



Evergreen Valley High School

3300 Quimby Ave. • San Jose, CA, 95148 • 408-347-7000 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



East Side Union High School District

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District Governing Board

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Educational Services

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Business Services

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School Description

Welcome to Evergreen Valley High School - Home of the Cougars! 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, over 100 student clubs and community service organizations. An outstanding group of highly qualified teachers work collaboratively to assure that all students reach their full potential. The school offers AP courses in French Language, Spanish Language and Literature, Chinese (Mandarin), Statistics, Macroeconomics, Computer Science, US History, American Government & Politics, World History, Psychology, English Language, English Literature, Chemistry, Biology, Physics: Mechanics, Physics: Algebra-based, Environmental Science, Calculus AB and BC. The performing arts department curriculum includes drama, choir, music appreciation, guitar, symphonic band, advanced band and marching band. World languages include Vietnamese, Mandarin, French, and Spanish. A well rounded, comprehensive, high school experience is waiting for each and every student. Our mission, simply stated is: "Evergreen Valley High School will empower students to be critical thinkers and to thrive in today's society".

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 713 |
| Grade 10 | 728 |
| Grade 11 | 701 |
| Grade 12 | 667 |
| Total Enrollment | 2,809 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.5 |
| American Indian or Alaska Native | 0 |
| Asian | 65.5 |
| Filipino | 8 |
| Hispanic or Latino | 18 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 4.6 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 19.7 |
| English Learners | 6.1 |
| Students with Disabilities | 5.6 |
| Foster Youth | 0.1 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|--|-------|-------|--------|
| Evergreen Valley High School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 95 | 104 | 117 |
| Without Full Credential | 3 | 3 | 2 |
| Teaching Outside Subject Area of Competence | 1 | 0 | 0 |
| East Side Union High School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 1016.6 |
| Without Full Credential | ♦ | ♦ | 51.7 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Evergreen Valley High School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 2 | 3 | 0 |
| Total Teacher Misassignments | 3 | 3 | 0 |
| Vacant Teacher Positions | 0 | 1 | 1 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 96.7 | 3.3 |
| Districtwide | | |
| All Schools | 95.3 | 4.7 |
| High-Poverty Schools | 94.9 | 5.1 |
| Low-Poverty Schools | 96.2 | 3.8 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

| Textbooks and Instructional Materials | |
|--|--|
| Year and month in which data were collected: October 2016 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>CCSS Math 1 – "SpringBoard Integrated Mathematics I," College Board 2017 CCSS Math 2 – "SpringBoard Integrated Mathematics II," College Board 2017 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 CCSS Math 3 – "Secondary Math Three: An Integrated Approach," Mathematics Vision Project, 2014 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall, 2004 Biology – “Biology: Exploring Life” Prentice-Hall 2004 and "Modern Biology" Holt 2002 Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 2002 Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06</p> <p>A Hands on Introduction to Forensic Science , 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Health | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Visual and Performing Arts | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science Laboratory Equipment | <p>Science labs are adequately equipped</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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 stadium and track were completely re-built in 2012. 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. Landscaping around campus can be difficult to maintain and work is scheduled to beautify landscape with California natives. EVHS has significantly reduced water use in line with California's water conservation efforts. Renovation is needed in some high-traffic areas of campus (ie. bathrooms, portables, locker rooms). Renovation of the science labs and bathrooms is scheduled to be completed by Summer of 2017. Classrooms P1-P12 were renovated in the summer of 2015.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership 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.

School-Site Council is considering several improvements to facilities for the upcoming year.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Bld B: Intermittent HVAC issues. Action/plan-site to submit work order. Bld F Theater & Bld G Gymnasium: Intermittent HVAC complications. Action/plan- scheduled to be upgraded via Capital Project. |
| Interior: Interior Surfaces | X | | | Bld Portable P1, Bld P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, & P12 Portable: Upgrade completed Summer 2015. New floors, window fixtures, ceiling tiles and paint. FYI only. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | No item noted. |
| Electrical: Electrical | X | | | Marquee: Newly installed Fall 2016. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Bld A, Bld B, Bld E1, Bld G, Bld P Science: Restrooms scheduled for upgrade Summer 2016. FYI only. |
| Safety: Fire Safety, Hazardous Materials | X | | | No item noted. |
| Structural: Structural Damage, Roofs | X | | | No item noted. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2016

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Good | Fair | Poor | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | Baseball Complex South & Softball Complex South: New dugouts, completed 2014. FYI only. Basketball Courts: Resurfacing of the outdoor basketball courts was completed in early 2016. All new blacktop installed. Additionally, new rims, backboards, and nets were also installed. FYI only. Parking Lots & Roadways: Speed humps scheduled to be installed June 2016. Overgrowth of ground cover adjacent to Arcade Avenue. Action/plan-site gardener to address. Stadium: Forty new trees planted, Spring 2015. FYI only. Tennis Courts: Resurfaced & new nets/windcreens installed 2015. FYI only. |
| Overall Rating | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 76 | 78 | 76 | 54 | 50 | 49 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 9.9 | 35.6 | 47.9 |

* 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.

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 75 | 82 | 59 | 61 | 44 | 48 |
| Math | 60 | 68 | 37 | 38 | 34 | 36 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|--|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 727 | 719 | 98.9 | 75.5 |
| Male | 364 | 359 | 98.6 | 76.6 |
| Female | 363 | 360 | 99.2 | 74.4 |
| Black or African American | 14 | 14 | 100.0 | 35.7 |
| Asian | 483 | 481 | 99.6 | 84.2 |
| Filipino | 56 | 56 | 100.0 | 66.1 |
| Hispanic or Latino | 126 | 123 | 97.6 | 46.3 |
| White | 29 | 26 | 89.7 | 88.5 |
| Two or More Races | 17 | 17 | 100.0 | 82.4 |
| Socioeconomically Disadvantaged | 142 | 140 | 98.6 | 59.3 |
| English Learners | 49 | 49 | 100.0 | 30.6 |
| Students with Disabilities | 35 | 33 | 94.3 | 30.3 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 699 | 688 | 98.4 | 82.0 |
| Male | 11 | 344 | 340 | 98.8 | 76.8 |
| Female | 11 | 355 | 348 | 98.0 | 87.0 |
| Asian | 11 | 456 | 449 | 98.5 | 88.8 |
| Filipino | 11 | 51 | 51 | 100.0 | 82.3 |
| Hispanic or Latino | 11 | 134 | 131 | 97.8 | 60.3 |
| White | 11 | 41 | 40 | 97.6 | 82.5 |
| Socioeconomically Disadvantaged | 11 | 131 | 128 | 97.7 | 59.4 |
| English Learners | 11 | 41 | 41 | 100.0 | 12.2 |
| Students with Disabilities | 11 | 50 | 50 | 100.0 | 26.0 |

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 699 | 687 | 98.3 | 68.2 |
| Male | 11 | 344 | 340 | 98.8 | 67.3 |
| Female | 11 | 355 | 347 | 97.8 | 69.1 |
| Asian | 11 | 456 | 448 | 98.3 | 81.9 |
| Filipino | 11 | 51 | 51 | 100.0 | 60.8 |
| Hispanic or Latino | 11 | 134 | 131 | 97.8 | 30.8 |
| White | 11 | 41 | 40 | 97.6 | 67.5 |
| Socioeconomically Disadvantaged | 11 | 131 | 128 | 97.7 | 38.3 |
| English Learners | 11 | 41 | 41 | 100.0 | 17.1 |
| Students with Disabilities | 11 | 50 | 50 | 100.0 | 10.0 |

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 each month. Other parent organizations include the Parent Teacher Student Association (PTSA), EVHS Speech & Debate Boosters, Band Boosters Club, 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. The content of these workshops include topics such as the AP program, college information, financial aid, and graduation status. EVHS also hosts our parent center, staffed with a full-time parent and community specialist.

School Loop provides parents with immediate access to their students' grades, test scores, school programs and 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.

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.

State Priority: School Climate

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

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

School Safety Plan

The Evergreen Valley School Safety plan was last reviewed on March 11, 2016.

Evergreen Valley has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. 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 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 comprehensive, enforceable, and continuous:

- Behavior policy
- Rules and regulations
- Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Student Support Services

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 2.6 | 1.9 | 1.3 |
| Expulsions Rate | 0.2 | 0.1 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.5 | 3.5 | 3.8 |
| Expulsions Rate | 0.1 | 0.0 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 15 |
| Percent of Schools Currently in Program Improvement | | 78.9 |

| Academic Counselors and Other Support Staff at this School | |
|--|-------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 4 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | .5 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 1 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 706.5 |

* 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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 29 | 29 | 28 | 14 | 15 | 17 | 50 | 36 | 88 | 36 | 50 | |
| Mathematics | 30 | 31 | 29 | 11 | 9 | 12 | 29 | 7 | 48 | 47 | 58 | 30 |
| Science | 32 | 31 | 31 | 6 | 7 | 5 | 22 | 13 | 49 | 56 | 65 | 35 |
| Social Science | 30 | 30 | 30 | 13 | 11 | 6 | 11 | 10 | 40 | 52 | 53 | 32 |

* 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.

Professional Development provided for Teachers

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 the teacher to better understand the PLC process and the needs of student learners to ensure growth. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction.

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. BTSA and new teacher orientation meetings support new instructors. Teachers teaching AVID and Advanced Placement attend summer training for these courses as well.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$51,847 | \$46,184 |
| Mid-Range Teacher Salary | \$85,132 | \$75,179 |
| Highest Teacher Salary | \$105,058 | \$96,169 |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | \$124,243 |
| Average Principal Salary (HS) | \$140,146 | \$137,939 |
| Superintendent Salary | \$251,562 | \$217,637 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 35% |
| Administrative Salaries | 4% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,813 | \$923 | \$5,890 | \$87,742 |
| District | ♦ | ♦ | \$6,960 | \$84,725 |
| State | ♦ | ♦ | \$5,677 | \$77,824 |
| Percent Difference: School Site/District | | | -15.4 | 8.5 |
| Percent Difference: School Site/ State | | | 10.1 | 17.1 |

* Cells with ♦ do not require data.

Types of Services Funded

Evergreen Valley offers support classes for students in need of additional help to pass the CAHSEE. In addition, 9th grade students scoring below basic in reading are enrolled in a reading course, utilizing the Read 180 program. Ninth graders scoring below basic in mathematics are enrolled in a CAHSEE math support class in addition to Algebra 1. Ongoing staff development is provided to all staff in Academic Language Development, Differentiated Instruction and technology. Teachers are also available after school for support and some tutoring is offered during first and second semester.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Evergreen Valley High School | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 5.50 | 3.90 | 4.40 |
| Graduation Rate | 92.77 | 94.39 | 93.44 |
| East Side Union High School District | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 13.50 | 12.00 | 11.70 |
| Graduation Rate | 81.95 | 82.86 | 83.03 |
| California | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 80.44 | 80.95 | 82.27 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 193 |
| % of pupils completing a CTE program and earning a high school diploma | 92% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 75% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission | 98.23 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 62.1 |

* Where there are student course enrollments.

| 2015-16 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | 1 | ♦ |
| English | 2 | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | 4 | ♦ |
| Mathematics | 3 | ♦ |
| Science | 7 | ♦ |
| Social Science | 5 | ♦ |
| All courses | 22 | 34 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2015 | | |
| | School | District | State |
| All Students | 95 | 83 | 86 |
| Black or African American | 100 | 78 | 78 |
| American Indian or Alaska Native | 50 | 67 | 78 |
| Asian | 97 | 94 | 93 |
| Filipino | 92 | 92 | 93 |
| Hispanic or Latino | 88 | 74 | 83 |
| Native Hawaiian/Pacific Islander | 100 | 79 | 85 |
| White | 96 | 90 | 91 |
| Two or More Races | 100 | 91 | 89 |
| Socioeconomically Disadvantaged | 65 | 66 | 66 |
| English Learners | 60 | 55 | 54 |
| Students with Disabilities | 90 | 78 | 78 |

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. Many of our students have access to SVCTE (Silicon Valley Career Technical Education) as a part of their educational program.

Computer Information Technology and Web Tech Design are CTE courses offered on our campus.

DataQuest

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

Internet Access

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