during and after school as well at Mission Trails ROP during the school day. Additionally, Hartnell College has partnered with the SUHSD to offer Dual Enrollment for students in Counseling and English 1A.

World languages are offered in Spanish (including Spanish for Spanish speakers), French and Japanese at all levels, including Advanced Placement.

Support classes to help close the achievement gap include special education collaboration classes in English language arts (ELA), integrated math, Next Generation Science Standards (NGSS) courses, government, economics, world history and U.S. history. After-school homework center is provided four days per week with teacher supervision and support.

Everett Alvarez High School's extracurricular activities include 45 student clubs and 47 athletic teams.

Katherine Redondo

Acting Principal

## 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 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.

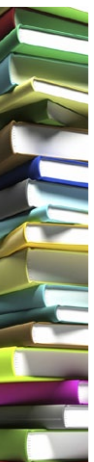
## School Vision Statement

### 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.

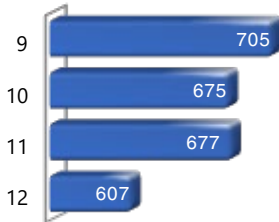
Demonstrate diplomacy, integrity and commitment to excellence, which will inspire students to do the same.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



## Everett Alvarez

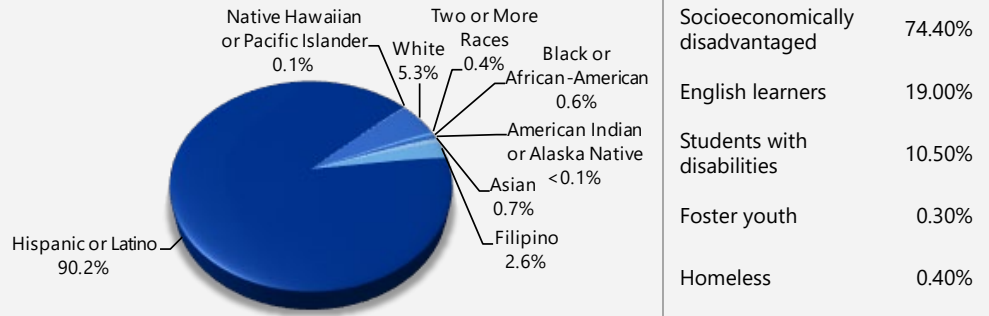
Everett Alvarez was born in 1937 in Salinas, California. He is the grandson of immigrants from Mexico. He went to Santa Clara University on an academic scholarship. He joined the United States Navy in 1960 and was selected for pilot training. On August 5, 1964, during Operation Pierce Arrow, LTJG. Alvarez's 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 Hỏa 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.

## Enrollment by Student Group

The total enrollment at the school was 2,664 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



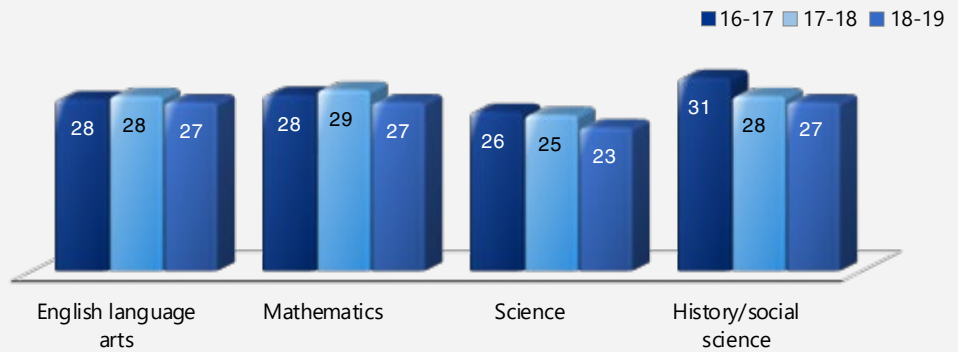
Socioeconomically disadvantaged	74.40%
English learners	19.00%
Students with disabilities	10.50%
Foster youth	0.30%
Homeless	0.40%

## 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	2016-17			2017-18			2018-19		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	15	93	9	7	82	1	17	63	8
Mathematics	7	72	7	3	79	3	13	61	12
Science	15	66	1	11	61		15	48	
History/social science	4	63	4	5	48	2	9	53	12



### CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Everett Alvarez HS		Salinas Union HSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	◇	◇	◇	◇	◇	◇

### CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	52%	39%	39%	39%	50%	51%
Mathematics	19%	13%	21%	23%	38%	40%

### 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Everett Alvarez HS
	Grade 9
Four of six standards	19.3%
Five of six standards	26.5%
Six of six standards	21.4%

◇ Not applicable.

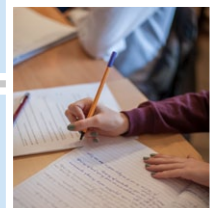
### California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 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](http://www.cde.ca.gov/ta/tg/ca).



### CAASPP by Student Group: English Language Arts 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.

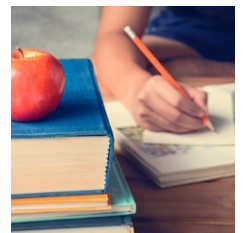
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	647	626	96.75%	3.25%	39.26%
Male	318	307	96.54%	3.46%	35.97%
Female	329	319	96.96%	3.04%	42.41%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	24	23	95.83%	4.17%	82.61%
Hispanic or Latino	583	566	97.08%	2.92%	36.31%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	27	26	96.30%	3.70%	53.85%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	481	461	95.84%	4.16%	35.96%
English learners	197	183	92.89%	7.11%	14.44%
Students with disabilities	45	41	91.11%	8.89%	10.53%
Students receiving Migrant Education services	18	16	88.89%	11.11%	6.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

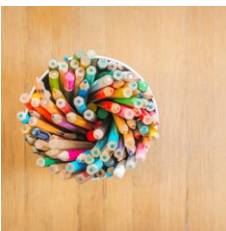




### CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	647	625	96.60%	3.40%	12.52%
Male	318	307	96.54%	3.46%	9.80%
Female	329	318	96.66%	3.34%	15.14%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	24	23	95.83%	4.17%	47.83%
Hispanic or Latino	583	564	96.74%	3.26%	10.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	27	26	96.30%	3.70%	11.54%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	481	463	96.26%	3.74%	10.85%
English learners	197	188	95.43%	4.57%	2.66%
Students with disabilities	45	39	86.67%	13.33%	0.00%
Students receiving Migrant Education services	18	18	100.00%	0.00%	11.76%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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 number 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.

*Continued on page 9*

## Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	2017-18 and 2018-19 School Years
Everett Alvarez HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	99.95%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	48.80%

## 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@salinasuhd.org](mailto:sandra.loera@salinasuhd.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 gunpowder. 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 8 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 2020. 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





### Career Technical Education Programs

Continued from page 8

The Salinas Union High School District (SUHSD) is preparing students to be College and Career Ready by integrating a strong Career and Technical Education (CTE) program at five comprehensive sites, two alternative education sites and the Mission Trails ROP/CTE 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 and Health 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
- Game 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
- Medical 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
- 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

SUHSD is committed to providing all students an opportunity to experience a technical course. As such, there is a 10 credit vocational education graduation requirement. All courses offered are A-G approved and meet criteria to enter a UC system. All courses are part of a CTE pathway to ensure that students who select a technical path have 360 hours of dedicated course work in the field and are pathway completers. SUHSD's CTE program is widely supported by industry and community members that attend the CTE advisory meetings twice a year at school sites. Further, some of our courses offer industry certifications.

### 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	
2018-19 Participation	
Number of pupils participating in a CTE program	1,037
Percentage of pupils who completed a CTE program and earned a high school diploma	87.32%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	8.57%

### Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2018-19 School Year	
Percentage of total enrollment enrolled in AP courses	18.10%
Number of AP courses offered at the school	31
Number of AP Courses by Subject	
Computer science	1
English	4
Fine and performing arts	1
Foreign language	1
Mathematics	7
Science	5
Social science	12

## 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	
2019-20 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	
2019-20 School Year	
Data collection date	9/10/2019

## 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 2019-20 school year and whether those textbooks covered the California content standards.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	California Grade 9, 10, 11; The College Board	2017
English language arts	CSU Expository Reading and Writing Course	2013
Designated ELD: English Language Development 1	Inside the U.S.A; National Geographic	2017
Designated ELD: English Language Development 2	<i>Edge: Fundamentals</i> , National Geographic	2017
Designated ELD: English Language Development 3	<i>Academic Vocabulary Toolkits 1 and 2</i> ; Cengage	2019
ELD: Academic Language and Literacy	English 3D Course C, Houghton Mifflin Harcourt	2017
Mathematics	Mathematics Vision Project	2013
Mathematics	Trigonometry, Third Edition	2011
Mathematics: AP Statistics	<i>The Practice of Statistics</i> , 5th Edition; W.H. Freeman & Co.	2017
Mathematics	<i>Mathematics with Business Applications</i> , Fifth Edition	2005
Mathematics	<i>AP Computer Science</i> , Cengage	2017
Mathematics	<i>Business Math</i> , 16th Edition	2005
Mathematics	<i>Calculus: Graphical, Numerical, Algebraic</i> ; Pearson	2010
Mathematics	<i>Consumer Mathematics</i> , AGS	2005
Mathematics	<i>Transition to College Mathematics and Statistics</i> , McGraw-Hill	2017
Mathematics: AP Calculus AB/BC	<i>Calculus: Graphical, Numerical, Algebraic</i> , 5th Edition	2018
Science	<i>Astronomy Today</i> , Eighth Edition	2014
Science	<i>Foundations of Astronomy</i>	2009
Science	<i>Understanding Human Anatomy and Physiology</i> , 2008 Edition	2011
Science	<i>Biology: Concepts &amp; Connections</i>	2005
Science	<i>Biology: The Dynamics of Life</i>	2004
Science	<i>Biology</i> , California Edition	2007
Science	<i>Chemistry: Matter and Change</i>	2009
Science	<i>Chemistry &amp; Chemical Reactivity</i>	2010
Science	<i>Chemistry</i>	2009
Science	<i>Introduction to Marine Biology</i> , Second Edition	2002



Textbooks and Instructional Materials - *Continued from page 10*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Science	<i>Earth Science, California Edition</i>	2005
Science	<i>Environmental Science: Earth as a Living Planet, Ninth Edition</i>	2014
Science	<i>Principles of Technology</i>	2002
Science	<i>Science of Earth Systems</i>	2004
Science (AP Biology)	<i>Biology: The Dynamics of Life</i>	2004
Science (Applied Physics)	<i>Physics: A First Course</i>	2009
Science (Honors Chemistry)	<i>Chemistry and Chemical Reactivity, Fourth Edition</i>	2001
Science (Physics)	<i>Foundations of Physics</i>	2009
Science (AP Physics)	<i>Physics AP, Addison Wesley</i>	2015
Social Science (psych)	<i>Myers' Psychology for AP</i>	2012
Social Science: AP European History	<i>AP European History: The Western Heritage Since 1300, Revised AP Edition</i>	2016
History/social science	<i>American History: A Survey, 12th Edition</i>	2007
History/social science	<i>Power, Politics and You, TCI</i>	2019
History/social science	<i>The Power Choose, TCI</i>	2019
History/social science	<i>History Alive! Pursuing American Ideals, TCI</i>	2019
History/social science	<i>History Alive! World Connections, TCI</i>	2019
History/social science: AP US Government	<i>Government in America, 2014 Elections and Updates Edition; Pearson</i>	2017
History/social science: AP US History	<i>American History: Connecting with the Past</i>	2017
History/social science: Mexican American Heritage	<i>Mexicanos: A History of Mexicans in the United States</i>	2017
History/social science: American Film History	<i>American Cinema American Culture</i>	2018
History/social science: Ethnic Studies	<i>A People's History of the United States</i>	2018

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 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	

## Types of Services Funded

- Title 1, Part A: Supplemental and Enrichment Education Services, Support for Youth in Transition Students, College Prep Activities
- 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)

## 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>.

## Graduate and Dropout Rates

Graduation Rate			
	15-16	16-17	17-18
Everett Alvarez HS	92.10%	90.40%	89.70%
Salinas Union HSD	84.70%	83.60%	86.40%
California	83.80%	82.70%	83.00%
Dropout Rate			
	15-16	16-17	17-18
Everett Alvarez HS	3.50%	4.20%	6.90%
Salinas Union HSD	5.10%	6.50%	7.40%
California	9.70%	9.10%	9.60%

## 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 eighth 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. 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 of 2018.

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.

In Summer 2019, the first of three Wellness Centers in the district will begin construction at Everett Alvarez High School. The Wellness Center is approximately 2,000 square feet with six offices, a de-escalation room, teaching space and a small waiting area.

Chromebooks are 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		2019-20 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	6/12/2019	
<b>Date of the most recent completion of the inspection form</b>	6/12/2019	

## 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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	Repair broken Air Conditioning/Heating; WO #18745; Repair broken Air Conditioning/Heating; WO #19181. Repairs made by District Maintenance team.	July 2019
<b>Interior</b>	Need to repaint wall; WO #19221; Need to repair ripping wallpaper and replace blinds; WO #19247; Broken basketball hoop wire on rim on east side of gym WO @19200(declined); Need to touch-up paint on wall WO #18515. 19221, #19247: Repairs made by District Maintenance team; # 19200- Site made repairs; #18515- yet to be approved.	June & July 2019
<b>Electrical</b>	Replace Broken Exit Sign Light; WO #19270. Repairs made by District Maintenance team.	June 2019





### 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Salinas Union HSD	Everett Alvarez HS		
	19-20	17-18	18-19	19-20
<b>Teachers</b>				
<b>With a full credential</b>	683	106	111	99
<b>Without a full credential</b>	42	4	4	3
<b>Teaching outside subject area of competence (with full credential)</b>	12	1	2	1

### 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		
	17-18	18-19	19-20
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	2
<b>Total teacher misassignments</b>	0	0	2
<b>Vacant teacher positions</b>	1	1	2

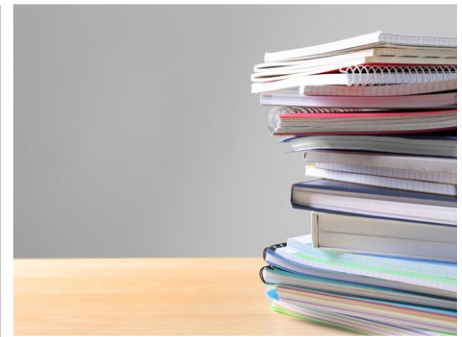
### Professional Development

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 being refined. For over three years, the school has supported professional growth by sending both teachers and administrators to Response to Intervention training, PLC conferences, and Adaptive Schools workshops.

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		
	2017-18	2018-19	2019-20
	<b>Number of school days dedicated to staff development and continuous improvement</b>	1	1



### 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 a 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.

### 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	
2018-19 School Year	
	Ratio
<b>Academic counselors</b>	1:371
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	9.0
<b>Library media teacher (librarian)</b>	1.0
<b>Library media services staff (paraprofessional)</b>	2.0
<b>Psychologist</b>	1.0
<b>Social worker</b>	0.0
<b>Nurse</b>	0.2
<b>Speech/language/hearing specialist</b>	1.0
<b>Resource specialist (nonteaching)</b>	0.0

## 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	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,635
<b>Expenditures per pupil from restricted sources</b>	\$1,591
<b>Expenditures per pupil from unrestricted sources</b>	\$7,044
<b>Annual average teacher salary</b>	\$79,039

## 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			
	16-17	17-18	18-19
<b>Suspension rates</b>	4.6%	8.8%	8.5%
<b>Expulsion rates</b>	0.2%	0.3%	0.2%
Salinas Union HSD			
	16-17	17-18	18-19
<b>Suspension rates</b>	8.8%	9.9%	9.8%
<b>Expulsion rates</b>	0.3%	0.3%	0.2%
California			
	16-17	17-18	18-19
<b>Suspension rates</b>	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

## Financial Data

The financial data displayed in this SARC is from the 2017-18 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](http://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](http://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](http://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	2017-18 Fiscal Year	
	Salinas Union HSD	Similar Sized District
<b>Beginning teacher salary</b>	\$46,325	\$52,466
<b>Midrange teacher salary</b>	\$80,141	\$87,373
<b>Highest teacher salary</b>	\$108,733	\$109,803
<b>Average middle school principal salary</b>	\$133,335	\$142,025
<b>Average high school principal salary</b>	\$135,914	\$153,904
<b>Superintendent salary</b>	\$219,902	\$241,221
<b>Teacher salaries: percentage of budget</b>	35%	33%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## 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 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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Everett Alvarez HS</b>	\$7,044	\$79,039
<b>Salinas Union HSD</b>	\$9,284	\$77,533
<b>California</b>	\$7,507	\$88,538
<b>School and district: percentage difference</b>	-24.1%	+1.9%
<b>School and California: percentage difference</b>	-6.2%	-10.7%

## School Accountability Report Card

PUBLISHED BY:



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 2019.