Evergreen Valley High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Evergreen Valley High School
Street	3300 Quimby Avenue
City, State, Zip	San Jose, CA, 95148
Phone Number	408-347-7000
Principal	Kyle Kleckner
Email Address	KlecknerK@esuhsd.org
School Website	https://evergreenvalleyhigh.esuhsd.org/
County-District-School (CDS) Code	43694274330692

2023-24 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	VanderZeeg@esuhsd.org
District Website	www.esuhsd.org

2023-24 School Description and Mission Statement

Welcome to Evergreen Valley High School - Home of the Cougars! At EVHS we want all students to know they belong and can be successful here and a well-rounded, comprehensive high school experience is waiting for each and every student. At EVHS, we ROAR! Students and parents are very proud of the school's reputation as an academically challenging and high performing school. Students are well prepared to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams and over 100 student clubs and community service organizations. An outstanding group of highly qualified teachers work collaboratively to ensure that all students realize their full potential. The school offers 25 Advanced Placement (AP) courses in all core subject areas and also has a specialized Computer Science Academy. The performing arts department curriculum includes drama, choir, music appreciation, guitar, orchestra, and advanced band. Our world languages include Vietnamese, Mandarin, French, and Spanish.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	633
Grade 10	678
Grade 11	742
Grade 12	714
Total Enrollment	2,767

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0%
Asian	72.5%
Black or African American	0.6%
Filipino	5.9%
Hispanic or Latino	14.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.8%
White	3.8%
English Learners	6.9%
Foster Youth	0.1%
Homeless	1.4%
Migrant	0.1%
Socioeconomically Disadvantaged	14.1%
Students with Disabilities	5.3%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	106.20	95.75	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	1.35	16.8	1.9	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	0.54	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	1.22	17.8	1.9	12115.80	4.41
Unknown	1.20	1.14	0	0	18854.30	6.86
Total Teaching Positions	110.90	100.00	959.6	100	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.00	95.16	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	2.86	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	0.88	21.1	2.2	11953.10	4.28
Unknown	1.20	1.10	0	0	15831.90	5.67
Total Teaching Positions	113.50	100.00	969.1	100	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	3.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.30	1.00
Total Out-of-Field Teachers	1.30	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.3	1.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Evergreen Valley High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected	November 2023

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

Subject	Textbooks	Sufficient	% Lacking
Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC -- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science Principles - Online materials AP Computer Science A - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 Forensic Science - A Hands-on Introduction to Forensic Science 2014 AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 and 2- Physics AP- Cutnell and Johnson , Wiley 2012 AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015 AP Physics C- Physics with MOD Physic for Scientists and Engineers- Knight / Pearson 2013 Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook	Yes	0%
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015	Yes	0%

	AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Overview
The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Age Of School buildings
Although the main school campus was constructed in 2002, a new building (P) was also constructed in 2006 with additional science labs. Portable buildings have been added to accommodate population increases in the Evergreen Valley community. Additionally, a large new walkway was put in 2013 to accommodate the the need for larger student walkways in the interior of campus. The football field had turf installed in 2012, providing a safer playing field for our athletes. The outdoor tennis and basketball courts were re-surfaced in 2015-16. There has been general wear and tear on the buildings and facilities since 2002. Over time, the landscaping around campus has been upgraded with California native and drought-tolerant plants. EVHS has significantly reduced water use in line with California's water conservation efforts. Renovation of the science labs and bathrooms were completed by Summer of 2017. Classrooms P1-P12 were renovated in the summer of 2015. EVHS is part of Bond Measure Z, and School Site Council has prioritized various projects around campus to improve the student experience. EVHS is recently completed a new Student Union building. This new building will include a new cafeteria and servery, student meeting and study rooms, new counseling offices, and EV's first Mental Health & Wellness Center. Major construction finished in early 2023 - new fencing and landscaping is still outstanding and will be completed soon.

Cleaning Process and Schedule
The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Administrative team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles needing replacement, touch up paint, minor patches, and some splitting carpet in multiple rooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Some leaky faucets, a fountain and urinal out of order. Addressed clogged sink and leaky water heater.
Safety: Fire Safety, Hazardous Materials		X		Unapproved window coverings, concern with paper item storage and on walls, ceiling clearance. Site will be notified
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	87	62	61	47	46
Mathematics (grades 3-8 and 11)	66	69	37	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	733	706	96.32	3.68	87.11
Female	384	369	96.09	3.91	90.79
Male	349	337	96.56	3.44	83.09
American Indian or Alaska Native	0	0	0	0	0
Asian	535	520	97.20	2.80	91.54
Black or African American	--	--	--	--	--
Filipino	35	35	100.00	0.00	77.14
Hispanic or Latino	103	96	93.20	6.80	70.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	84.00
White	28	24	85.71	14.29	75.00
English Learners	32	30	93.75	6.25	26.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	131	94.93	5.07	74.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	30	90.91	9.09	46.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	733	701	95.63	4.37	68.62
Female	384	371	96.61	3.39	68.19
Male	349	330	94.56	5.44	69.09
American Indian or Alaska Native	0	0	0	0	0
Asian	535	519	97.01	2.99	79.19
Black or African American	--	--	--	--	--
Filipino	35	33	94.29	5.71	48.48
Hispanic or Latino	103	95	92.23	7.77	28.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	60.00
White	28	23	82.14	17.86	43.48
English Learners	32	27	84.38	15.62	14.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	127	92.03	7.97	56.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	23	69.70	30.30	21.74

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	67.35	68.41	37.48	37.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1440	1385	96.18	3.82	68.16
Female	736	711	96.60	3.40	67.93
Male	704	674	95.74	4.26	68.40
American Indian or Alaska Native	--	--	--	--	--
Asian	1059	1026	96.88	3.12	75.24
Black or African American	--	--	--	--	--
Filipino	78	75	96.15	3.85	56.00
Hispanic or Latino	193	181	93.78	6.22	35.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	38	92.68	7.32	65.79
White	57	53	92.98	7.02	69.81
English Learners	56	54	96.43	3.57	7.41
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	44.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	272	252	92.65	7.35	48.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	55	96.49	3.51	18.18

2022-23 Career Technical Education Programs

Our high school offers courses intended to help students prepare for college and careers. These career technical education (CTE) courses are open to all students, though space is limited. Many of our students have access to SVCTE (Silicon Valley Career Technical Education) as a part of their educational program.

Computer Information Technology, Database/SQL programming, and Web Tech Design are CTE courses offered on our campus.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	570
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	97
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.98
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	75.77

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.1	97.2	97.3	96.9	97.6

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Because parent and community participation is essential to student achievement, Evergreen Valley High School provides a number of parent involvement opportunities. The school has an active School Site Council which meets every month. Other parent organizations include the Parent Teacher Student Association (PTSA), EVHS Speech & Debate Boosters, Band Boosters Club, English Language Advisory Council, and the Latino Parent Coalition. To support parents, Evergreen Valley hosts a variety of parent information nights, including but not limited to 9th Grade Parent Orientation, Financial Aid Night and grade level parent informational nights by the counseling department. The content of these workshops include topics such as the AP program, college information, financial aid, graduation/A-G status, and the San Jose State University Spartan Promise. EVHS also hosts our parent center, staffed with a full-time parent and community specialist. EVHS has a vibrant PTSA that hosts two family/community events each year - Dandiya and Fiesta Forever.

Canvas provides parents with immediate access to their students' grades, test scores, and attendance, and allows email communication directly to teachers. Phone messages, in the student's home language, can be sent by teachers. Auto dialer messages, both all school and targeted messages, are delivered to homes frequently. EVHS also has a full-time Parent & Community Involvement Specialist on staff to assist parents and encourage participation in their student's education.

If you are interested in participating in any of these programs or would like more information please call the Evergreen Valley main number (408) 347-7000.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates;
	• High school Graduation Rates; and
	• Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.5	0.8	0.6	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	94.3	98.1	96.8	89.2	90.4	87.0	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	714	691	96.8
Female	347	345	99.4
Male	367	346	94.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	530	519	97.9
Black or African American	--	--	--
Filipino	44	44	100.0
Hispanic or Latino	89	83	93.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	14	93.3
White	32	29	90.6
English Learners	58	50	86.2
Foster Youth	--	--	--
Homeless	11	8	72.7
Socioeconomically Disadvantaged	175	162	92.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	32	22	68.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2818	2793	298	10.7
Female	1421	1409	167	11.9
Male	1397	1384	131	9.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	2018	2008	125	6.2
Black or African American	15	14	2	14.3
Filipino	170	166	16	9.6
Hispanic or Latino	421	413	129	31.2
Native Hawaiian or Pacific Islander	6	4	3	75.0
Two or More Races	82	82	9	11.0
White	104	104	14	13.5
English Learners	207	201	32	15.9
Foster Youth	3	3	2	66.7
Homeless	49	47	14	29.8
Socioeconomically Disadvantaged	571	560	118	21.1
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	169	164	46	28.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.05	0.96	0.00	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.1	0.1	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0
Female	0.42	0
Male	1.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.59	0
Black or African American	0	0
Filipino	0.59	0
Hispanic or Latino	2.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.44	0
White	1.92	0
English Learners	2.42	0
Foster Youth	0	0
Homeless	2.04	0
Socioeconomically Disadvantaged	1.93	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.73	0

2023-24 School Safety Plan

The Evergreen Valley School Safety plan was last reviewed and approved on February 6, 2023 by the School Site Council. The safety committee meets regularly to update the plan and assess its progress.

Evergreen Valley has a detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of an emergency. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Evergreen Valley Safety Committee, reviewed and approved by School Site Council, and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.

The Evergreen Valley High School Site Safety Plan includes:
Behavior policies
Rules and regulations
Protocols for safety/emergency drills
Attendance policy
Referral process
Safety goal
Partnership with community agencies like New Hope for Youth and City Peace Project, the City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
Safety team
Student Support Services

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	12	100	
Mathematics	30	6	67	20
Science	31	4	56	32
Social Science	30	7	52	35

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	91	
Mathematics	29	10	68	14
Science	30	6	72	15
Social Science	29	11	63	19

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	16	84	3
Mathematics	29	10	66	11
Science	30	5	81	6
Social Science	29	8	64	16

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	395.29

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,845	$2,518	$8,328	$112,151
District	N/A	N/A	$9,513	$105,255
Percent Difference - School Site and District	N/A	N/A	-13.3	10.7
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	23.2	17.5

Fiscal Year 2022-23 Types of Services Funded

Evergreen Valley High School offers a variety of support services for students. There are "sheltered" courses in English, Math, Science, and Social Science specifically designed for English Learners in grades 9 and 10. EVHS also has all levels of ELD courses for students who are English Learners and may need additional support. EVHS has a full-time MTSS Teacher on Special Assignment as well as a full-time Special Education Inclusion Specialist. Ongoing staff development is provided to all staff in Academic Language Development, Differentiated Instruction, multicultural education, and integrating technology. Teachers are also available after school or during Homeroom for support, and tutoring is offered both before and after school. Evergreen Valley uses an SST process to assist struggling students and provide interventions in the classroom.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,471	$57,234
Mid-Range Teacher Salary	$101,894	$95,467
Highest Teacher Salary	$130,638	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$153,476
Average Principal Salary (High)	$171,239	$173,198
Superintendent Salary	$280,339	$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	48.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	9
Fine and Performing Arts	6
Foreign Language	3
Mathematics	21
Science	29
Social Science	32
Total AP Courses Offered
Where there are student course enrollments of at least one student.	100

Professional Development

To ensure a cycle of continuous improvement, professional development is focused on the "Critical Areas for Follow Up" in the school's WASC accreditation recommendations which are further broken down in the school's Single Plan for Student Achievement (SPSA). EVHS is a Professional Learning Community where teacher teams are supported so that they can address the major goals of the SPSA. PD is focused on the needs of teachers to better understand the PLC process and the needs of student learners to ensure growth. Additional professional development is focused on fostering a relationship-centered school and promoting equity in all areas of campus life.

Professional Development

Every Wednesday is a collaboration day with dedicated staff professional development time. Additionally, the day before school starts and the day after school ends also consists of teacher professional development. Two additional professional development days are also offered for staff during the summer.

In addition to PLC time and support, teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. New teacher induction and orientation meetings support new instructors. Teachers teaching AVID and Advanced Placement also attend summer training for these courses.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	43	40	