School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

I. General Information

Contact Information

School Information		District Information	
School Name	Evergreen Valley High	**District Name**	East Side Union High
Principal	Tim McDonough	**Superintendent**	Bob Nunez
Street	3300 Quimby Rd.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95148-3122	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408-347-7010	**Phone Number**	408-347-5010
FAX Number	408-347-7015	**FAX Number**	408-347-5045
Web Site	http://ev.esuhsd.org	**Web Site**	http://www.esuhsd.org
E-mail Address	mcdonought@esuhsd.org	**E-mail Address**	nunezb@esuhsd.org
CDS Code	43-69427-4330692	**SARC Contact**	Lynda Remley

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 School's values and traditions.

School Profile

Located in the east hills of the Santa Clara Valley, Evergreen Valley High School, a comprehensive ninth through twelfth grade public high school, houses 2,124 students. Of this number, 43.5% are Asian-- including Indian subcontinent, 22.5% are Hispanic, 15.8% are White, 12.1% are Filipino, 4.7% are African American, 1.2% are Pacific Islander, and 0.1% are American Indian. In addition, 8.5% of our students are Limited English Proficient (LEP), 34.2% of our students have been reclassified as RFEP, 42.5% are Fluent English Proficient (FEP), and 12.3% of the students participate in the Free and Reduced Lunch Program.

The newest high school in the district, Evergreen Valley High School opened its doors for the first time in 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. Languages spoken in the homes include Spanish, Hindi dialects, Vietnamese, Tagalog and twelve 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 1990s 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 Berryessa School District compared to the districts 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 low functioning and Autistic student programs taught by Evergreen Valley High School teachers.

Opportunities for Parental Involvement

Contact Person Name	Tim McDonough	Contact Person Phone Number	408-347-7010

Evergreen Valley values and includes all stakeholders in all facets of the educational process.   To encourage parent participation, Evergreen Valley maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Evergreen Valley utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. 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, Evergreen Valley Athletic Boosters, African American Parent Coalition, and the Evergreen Valley PTSA. To support parents, Evergreen Valley hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

II. Demographic Information

Student Enrollment -- 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 9	634
Grade 10	585
Grade 11	591
Grade 12	314
Ungraded Secondary	0
Total Enrollment	2124

Student Enrollment -- Racial and Ethnic Subgroups
Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	100	4.7	Hispanic or Latino	477	22.5
American Indian or Alaska Native	3	0.1	Pacific Islander	26	1.2
Asian	923	43.5	White (Not Hispanic)	335	15.8
Filipino	256	12.1	Multiple or No Response	4	0.2

III. School Safety and Climate for Learning

School Safety Plan
Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Feb., 2006	Date Last Discussed with Staff	Mar., 2006

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 2004-2005 Evergreen Valley High School Site Safety Plan has a 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

♦ Multi-service team

School Programs and Practices That Promote a Positive Learning Environment
Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

In order to meet the diverse needs of all of our students, Evergreen Valley offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Evergreen Valley also offers the following programs and services: Camp Anytown, Cultural Assemblies, Link Crew, Community Partnerships, Math-English Summer Institute, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, and MSW Interns.

In order to develop and reinforce positive character traits, Evergreen Valley clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook are Evergreen Valley's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and Evergreen Valley's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

Suspensions and Expulsions
Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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. (EVHS opened in 2002 and increased enrollment from 900 to more than 2,000 students by 2005.)

Criteria	*School*			*District*		
	2003	*2004*	*2005*	*2003*	*2004*	*2005*
Number of Suspensions	49	98	149	2,109	2,621	1,962
Rate of Suspensions	5.6%	.06	0.7%	9.0%	11.2%	7.9%
Number of Expulsions	0	0		31	47	44
Rate of Expulsions	0	0		0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information
Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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, portable buildings have been added to accommodate population increases in the Evergreen Valley community.

Maintenance and Repair
District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

Modernization Projects
No modernization projects were in place through the 2005 school year. Additional classroom building has been planned and building began in 2006 using Developer Fees for funding.

School Facility Conditions -- Results of Inspection and Evaluation
Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	49	55	61	31	33	38	35	36	40
Mathematics	21	23	30	17	16	19	35	34	38
Science	17	28	40	21	20	23	27	25	27
History-Social Science	33	37	52	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	46	*	74	64	37	40	67
Mathematics	9	*	45	19	11	15	33
Science	22	*	52	35	15	16	49
History-Social Science	42	*	63	50	31	27	59

CST -- Other Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	56	68	20	62	19	17
Mathematics	31	29	17	30	10	*
Science	42	37	10	40	1	0
History-Social Science	53	52	13	53	2	*

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	62	71		46	47	27	43	43	41
Mathematics	67	73		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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							24.5	26.7	22.3
7							28.8	30.9	26.8
9	46.0	44.1	47.6	32.6	31.3	33.8	26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		97	99	**Percent Tested**	97	99	99
API Base Score		742	779	*API Growth Score*	721	769	813
Growth Target		3	1	*Actual Growth*		27	34
Statewide Rank		8	9				
Similar Schools Rank		5	5				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				*African American*			
API Base Score				*API Growth Score*			
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	835	**API Growth Score**	768	827	874
Growth Target		2	A	*Actual Growth*		33	39
Filipino				*Filipino*			
API Base Score		756	776	*API Growth Score*	732	765	818
Growth Target		2	1	*Actual Growth*		9	42
Hispanic or Latino				*Hispanic or Latino*			
API Base Score		656	670	*API Growth Score*	639	662	692
Growth Target		2	1	*Actual Growth*		6	22
Pacific Islander				*Pacific Islander*			
API Base Score				*API Growth Score*			
Growth Target				*Actual Growth*			
White (Not Hispanic)				*White (Not Hispanic)*			
API Base Score		746	809	**API Growth Score**	728	795	831
Growth Target		2	A	*Actual Growth*		49	22

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score			691	**API Growth Score**		681	756
Growth Target			1	*Actual Growth*			65

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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	No	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	Yes	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

Criteria	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)
Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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.

No data are available for this section because EV is a new school

VII. Class Size

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	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	*23-32*	*33+*		*1-22*	*23-32*	*33+*		*1-22*	*23-32*	*33+*
English	17.8	28	21		29.4	2	45	7	26.3	27	38	14
Mathematics	15.4	36	17	1	28.1	3	45	5	26.9	19	36	12
Science	22.9	14	22		30.0	1	34	9	32.1	1	26	29
Social Science	27.5	2	14	2	29.9	3	21	11	28.6	7	24	12

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Criteria	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	94.0
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

Criteria	2003	2004	2005
Total Teachers	50	84	93
Teachers with Full Credential	24	64	77
Teachers Teaching Outside Subject Area *(full credential teaching outside subject area)*	0	0	0
Teachers in Alternative Routes to Certification *(district and university internship)*	0	11	9
Pre-Internship	16	4	3
Teachers with Emergency Permits *(not qualified for a credential or internship but meeting minimum requirements)*	10	10	5
Teachers with Waivers *(does not have credential and does not qualify for an Emergency Permit)*	0	1	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

Criteria	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

Criteria	School	District
Doctorate	3.2	1.6
Master's Degree plus 30 or more semester hours	19.4	17.9
Master's Degree	15.1	15.1
Bachelor's Degree plus 30 or more semester hours	44.1	51.6
Bachelor's Degree	18.3	13.5
Less than Bachelor's Degree	0.0	0.3

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. For the 2005-06 school year, the most currently available data are reported.

Criteria	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold

the required credential to provide this service.

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	2.0
Library Media Teacher (Librarian)	1.0
Psychologist	0.4
Social Worker	0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.4
Other	2.0

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*
2.0	1062.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

With a goal of continuous improvement, Evergreen Valley teachers have dedicated a large part of their collaboration time to aligning curriculum, instruction, and assessment strategies to the State's Content and Performance standards and school's ESLRs. To ensure that lessons are aligned to the standards and ESLRs, the staff has adopted the *backwards-mapping* methodology and uses the remainder of its collaboration time to share best practices lessons. As part of a cycle of continuous improvement, the staff consistently reviews curriculum, instruction, and assessment strategies to ensure that they are relevant, effective, and rigorous.

Because Evergreen Valley is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

Led by a dynamic team of dedicated and hard working school leaders, Evergreen Valley High School has developed strategies for continuing student success that include:
- ♦ Increase AP placement opportunities
- ♦ Effective allocation of resources to support student success
- ♦ Expand community partnerships to provide services to students
- ♦ Increase the number of students eligible for post-secondary education

The administrative leadership team consists of Tim McDonough, Principal, Lynne Murray, Associate Principal of Educational Development, and Jeanne Mestaz, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because Evergreen Valley is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Evergreen Valley on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Evergreen Valley's governance structure invites and values the multidimensional input provided by its stakeholders.

To ensure continuous improvement, Evergreen Valley has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT , CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

Professional Development
Information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Evergreen Valley has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. 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, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. 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. 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.

The following criteria is used to ensure 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 California's 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 staffs' 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

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	*Quality and Currency of Textbooks and Instructional Materials*
Reading/Language Arts	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Mathematics	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
History-Social Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	As of March 10, 2005 sufficient books for student issue
Mathematics	As of March 10, 2005 sufficient books for student issue
Science	As of March 10, 2005 sufficient books for student issue
History-Social Science	As of March 10, 2005 sufficient books for student issue
Foreign Language	As of March 10, 2005 sufficient books for student issue
Health	As of March 10, 2005 sufficient books for student issue
Science Laboratory Equipment (grades 9-12)	As of March 10, 2005 insufficiencies were being filled

Instructional Minutes
Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	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	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year
Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In the 2004-2005 school year, Evergreen Valley had three minimum days that were used to improve teaching and learning through professional development and staff collaboration.   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.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses
Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes

offered, and the enrollment in various 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 Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	33
Computer Science	1	1	24
English	1	2	61
Foreign Language	2	2	52
Mathematics	2	4	124
Science	3	10	202
Social Science	3	10	244

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
10633	8634	81.2

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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 because EV is a new school

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE 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.*

Criteria	School			District			State		
	2003	*2004*	*2005*	*2003*	*2004*	*2005*	*2003*	*2004*	*2005*
Grade 12 Enrollment			314	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test			64.0	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score			495	460	469	473	494	496	499

			536	498	506	509	518	519	521
Average Math Score			536	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Evergreen Valley High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs. 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, ROP, and courses provided by our Central County Regional Occupation Center.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1).* Data have been aggregated to the district level.

CTE Participants	Grade 9-12 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

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,151	$36,464
Mid-Range Teacher Salary	$67,570	$61,925
Highest Teacher Salary	$83,384	$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$97,157
Average Principal Salary (High)	$119,105	$109,001
Superintendent Salary	$215,000	$158,638

Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	*District*	*State Average For Districts In Same Category*	*State Average All Districts*
Total Dollars Expended	*Dollars Expended Per Student (ADA)*	*Dollars Expended Per Student (ADA)*	*Dollars Expended Per Student (ADA)*
$181,110,162	$7,348	$7,007	$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

During the 2004-2005 school year, Evergreen Valley received additional funds to support students with special needs. The following special programs are offered at the school:

♦ Adaptive Physical Education
♦ English Language Development Classes
♦ Economic Impact Aid
♦ Title I Program
♦ Gifted and Talented Education
♦ Special Education Classes
♦ School Psychologist
♦ CAHSEE Support Classes
♦ Central County Occupational Center
♦ Section 504 Plan Services
♦ Limited English Proficient Services
♦ Speech Therapy
♦ Vocational Education
♦ Migrant Education Program
♦ After School Tutoring

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. ***Alignment of curriculum, instruction and materials to content and performance standards:***
   Over the past four years, the Evergreen Valley staff has aggressively been aligning curriculum, instruction, and assessment strategies with the State's content and performance standards. Not only were essential standards identified in core curricular areas, but curriculum maps and lesson exemplars were also developed. To ensure that standards-aligned instruction is implemented at Evergreen Valley, administrators make frequent drop-in visits and use data to monitor achievement.

2. ***Availability of standards-based instructional materials appropriate to all student groups:***
   To support alignment with the State's content and performance standards, the District bought standards-based instructional materials for all sites. In addition, to ensure standards alignment, all textbooks and supplementary materials must be approved by the District's Instructional Policies Committee and by the Board of Trustees.

3. ***Alignment of staff development to standards, assessed student performance and professional needs:***
   Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Evergreen Valley has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. 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. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held twice per month so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., differentiated instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. 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. Because literacy is the responsibility of all teachers, professional development activities will be tailored to address the root causes of literacy inequities and develop school-wide strategies to address these inequities to close the achievement gap. 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.

4. ***Services provided by the regular program to enable under-performing students to meet standards:***
   Not only do teachers differentiate instructional strategies to meet the diverse needs of their students, but they also incorporate SDAIE strategies into lessons within and outside of sheltered classes. Moreover, for students who need additional support, Evergreen Valley has established an after school homework center. Counselors also identify and monitor at-risk students to ensure that they receive the educational support they need to achieve. For students who are having difficulty passing the CAHSEE, Evergreen Valley provides CAHSEE support classes, and teachers integrate instruction that is aligned to the CAHSEE and CST blueprints into their classes. Because student achievement is a school-wide concern, the entire staff

reviewed student success data and brainstormed strategies to address the lack of achievement among various subgroups at the school-wide level and in departmental meetings. Due to the success of this collaborative focus on student achievement, this type of conversation will become an essential component of the school's culture.

5. ***Services provided by categorical funds to enable under-performing students to meet standards:***
   Since Evergreen Valley's vision is to ensure the academic success of all students*,* all categorical funds are primarily used to close the achievement gap. Economic Impact Aid funding is used to ensure that English Learners are supported through ELD and sheltered classes as well as to fund additional student monitoring and ongoing parent communication. To empower parents to support their children's education, Evergreen Valley hosts monthly parent meetings that are linguistically responsive to parental needs. Moreover, Evergreen Valley provides parents with comprehensive school information in multiple languages. To support all students to achieve, funds are used to provide counselors and CAHSEE support classes. Although Evergreen Valley does not receive Title I funds or funding on a par with other district schools, existing funds are used to provide ongoing, job-embedded professional development to improve teaching and learning for all students. To ensure that all professional development activities are completely integrated into teachers' pedagogy, administrators make regular visits to classrooms. Gifted and Talented Education funds are used to enhance and extend the curriculum for all GATE students not only by providing differentiated instruction, but also by funding activities that provide depth, complexity, novelty, and acceleration to ensure that all students achieve to their potential.

6. ***Use of state and local assessments to modify instruction and improve student achievement:***
   Because we are committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the root needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

7. ***Number and percentage of teachers in academic areas experiencing low student performance:***
   Although 8 (10%) of teachers in academic areas are experiencing low student performance, the entire staff reviewed student success data and brainstormed strategies to address the lack of achievement among various subgroups at the school-wide level and in departmental meetings. Due to the success of this collaborative focus on student achievement, this type of conversation will become an essential component of the school's culture*.*

8. ***Family, school, district and community resources available to assist these students:***
   Evergreen Valley has extensive family, school, district, and community resources available to assist students who are experiencing low student achievement. Among the family resources is Evergreen Valley's Parent Teacher Student Association. This highly involved organization provides volunteers, funding, and community support to help all students to achieve to their potential. As integral partners in the school's governance, the Evergreen Valley School Site Council and the English Learners Advisory Committee review the school's programs and goals and provide recommendations to support all students—including low performing students—to achieve to the standards. In addition, the Evergreen Valley Community is very proud of its school and very involved in all school activities and goes above and beyond to support the needs of the students and the school. 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. "Homework Centers" 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.

9. ***School, district and community barriers to improvements in student achievement:***
 The major barrier to continued student achievement is a lack of funding. Because Evergreen Valley is located in a financially stable area, it does not receive funding on a par with other district schools. However, 12.5% of Evergreen Valley students participate in the Free and Reduced Lunch Program and other students enter the school without the skills that are necessary to undertake a rigorous high school curriculum. Because a substantial number of students are entering Evergreen Valley below grade level, they lack the necessary skills to undertake a rigorous high school curriculum. Moreover, Evergreen Valley has 181 English Learners who speak 15 different languages. Since the majority of these English Learners lack the Cognitive Academic Linguistic Proficiency to transfer their learning from one language to another, the students not only have to learn English, but they also need to learn academic skills that are equivalent to an elementary school level before they are ready to undertake high school standards. Evergreen Valley also has 52 Reclassified English Learners and 902 Initially Fluent English Proficiency students. Although these students have a basic grasp of the English language, they may lack the semantic and grammar proficiency that English Only students have.

10. ***Limitations of the current program to enable Under performing students to meet standards:***
 During the 2005-2006 school year, Evergreen Valley received 813 on the API. However, the number of students entering the school below grade level, the number of English Language Learners, Reclassified students, and Initially Fluent English Proficiency students will require staff to implement instructional strategies to overcome the barriers to improvement if EVHS is to continue to achieve at this level. Moreover, 8% of the students participate in the Special Education program and lack the necessary skills to meet the standards.

Local Measures of Student Performance

Your district may collect and report data on local performance indicators. This information can be useful in identifying areas that need improvement.

Conclusions from Student Performance Data:
(What conclusions are reached using the data from the above sources?)

Analysis of the disaggregated data from state and district assessments, as well as student grades, has highlighted some important issues for Evergreen Valley High School:

- ♦ There is an inconsistent growth pattern on California Standards Tests and the subgroup gaps in the number of students who are scoring Advanced or Proficient. Although Evergreen Valley High School has achieved significant improvement over the last three years in our API and AYP criteria, there are still significant achievement gaps on standardized tests.
- ♦ Some students are not succeeding (A, B, and C grades) in the classes they take at Evergreen Valley.
- ♦ The students who are not achieving lack strong reading and writing skills.
- ♦ A substantial number of students are entering Evergreen Valley below grade level.

Conclusions from Parent, Teacher and Student Input**:**
(What conclusions are reached using data from Parent, Teacher and Student Input?)
Based on data analysis, Parent, Teacher and Student input surfaced these issues:

- ♦ A substantial number of students are entering Evergreen Valley below grade level.
- ♦ Students who are not achieving lack strong math and English/Language Arts skills.
- ♦ Academic intervention/support systems need to be implemented to support students who are performing below grade level.

School Goals for Improving Student Achievement: ***(Several performance improvement goals may be established, in response to the academic needs of various groups of students.)***

Goal #1: By June, 2007, there will be a 5% increase in the number of students scoring at proficient or above on the English/Language Arts California Standards Test.

Goal #2: By June, 2007, there will be a 5% increase in the number of students scoring at proficient or above on the mathematics California Standards Test.

Goal #3: By June, 2007, there will be a 5% increase in the number of students passing CAHSEE.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Sample statement: The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 1 for Improving Student Achievement: By June, 2007, there will be a 5% increase in the number of students scoring at proficient or above on the English/Language Arts California Standards Test.
Student groups participating in this goal: All students with special emphasis on African American and Hispanic subgroups
Performance gains expected for these students: 5% Increase on the English/Language Arts CSTs
Means of evaluating progress toward this goal: Annual STAR results
Group data needed to measure academic gains: 2006 and 2007 CST data

Description of Specific Actions to Improve Educational Practice	*Implementers/ Timeline*	*Related Expenditures*	*Estimated Cost*	*Funding Source*
Alignment of instruction with content standards: ♦ Align curriculum, instruction, and assessment strategies to content standards ♦ Provide ongoing professional development and collaboration that is focused on student needs ♦ Monitor program effectiveness using data every six weeks	Principal APED APA Aug. 28, 2006- June 14, 2007	♦ Conferences and Workshops ♦ Collaboration Expenditures	$ 10,000	--Applied Materials Grant --Title I Prof Developm't
Improvement of instructional strategies and materials: ♦ Provide ongoing professional development and collaboration that is focused on student needs ♦ Use collaboration time for teachers to share best practices and to examine student work ♦ Use research-validated instructional materials and strategies (differentiated instruction) ♦ Infusing technology into the curriculum to enhance instruction ♦ Ensure students have the basic typing and Application software skills necessary for their classes	Principal APED APA Aug. 28, 2006- June 14, 2007	♦ Provide best practices materials, repro costs, and refreshments ♦ Time sheets ♦ Workshops and Conferences ♦ Study Skills, AVID, release period (.2)	$10,000 $23,000	--Applied Materials Grant --Prof Dev't --EIA

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended learning time: ♦ Provide after school tutoring ♦ CAHSEE classes after school ♦ Continue to inform students about the various post-high school opportunities and maximize means to meet the requirements for each	Counselors APED Homework Center Coordinator Aug. 28, 2006-June 14, 2007	♦ Time Sheets (HomeWork Center) ♦ College Entrance Workshops ♦ Financial Aid Workshops	$17,000	Community Partnerships --City of San Jose; Applied Materials
Increased educational opportunity: ♦ Continue to correctly identify, place, and monitor students with special needs in appropriate programs/classes within 20 days of their arrival at EVHS ♦ Conduct second Advanced Placement Summer Workshop for students of underrepresented groups which includes collaboration time for staff and students participating in the Workshop and charting of student progress throughout the school year ♦ At-risk students will be identified, monitored, and referred to support and/or intervention services ♦ Continue to provide aggressive intervention for students with low grades (D's and F's) and ensure all students are assessed each 6 weeks against the standards ♦ Continue to teach test-taking techniques and strategies within all content areas ♦ Continue to increase student awareness about course selection, graduation, and post-graduate opportunities ♦ Students will have the opportunity to take the most appropriate AP classes based on academic performance and students' goals	APED and Counselors Teachers Link Crew Homework Center Coordinator Department Chairs Aug. 28, 2006-June 14, 2007	♦ Class Schedules ♦ Conferences and Workshops ♦ Time Sheets ♦ Intervention Services	$18,000	--General Fund --Applied Materials Grant --EIA GATE Funds
Staff development and professional collaboration: ♦ Provide training opportunities to properly certify Advanced Placement teachers at EVHS. ♦ College Board Certified AP Summer Institutes and Trainings ♦ Conduct ongoing staff development during bi-weekly collaboration schedule with a focus on the WASC Accreditation and Self-Study process, curriculum alignment, differentiated instruction and assessment techniques, cross-curricular planning, and equity ♦ New Teacher Support Activities	Principal APED APA TESA Trainer Aug. 28, 2006-June 14, 2007	♦ Workshops and Conferences ♦ Collaboration Expenses	$10,000	Professional Dev. Funds BTSA

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) ♦ Parent participation in governance, financial aid nights, student assessment interpretation nights, college planning nights, at-risk student parent involvement nights, incoming 9th graders and parents nights, etc. ♦ Translation costs for all of the above as well as newsletters, and other printed materials ♦ Continue, promote, and improve use of technology to enhance communication through E-news letter, School Loop, Auto Dialer, Parent Connect, and On-line Surveys ♦ Create and Coordinate a Volunteer and Community Network	Principal APED Counselors Tech Team . Aug. 28, 2006-June 14, 2007	♦ Timesheets ♦ Translation costs for parent nights ♦ Translation costs for printed materials ♦ School Loop costs	$6,000	EIA General Fund
Auxiliary services for students and parents: (including transition from preschool, elementary and middle school) ♦ Parent Orientation Meetings for Middle School Feeders ♦ Freshman Orientation Meetings ♦ College Information Parent/Student Meetings ♦ Course Selection Parent/Student Meetings ♦ Continue, promote, and improve use of technology to enhance communication through E-news letter, School Loop, Auto Dialer, Parent Connect, and On-line Surveys	Principal APED Counselors Aug. 28, 2006-June 14, 2007	♦ Repro costs for brochures, class schedules ♦ Timesheets	$6,000	General Fund EIA
Monitoring program implementation and results: ♦ APED will help teachers to access their students' data ♦ All teachers will have access to the on-line Cruncher ♦ Collaboration time will be used to analyze data to make program changes on an ongoing basis ♦ Using data and information to address WASC goals	All Administrators All Staff All Stakeholders WASC Coordinator Aug. 28, 2006-June 14, 2007	♦ Repro costs ♦ WASC Coordinator Release Period (.2)	$5,000 $16,000	--General Fund --Prof Dev --WASC

GOAL # 2 for Improving Student Achievement: By June, 2007, there will be a 5% increase in the number of students scoring at proficient or above on the Mathematics California Standards Test.
Student groups participating in this goal: All students with special emphasis on African American and Hispanic subgroups
Performance gains expected for these students: 5% Increase on the Mathematics CSTs
Means of evaluating progress toward this goal: Annual STAR results
Group data needed to measure academic gains: 2006 and 2007 CST data

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: ♦ Continue to align instruction with content standards ♦ Provide ongoing professional development and collaboration that is focused on student needs ♦ Monitor program effectiveness using data every six weeks	Professional Development Coordinator Aug. 28, 2006-June 14, 2007	♦ Conferences and Workshops ♦ Collaboration Expenditures ♦ Professional Dev Coordinator Release (.2)	$4,000 $16,000	--Prof Dev --Title I Prof Developm't
Improvement of instructional strategies and materials: ♦ Provide ongoing professional development and collaboration that is focused on student needs ♦ Use collaboration time for teachers to share best practices and to examine student work ♦ Use TESA professional development strategies to improve math success rates in Algebra 1 and Geometry ♦ Infusing technology into the curriculum to enhance instruction	Professional Development Coordinator TESA coordinator Aug. 28, 2006-June 14, 2007	♦ Provide best practices materials, repro costs, and refreshments ♦ Time sheets ♦ Workshops and Conferences ♦ TESA Math coordinator (.2) ♦ Algebra 1 support release (.2)	$8,000 $24,000 $24,000	Prof Devel't --EIA --Profssnl Developm't
Extended learning time: ♦ Provide centralized Learning Center throughout the school day and the Homework Support Center after school and on Saturdays	Administration HomeWork Center Coordinator Aug. 28, 2006-June 14, 2007	♦ Time Sheets ♦ (See English for HomeWork Center Funding)		

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Description of Specific Improvements to be Made in Educational Practice	*Implementers/ Timeline*	*Related Expenditures*	*Estimated Cost*	*Funding Source*
Increased educational opportunity: ♦ Teachers will have access to data with which to personalize instructional strategies to accommodate students' needs ♦ At-risk students will be identified, monitored, and referred to support and/or intervention services ♦ Classes will be heterogeneously grouped into ensure access and equity to the education program	WASC/Prof Dev't Coord. APED and Counselors	♦ Conferences and Workshops ♦ Time Sheets ♦ Intervention Services with part-time SST counseling (.4)		EIA District Funding(?)
Staff development and professional collaboration: ♦ Professional development opportunities will be data-driven and directly linked to teaching and learning ♦ Professional development opportunities will be multifaceted and clearly and consistently linked to the State's standards ♦ Professional development opportunities will promote individualized attention to student needs. ♦ New teacher support activities	Prof. Dev. Coordinator	♦ Workshops and Conference ♦ Timesheets ♦ TESA release period (.2)		BTSA
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) ♦ Parent participation in governance, financial aid nights, student assessment interpretation nights, college planning nights, at-risk student parent involvement nights, incoming 9th graders and parents nights, etc. ♦ Translation costs for all of the above as well as newsletters, and other printed materials ♦ School Loop	APED Counselors Parent Coord.	♦ Timesheets ♦ Translation costs for parent nights ♦ Translation costs for printed materials ♦ School Loop costs	$5,000	--Title I Prof Developm't ----EIA
Auxiliary services for students and parents: (including transition from preschool, elementary and middle school) ♦ Parent Orientation Meetings for Middle School Feeders ♦ Freshman Orientation Meetings	APED Counselors	♦ Repro costs for brochures, class schedules ♦ Timesheets	$1,000	General Fund
Monitoring program implementation and results: ♦ Technology Coordinator and APED will help teachers to access their students' data ♦ Collaboration time will be used to analyze data to make program changes on an ongoing basis ♦ Using data and information to address WASC goals	WASC/Prof Devel't Coord. All Administrators All Staff All Stakeholders	♦ Repro costs		

GOAL # 3 for Improving Student Achievement: By June, 2007, there will be a 5% increase in the number of students passing the California High School Exit Exam
Student groups participating in this goal: All students with special emphasis on African American and Hispanic subgroups
Performance gains expected for these students: 5% Increase on the CAHSEE
Means of evaluating progress toward this goal: Annual STAR results
Group data needed to measure academic gains: 2006 and 2007 CST data

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: ♦ Align curriculum, instruction, and assessment strategies to content standards ♦ Provide ongoing professional development and collaboration that is focused on student needs ♦ Monitor program effectiveness using data every six weeks	Principal APED APA Aug. 28, 2006- June 14, 2007	♦ Conferences and Workshops ♦ Collaboration Expenditures	$ 4,000	--EIA --Title I Prof Developm't
Improvement of instructional strategies and materials: ♦ Provide ongoing professional development and collaboration that is focused on student needs ♦ Use collaboration time for teachers to share best practices and to examine student work ♦ Use research-validated instructional materials and strategies (differentiated instruction) ♦ Infusing technology into the curriculum to enhance instruction ♦ Ensure students have the basic typing and Application software skills necessary for their classes	Principal APED APA Aug. 28, 2006- June 14, 2007	♦ Provide best practices materials, repro costs, and refreshments ♦ Time sheets ♦ Workshops and Conferences ♦ TESA Math Coordinator release (.2)	$10,000 (See Goal 2)	Applied Materials Grant --EIA

Description of Specific Improvements to be Made in Educational Practice	*Implementers/ Timeline*	*Related Expenditures*	*Estimated Cost*	*Funding Source*
Extended learning time: ♦ Provide after school & Saturday tutoring ♦ CAHSEE classes ♦ Continue to inform students about the various post-high school opportunities and maximize means to meet the requirements for each	Counselors APED Homework Center Coordinator Aug. 28, 2006- June 14, 2007	♦ Time Sheets (HomeWork Center) ♦ CAHSEE Classes ♦ College Entrance Workshops ♦ Financial Aid Workshops	(See Goal 1)	Community Partnerships General Fund
Increased educational opportunity: ♦ Continue to correctly identify, place, and monitor students with special needs in appropriate programs/classes within 20 days of their arrival at EVHS ♦ Conduct second Advanced Placement Summer Workshop for students of underrepresented groups which includes collaboration time for staff and students participating in the Workshop and charting of student progress throughout the school year ♦ At-risk students will be identified, monitored, and referred to support and/or intervention services ♦ Continue to provide aggressive intervention for students with low grades (D's and F's) and ensure all students are assessed each 6 weeks against the standards ♦ Continue to teach test-taking techniques and strategies within all content areas ♦ Continue to increase student awareness about course selection, graduation, and post-graduate opportunities ♦ Students will have the opportunity to take the most appropriate AP classes based on academic performance and students' goals	APED and Counselors Teachers Link Crew Homework Center Coordinator Department Chairs Aug. 28, 2006- June 14, 2007	♦ Class Schedules ♦ Conferences and Workshops ♦ Time Sheets ♦ Intervention Services		General Fund GATE Funds Applied Materials Grant
Staff development and professional collaboration: ♦ Provide training opportunities to properly certify Advanced Placement teachers at EVHS. ♦ College Board Certified AP Summer Institutes and Trainings ♦ Conduct ongoing staff development during bi-weekly collaboration schedule with a focus on the WASC Accreditation and Self-Study process, curriculum alignment, differentiated instruction and assessment techniques, cross-curricular planning, and equity ♦ New Teacher Support Activities	Principal APED APA TESA Trainer Prof Dev Coord'tr Aug. 28, 2006- June 14, 2007	♦ Workshops and Conferences ♦ Collaboration Expenses		--Applied Materials Grant --Prof Dev. Funds --Title I Prof Dev --EIA BTSA

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) ♦ Parent participation in governance, financial aid nights, student assessment interpretation nights, college planning nights, at-risk student parent involvement nights, incoming 9th graders and parents nights, etc. ♦ Translation costs for all of the above as well as newsletters, and other printed materials ♦ Continue, promote, and improve use of technology to enhance communication through E-news letter, School Loop, Auto Dialer, Parent Connect, and On-line Surveys ♦ Create and Coordinate a Volunteer and Community Network	Principal APED Counselors Tech Team . Aug. 28, 2006- June 14, 2007	♦ Timesheets ♦ Translation costs for parent nights ♦ Translation costs for printed materials ♦ School Loop costs		--Applied Materials Grant --EIA
Auxiliary services for students and parents: (including transition from preschool, elementary and middle school) ♦ Parent Orientation Meetings for Middle School Feeders ♦ Freshman Orientation Meetings ♦ College Information Parent/Student Meetings ♦ Course Selection Parent/Student Meetings ♦ Continue, promote, and improve use of technology to enhance communication through E-news letter, School Loop, Auto Dialer, Parent Connect, and On-line Surveys	Principal APED Counselors Aug. 28, 2006- June 14, 2007	♦ Repro costs for brochures, class schedules ♦ Timesheets		--Applied Materials Grant --EIA --General Fund
Monitoring program implementation and results: ♦ APED will help teachers to access their students' data ♦ All teachers will have access to the on-line Cruncher ♦ Collaboration time will be used to analyze data to make program changes on an ongoing basis ♦ Using data and information to address WASC goals	WASC/Prof Dev Coordinator All Administrators All Staff All Stakeholders Aug. 28, 2006- June 14, 2007	♦ Repro costs		

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. *(List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)*

Proposed Expenditures	Estimated Cost	Funding Source

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy. *(Delete funding sources from this list for which the school does not receive an allocation.)*

State Programs

Economic Impact Aid/ State Compensatory Education   **Amount: $40,539**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Professional Development   **Amount: $44,579**
Purpose: Promote school improvement by long-term professional development of school staff.

Other State or Local funds (list and describe)
SB 813   **Amount: $6,985**
City of San Jose HomeWork Center Grant   **Amount: $12,500**

Federal Programs

Elementary and Secondary Education Act:

GATE   **Amount: $7,020**
Purpose: Upgrade the entire educational program of the school.

NCLB Title I Professional Development   **Amount: $19,263**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Total amount of state, local and federal categorical funds allocated to this school: **$130,886**

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tim McDonough	X				
Frank Biehl				X	
Leslie Glovin				X	
Ila Joshi				X	
Jim Zito				X	
Jatinder Boparai				X	
Michael Gabler				X	
Neal Hurlburt				X	
Rufus White				X	
Alan Chin (Alternate)				X	
Sandra Rasmussen (Alternate)				X	
Phi Do					X
Charles Doan					X
Tiffany Ly					X
Stephen Huynh					X
Smita Mohan					X
Angie Nguyen	1				X

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tina Nhan					X
Jenny Xiong					X
Hernan Diaz		X			
Kim Kang		X			
Susie Martin		X			
Adriana Rangel		X			
John Seimas		X			
Susie Caton		X			
Jeanne Mestaz			X		
Lynne Murray			X		
Pedro Garcia			X		
	1				

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

- _X__ School Advisory Committee for State Compensatory Education Programs

- _X__ English Learner Advisory Committee

- ___ Community Advisory Committee for Special Education Programs

- _X__ Gifted and Talented Education Program Advisory Committee

- ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. *The Evergreen Valley High School School Site Council committees develop a comprehensive School Plan and presents it for approval to the full SSC. The Single School Plan is a compilation of that Plan and the original SSC Plan is attached.*

6. This school plan was adopted by the school site council on: <u>MAY 10, 2006</u>

Attested:

<u>TIMOTHY MCDONOUGH</u>	_____	<u>5/31/06</u>
Typed name of school principal	Signature of school principal	Date
<u>FRANK BIEHL</u>	_____	<u>5/31/06</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date

EDITORIAL COMMENTS

Please cite page and section when suggesting changes or corrections. Address your comments to bwaroff@cde.ca.gov

Name
Organization
Telephone #
E-mail address

Your comments: