††† School Accountability Report Card †††
† Reported for School Year 2003-2004 †
Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site http://www.cde.ca.gov/ta/ac/sa/definitions04.asp. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
†School Name	†Evergreen Valley High	†District Name	†East Side Union High
†Principal	† Tim McDonough	†Superintendent	† Esperanza Zendejas, Ed.D.
†Street	†3300 Quimby Rd.	†Street	†830 N. Capitol Ave.
†City, State, Zip	†San Jose, CA †† 95148-	†City, State, Zip	†San Jose, CA †† 95133-1316
†Phone Number	† 408-347-7000	†Phone Number	† 408-347-5000
†FAX Number	† 408-347-7015	†FAX Number	†
†Web Site	†http://ev.esuhsd.org	†Web Site	†http://esuhsd.org
†E-mail Address	†	†E-mail Address	†
†CDS Code	†43-69427-4330692	†SARC Contact	†

School Description and Mission Statement

Vision Statement

Our vision is to sustain continuous academic growth through an environment of mutual trust and commitment to excellence.

†

Mission Statement

†

????????We achieve academic excellence through the development of intellectual curiosity, personal accountability and a passion for life-long learning.†

????????We uphold the need for interdisciplinary collaboration.

????????We provide an educational experience that is lively, engaging, and enriched by support and services that ensure academic success.†

????????We strive to continually reflect on the intellectual behavior required to raise the academic performance of all students.†††

????????We foster cooperative academic teams that encompass students, families, teachers, administration, and community partners

????????We embrace 21st-century pedagogy, technology and best practices.†

????????We accept our stewardship to Evergreen Valley High Schoolís values and traditions.†

School Profile

Located in the east hills of the Santa Clara Valley, Evergreen Valley High School is the newest high school in our district, opening its doors for the first time January 2003, after a lengthy community planning process. The attendance area includes much of the land still available for housing development in San Jose, with continuing change from agricultural and grazing to new homes and small commercial developments. This development places enrollment demands on the school, increasing enrollment beyond current facility capacity. The new housing developments also change the social, cultural and economic base of our community. New homes across the street from the high school sold for $1,000,000. Four blocks away from the school, the largest Sikh temple west of the Mississippi River draws this cultural group to our community. Our student population demographics include 50% Asian including Indian subcontinent, 23% Hispanic, 17% white as well as African American, Filipino and Pacific Islander. Languages spoken in the homes include Spanish, Hindi dialects, Vietnamese, Tagalog and others. The income and education levels of our parents exceed those found in most parts of our district.

The district includes extremes in assessed student skills, parent education levels, family income and cultural neighborhoods. Four of the eleven high schools were identified as Immediate Intervention Underperforming School Program schools in late 1990ís and early 2000. All but one of those schools has now exited this improvement program after meeting or exceeding target goals for all student groups two years in a row. The budget crisis for California schools affects our district. Two years of budget reductions and uncertainty have made a negative impact on teachers and classified staff.

Evergreen Valley High School benefits from a fine feeder district, Evergreen School District. API scores and results of California Standards Tests place Evergreen School District second behind Berreyessa School District compared to the districtís many feeder districts. To fully meet our academic expectations, the middle schools will have to show continuing improvement leading to higher academic expectations for entering 9th graders.

Designed as a model school for the 21st Century, EVHS has exceptional architecture, includes four two story classroom buildings, a separate library and instructional materials center, administrative and counseling areas, indoor food services and multipurpose room, state of the art performing arts facilities including one of the finest theaters in the Valley, and strong technology support infrastructure with wired and wireless connections and hardware for the classrooms and offices. Physical education and athletic facilities meet minimum expectations but cannot meet the demands of a 2400 student population. Twelve modular classrooms arrived in August 2004 to provide for the increased student population, and a new classroom building is planned to open for the 2007 school year with nineteen additional classrooms

The school provides instruction in excess of the state required 64,800 minutes and 180 days each year. A modified block schedule provides weekly staff collaboration opportunities and a meaningful staff development program. The planning for the new school included coordination with the City of San Jose and several corporate sponsors, leading to additional support for teacher development, technology and an on-site Child Development Center. Planning for special needs students also provided for specialized ìlow functioningî and Autistic student programs taught by Evergreen Valley High School teachers.

Opportunities for Parental Involvement

†Contact Person Name	Tim McDonough	†Contact Person Phone Number	† 408-347-7000
† † †			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

†Grade Level	†Enrollment	†Grade Level	†Enrollment
†Kindergarten	0†	†Grade 9	624†
†Grade 1	0†	†Grade 10	595†
†Grade 2	0†	†Grade 11	327†
†Grade 3	0†	†Grade 12	0†
†Grade 4	0†	†Ungraded Secondary	0†
†Grade 5	0†		
†Grade 6	0†		
†Grade 7	0†		
†Grade 8	0†		
†Ungraded Elementary	0†	†Total Enrollment	1546†

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

†Racial/Ethnic Category	†Number of Students	†Percent of Students	†Racial/Ethnic Category	†Number of Students	†Percent of Students
†African-American	73†	4.7†	†Hispanic or Latino	360†	23.3†
†American Indian or Alaska Native	1†	0.1†	†Pacific Islander	16†	1.0†
†Asian	633†	40.9†	†White (Not Hispanic)	264†	17.1†
†Filipino	197†	12.7†	†Multiple or No Response	2†	0.1†

II. School Safety and Climate for Learning

School Safety Plan

†Date of Last Review/Update	† 6/04	†Date Last Discussed with Staff	† 6/04
†Safety Plan is developed by the EVHS Safety Committee and reviewed by the District Safety Committee. The Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with staff as needed throughout the school year. All required drills are calendared and results communicated to staff.			

School Programs and Practices that Promote a Positive Learning Environment

†Evergreen Valley High School provides an 8th to 9th grade transition program including counseling meetings, course scheduling, spring parent/student orientation, summer English Language Arts and Math Institute for students below standards in those areas, and an end of summer orientation. 11th and 12th graders provide mentoring to 9th grade students through an active Link Crew program. ìHomework Centersî and after school teacher tutoring are available to all students. EVHS provides a full range of Associated Student Body clubs and leadership opportunities, and our female and male after-school athletic program provides a full range of individual and team sport opportunities.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

†	†School			†District		
	†2002	†2003	†2004	†2002	†2003	†2004
†Number of Suspensions	†	†	98†	†	†	†
†Rate of Suspensions	†	†	.06†	†	†	†
†Number of Expulsions	†	†	0†	†	†	†
†Rate of Expulsions	†	†	0†	†	†	†

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Although Evergreen Valley High School opened its doors in January 2003, the maintenance, repair and cleanliness of the school are important goals. Custodial and gardening staff maintain the grounds, and restrooms are checked daily for cleanliness as well as damage, vandalism and graffiti. Reports on cleanliness are made to the district administration regularly throughout the year. Plans for a new classroom building to provide greater capacity are now in development.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

†Subject	†School			†District			†State		
	†2002	†2003	†2004	†2002	†2003	†2004	†2002	†2003	†2004
†English-Language Arts	†	†49	†55	†30	†31	†33	†32	†35	†36
†Mathematics	†	†21	†23	†15	†17	†16	†31	†35	†34
†Science	†	†17	†28	†31	†21	†20	†30	†27	†25
†History-Social Science	†	†33	†37	†21	†25	†27	†28	†28	†29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

†Subject	†African-American	†American Indian or Alaska Native	†Asian	†Filipino	†Hispanic or Latino	†Pacific Islander	†White (not Hispanic)
†English-Language Arts	†41	†	†65	†50	†34	†31	†65
†Mathematics	†8	†	†36	†16	†8	†15	†21
†Science	†4	†	†39	†24	†11	†23	†31
†History-Social Science	†18	†	†49	†32	†18	†	†45

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	†Male†	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
†English-Language Arts	†49	†61	†13	†35	†57	†3	†57	†
†Mathematics	†24	†22	†13	†14	†24	†0	†24	†
†Science	†28	†28	†10	†22	†29	†6	†29	†
†History-Social Science	†37	†38	†9	†28	†38	†5	†39	†

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	†School			†District			†State		
	†2002	†2003	†2004	†2002	†2003	†2004	†2002	†2003	†2004
†Reading	†---	†62	†71	†---	†46	†47	†---	†43	†43
†Mathematics	†---	†67	†73	†---	†51	†53	†---	†50	†51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	†African-American	†American Indian or Alaska Native	†Asian	†Filipino	†Hispanic or Latino	†Pacific Islander	†White (not Hispanic)
†Reading	†59	†	†79	†70	†55	†54	†75
†Mathematics	†55	†	†85	†73	†50	†69	†77

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	†††Male†††	†Female	†English Learners	Economically Disadvantaged		†Students With Disabilities		†Migrant Education Services
				†Yes	†No	†Yes	†No	
†Reading	†63	†78	†33	†53	†73	†12	†73	†
†Mathematics	†71	†74	†55	†65	†74	†18	†75	†

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

†Grade Level	†Reading			†Writing			†Mathematics		
	†2002	†2003	†2004	†2002	†2003	†2004	†2002	†2003	†2004
†K	†	†	†	†	†	†	†	†	†
†1	†	†	†	†	†	†	†	†	†
†2	†	†	†	†	†	†	†	†	†
†3	†	†	†	†	†	†	†	†	†
†4	†	†	†	†	†	†	†	†	†
†5	†	†	†	†	†	†	†	†	†
†6	†	†	†	†	†	†	†	†	†
†7	†	†	†	†	†	†	†	†	†
†8	†	†	†	†	†	†	†	†	†
†9	†	†	†	†	†	†	†	†	†
†10	†	†	†	†	†	†	†	†	†
†11	†	†	†	†	†	†	†	†	†
†12	†	†	†	†	†	†	†	†	†

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

†Grade Level	†School			†District			†State		
	††Total†	†Female	††Male†	††Total†	†Female	††Male†	††Total†	†Female	††Male†
†5	†	†	†	†	†	†	†24.8	†26.7	†22.9
†7	†	†	†	†	†	†	†29.1	†31.3	†27.0
†9	†47.0	†46.3	†47.7	†28.1	†26.7	†29.5	†26.3	†25.3	†27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

†API Base Data				†API Growth Data			
†	†2001	†2002	†2003	†	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
†Percent Tested	†	†	†97	†Percent Tested	†	†97	†99
†API Base Score	†	†	†742	†API Growth Score	†	†721	†769
†Growth Target	†	†	†3	†Actual Growth			
†Statewide Rank	†	†	†8		†		
†Similar Schools Rank	†	†	†5		† †27		

API Subgroups - Racial/Ethnic Groups

†API Base Data				†API Growth Data			
†	†2001	†2002	†2003	†	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
†African-American				†African-American			
†API Base Score	†	†	†	†API Growth Score	†	†	†

†	†2001	†2002	†2003	†	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
†Growth Target	†	†	†	†Actual Growth	†	†	†
†American Indian or Alaska Native				†American Indian or Alaska Native			
†API Base Score	†	†	†	†API Growth Score	†	†	†
†Growth Target	†	†	†	†Actual Growth	†	†	†
†Asian				†Asian			
†API Base Score	†	†	†794	†API Growth Score	†	†768	†827
†Growth Target	†	†	†2	†Actual Growth	†	†	†33
†Filipino				†Filipino			
†API Base Score	†	†	†756	†API Growth Score	†	†732	†765
†Growth Target	†	†	†2	†Actual Growth	†	†	†9
†Hispanic or Latino				†Hispanic or Latino			
†API Base Score	†	†	†656	†API Growth Score	†	†639	†662
†Growth Target	†	†	†2	†Actual Growth	†	†	†6
†Pacific Islander				†Pacific Islander			
†API Base Score	†	†	†	†API Growth Score	†	†	†
†Growth Target	†	†	†	†Actual Growth	†	†	†
†White (Not Hispanic)				†White (Not Hispanic)			
†API Base Score	†	†	†746	†API Growth Score	†	†728	†795
†Growth Target	†	†	†2	†Actual Growth	†	†	†49

API Subgroups - Socioeconomically Disadvantaged

†API Base Data				†API Growth Data			
†	†2001	†2002	†2003	†	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
†API Base Score	†	†	†	†API Growth Score	†	†	†681
†Growth Target	†	†	†	†Actual Growth	†	†	†

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

†	†School	†District
†Year Identified for †Program Improvement	†	†---
†Year in Program †Improvement	†	†---
†Year Exited Program †Improvement	†	†---
†Number of Schools Currently †in Program Improvement	†---	†1
†Percent of Schools Identified †for Program Improvement	†---	†5.6

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

†Overall	†School			†District		
	†2002	†2003	†2004	†2002	†2003	†2004
†All Students	†---	†No	†Yes	†---	†No	†No
†All Students	†---	†Yes	†Yes	†---	†Yes	†Yes
†African American	†---	†n/a	†n/a	†---	†Yes	†Yes
†American Indian or Alaska Native	†---	†n/a	†n/a	†---	†n/a	†n/a
†Asian	†---	†Yes	†Yes	†---	†Yes	†Yes
†Filipino	†---	†n/a	†n/a	†---	†Yes	†Yes
†Hispanic or Latino	†---	†No	†Yes	†---	†Yes	†Yes
†Pacific Islander	†---	†n/a	†n/a	†---	†n/a	†n/a
†White (not Hispanic)	†---	†No	†Yes	†---	†Yes	†Yes
†Socioeconomically Disadvantaged	†---	†n/a	†n/a	†---	†Yes	†Yes
†English Learners	†---	†Yes	†n/a	†---	†Yes	†Yes
†Students with Disabilities	†---	†n/a	†n/a	†---	†No	†No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

†††††† **No data are available for this section**

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

†Subject	†2002				†2003				†2004			
†English	†	†	†	†	†17.8	†28	†21	†	†29.4	†2	†45	†7
†Mathematics	†	†	†	†	†15.4	†36	†17	†1	†28.1	†3	†45	†5
†Science	†	†	†	†	†22.9	†14	†22	†	†30.0	†1	†34	†9
†Social Science	†	†	†	†	†27.5	†2	†14	†2	†29.9	†3	†21	†11

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

†Grade Level	†Percent of Students Participating		
	†2002	†2003	†2004
†K	†	†	†

†1	†	†	†
†2	†	†	†
†3	†	†	†

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at http://www.cde.ca.gov/nclb/sr/tq/ .

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

†	†††School ††	†††District ††
†This School	†14.3	†---
†All Schools in District	†---	†14.0
†High-Poverty Schools in District	†---	†51.7
†Low-Poverty Schools in District	†---	†15.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

†	†††2002††	†††2003††	†††2004††
†Total Teachers †	†0	†50	†84
†Teachers with Full Credential †	†0	†24	†64
†Teachers Teaching Outside Subject Area †(full credential but teaching outside subject area)	†	†	†
†Teachers in Alternative Routes to Certification †(district and university internship)	†0	†0	†11
†Pre-Internship †	†0	†16	†4
†Teachers with Emergency Permits †(not qualified for a credential or internship but meeting minimum requirements)	†0	†10	†10
†Teachers with Waivers †(does not have credential and does not qualify for an Emergency Permit)	†0	†0	†1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

†	†††2002††	†††2003††	†††2004††
†Misassignments of Teachers of English Learners †	†---	†---	†
†Total Teacher Misassignments †	†---	†---	†

Teacher Education Level

Data reported are the percent of teachers by education level.

†	†††School††	†††District††

†Doctorate	†6.0	†1.5
†Master's Degree plus 30 or more semester hours	†16.7	†16.7
†Master's Degree	†16.7	†15.5
†Bachelor's Degree plus 30 or more semester hours	†39.3	†50.5
†Bachelor's Degree	†21.4	†15.6
†Less than Bachelor's Degree	†0.0	†0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

†	†††2002††	†††2003††	†††2004††
†Vacant Teacher Positions †‡	†---	†---	†

Teacher Evaluations

†All teachers are evaluated according to California Education Code and district policy requirements. Teachers are provided with regular staff development collaboration opportunities in partnership with the University of California Santa Cruz New Teacher Center and BTSA support. As a new school, the majority of teachers had little or no teaching experience and teacher training was a priority.
†

Substitute Teachers

†Substitute teachers are provided by the district and meet all state and local requirements.
†

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

†Title	†††FTE††
†Counselor	†1.0
†Librarian	†0.8
†Psychologist	†
†Social Worker	†
†Nurse	†
†Speech/Language/Hearing Specialist	†
†Resource Specialist (non-teaching)	†
†Other	†

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

†Number of Academic Counselors (FTE)	†Ratio of Students Per Academic Counselor
†1.0	†1546.0

VII. Curriculum and Instruction

School Instruction and Leadership

†Evergreen Valley High School maintains a focus on instructional strategies and student learning in a California content standards classroom environment. Major restructuring in 2003-04 included a move from the small school model with four small school staff and administration to a more traditional centralized administration and departmental structure. This year challenged most students, staff and the community, and led to a fiscally responsible school model. The changes to structure and leadership provide clarity of direction for the entire school, as well as minimizing negative impact of constant schedule and staff changes for students.
††

Professional Development

†Four Criteria for Effective Professional Development (NSDC Program Standards)
1. Results measured in terms of student achievement
2. Well defined professional development program (coherence and focus)
3. Teachers focus on content-area knowledge attainment and the transfer of that new learning to their classroom contexts
4. Professional development programming links to multiple district sites

EVHS Professional Development Mission Statement (Adapted from Californiaís Professional Development Designs for Learning)
1. Increase innovation and creating thinking Assure equity of access and quality education for all learners including ELL, Special Population, At-Risk students, and students representing diverse backgrounds
2. Assure high quality teaching by Engaging in ongoing inquiry and study of research-based teaching practices, analysis of student work, content-area alignment, and the development of content area rubrics, tools, and performance assessments
3. Increase sustained and rigorous study of good teaching practice through collaboration
4. Increase principals, teachers, para-professionals, and classified staffsí leadership capacities
5. Provide high quality professional development for teachers and administrators via ongoing reflection of instructional practices as measured by the California Standards for the Teaching Profession

SMART Goals *(Garmston, JSD, Summer 1997, pp. 64-65)*
ï†Specific change
ï Measurable change
ï Attainable, realistic outcomes
ï Results driven (student achievement
ï Timebound
†

Quality and Currency of Textbooks and Other Instructional Materials

†Evergreen Valley High School has similar textbooks to all other East Side Union High School District schools, with specific core courses identifying both text and supplemental reading materials or workbooks for student use. The school Library provides other instructional materials. Our copy center and access to the web provide teachers and students with additional materials. The biggest challenge to providing instructional materials for all students is the continuing growth of the school with 600 more students in 2005 and another 300 expected in 2006.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

†Core Curriculum Areas	†Availability of Textbooks/Materials
†Reading/Language Arts	†Available as student issued texts and classroom sets.
†Mathematics	†Available as student issued texts.
†Science	†Available as student issued texts and classroom sets.
†History/Social Science	†Available as student issued texts and classroom sets.
†Foreign Language	†Available as student issued texts and classroom sets.
†Health	†Available as needed.
†Science Laboratory Equipment (grades 9-12)	†Available to meet the needs of specific lab courses.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

†Grade Level	†Instructional Minutes	
	†Offered	†State Requirement
†K	†	†36,000
†1	†	†50,400
†2	†	†50,400
†3	†	†50,400
†4	†	†54,000
†5	†	†54,000

†6	†	†54,000
†7	†	†54,000
†8	†	†54,000
†9	†	†64,800
†10	†	†64,800
†11	†	†64,800
†12	†	†64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

†Grade Level	†Instructional Days With At Least 180 Instructional Minutes	
	†Offered	†State Requirement
†9	†	†180 days
†10	†	†180 days
†11	†	†180 days
†12	†	†180 days

Total Number of Minimum Days

†No ìminimum dayî schedules were held in 2004. With a modified block schedule, 53 Staff Development and other special schedules with 355 or more minutes were held during the year, with a total of 68,066 instructional minutes.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

†Subject	†Number of Courses	†Number of Classes	†Enrollment
†Fine and Performing Arts	†	†	†
†Computer Science	†1	†4	†127
†English	†	†	†
†Foreign Language	†	†	†
†Mathematics	†1	†1	†16
†Science	†1	†6	†178
†Social Science	†2	†5	†163

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

†Number of Students Enrolled in All Courses	†Number of Students Enrolled In Courses Required For UC and/or CSU Admission	†Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
†9328	†7225	†77.5

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

†††††† **No data are available for this section**

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a

given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

†††††† **No data are available for this section**

College Admission Test Preparation Course Program

†A private SAT Prep course was offered in the spring of 2004.
†

Degree to Which Students are Prepared to Enter Workforce

†College readiness with A-G requirement completion is complemented by the availability of technology and workforce courses such as Tech Core, Computer Applications, Work Experience and courses provided by our Central County Regional Occupation Center.
†

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

†CTE Participants†	†Secondary CTE Students			†Grade 12 CTE Students		
†Total Course Enrollment	†Number of Concentrators	†Number of Completers	†Completion Rate	†Number of Completers	†Number Earning Diploma	†Graduation Rate
†	†	†	†	†	†	†

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

†Category	†District Amount	†State Average For Districts In Same Category
†**Beginning Teacher Salary**	†$41,151	†$37,434
†**Mid-Range Teacher Salary**	†$65,037	†$61,368
†**Highest Teacher Salary**	†$83,384	†$77,698
†**Average Principal Salary (Elementary)**	†	†
†**Average Principal Salary (Middle)**	†	†$95,819
†**Average Principal Salary (High)**	†$119,531	†$108,194
†**Superintendent Salary**	†$221,642	†$154,991
†**Percent of Budget for Teacher Salaries**	†38.0	†38.4
†**Percent of Budget for Administrative Salaries**	†5.0	†5.3

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/ec/.

†District	†District	†State Average For Districts In Same Category	†State Average All Districts
†Total Dollars	†Dollars per Student (ADA)	†Dollars per Student (ADA)	†Dollars per Student (ADA)
†$183,626,468	†$7,626	†$6,977	†$6,822

Types of Services Funded

†General Education services are provided by state funding. Additional funding provides support for EIA and GATE students.