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School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

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The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Evergreen Valley High	District Name	East Side Union High
Street	3300 Quimby Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95148-3122	Web Site	www.esuhsd.org
Phone Number	408-347-7000	Superintendent	Dan Moser
Principal	Ana Lomas	E-mail Address	moserd@esuhsd.org
E-mail Address	lomasa@esuhsd.org	CDS Code	43- 69427- 4330692

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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Welcome to Evergreen Valley High School, home of the Cougars. Students and parents are very proud of the school's reputation as an academically challenging and high performing school. Each year since the school opened our API has increased. I am proud to report that the current API is 839. Students are well prepared to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams, student clubs and community service organizations. An outstanding group of highly qualified teachers work collaboratively to assure that all students reach their full potential. The school offers AP courses in Spanish, AP Computer Science, US History, American Government, World History, English Language, English Literature, Chemistry, Biology, Physics, Calculus AB and BC, Visual Arts and Business. The performing arts department curriculum includes

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drama, choir, music appreciation, symphonic band, advanced band and marching band. World languages include Vietnamese and French as well as Spanish. A well rounded, comprehensive, high school experience is waiting for each and every student.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Because parent and community participation is essential to student achievement, Evergreen Valley High School provides a number of parent involvement opportunities. The school has an active School Site Council which meets the first Wednesday of each month. Other parent organizations include the Evergreen Valley Athletic Boosters, Evergreen Valley Educational Foundation, Band Boosters Club, African American Parent Coalition, IPACE (Indian Subcontinent Parents), and the Latino Parent Coalition. To support parents, Evergreen Valley hosts a variety of parent information nights, including but not limited to Financial Aid Night and grade level parent informational nights. The content of these workshops include topics such as the AP program, college information, financial aid, and graduation status.

School Loop provides parents with immediate access to their students' grades, test scores, school programs and email communication directly to teachers. Teleparent messages, in the student's home language, can be sent by teachers. Auto dialer messages, both all school and targeted messages, are delivered to homes on a weekly basis.

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

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	683
Grade 3		Grade 10	667
Grade 4		Grade 11	703
Grade 5		Grade 12	684
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	2731

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.7	White	9.9
American Indian or Alaska Native	0.3	Two or More Races	0
Asian	51.5	Socioeconomically Disadvantaged	13
Filipino	10.6	English Learners	7
Hispanic or Latino	22.9	Students with Disabilities	6
Native Hawaiian/Pacific Islander	1.0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	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	28.6	10	78		28.2	11	86		31.0	4	45	36
Mathematics	28.5	18	55	15	28.6	19	51	20	30.8	7	29	46
Science	30.9	4	44	27	31.8	2	50	21	33.0	1	17	51
Social Science	32.1	3	27	35	30.5	2	59	6	33.7	1	12	49

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

The Evergreen Valley School Safety plan was last reviewed on February 4, 2009.

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

The Evergreen Valley High School Site Safety Plan 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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	12.0	12.0	4.8	30.0	16.9	12.5
Expulsions	0.0	0.1	0.3	0.1	0.1	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Overview

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

Age Of School buildings

Although the main school campus was constructed in 2002, portable buildings have been added to accommodate population increases in the Evergreen Valley community. In addition a new building has opened to include 15 additional classrooms and 3 additional science labs.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			

Other Athletic Fields		x		We reseeded football field in summer 2010. Will reseed when more funds are available.Track and basketball court needs resurfacing. Will be done when funds are available.
Overall Rating	x			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	88	93	105	1065
Without Full Credential	18	13	3	63
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	6	0	1
Total Teacher Misassignments	6	0	1
Vacant Teacher Positions	2	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99	1
All Schools in District	97	3
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	1312
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)	0.75	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – "The Language of Literature Ninth Grade"	McDougal Littell	2002	0	YES
English 2 – "The Language of Literature" Grade 10	McDougal Littell	2002	0	YES
English 3 – "Timeless Voices Timeless Themes Am. Experience"	Prentice Hall	2000	0	YES

English 4 – "The Language of Literature World Literature"	McDougal Littell	2002	0	YES
MATH				
Algebra I – "Algebra 1"	McDougal Littell	2007	0	YES
Geometry – "Geometry"	McDougal Littell	2007	0	YES
Algebra II – "Algebra 2"	McDougal Littell	2007	0	YES
Math Analysis – "Precalculus With Limits"	Houghton Mifflin	2001	0	YES
SCIENCE				
Integrated Science 1 – "Conceptual Physical Science / Explorations"	Addison-Wesley	1999, 2003	0	YES
Biology – "Biology: Exploring Life"	Prentice-Hall	2004	0	YES
Chemistry – "Chemistry: Connections to our Changing World"	Prentice-Hall	2000, 2002	0	YES
Physics – "Conceptual Physics"	Addison-Wesley	1992, 99, 02, 06	0	YES
SOCIAL SCIENCE				
World History – "Modern World History"	McDougal-Littell	2003	0	YES
US History – "The American Vision"	Glencoe/McGraw Hill	2006	0	YES
American Government – "Magruder's American Government"	Prentice Hall	2007	0	YES
American Government – "We the People"	Center for Civic Education	2002	0	YES
Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES

HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0	YES
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0	YES
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped	0	YES

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	5841	1183	4658	73265
District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-32%	-8%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	-22%	10%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Evergreen Valley offers support classes for students in need of additional help to pass the CAHSEE. In addition, 9th grade students scoring below basic in reading are enrolled in a reading course, utilizing the Read 180 program. Ninth graders scoring below basic in mathematics are enrolled in a CAHSEE math support class in addition to Algebra 1. Ongoing staff development is provided to all staff in TESA (Teacher Expectations and Student Achievement), Differentiated Instruction and technology.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information

regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615
Superintendent Salary	239188	204469
Percent of Budget for Teacher Salaries	39.6	N/A
Percent of Budget for Administrative Salaries	3.9	N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	65	70	68	44	47	48	46	50	52
Mathematics	43	47	50	23	26	27	43	46	48
Science	70	68	72	44	45	46	46	50	54
History-Social Science	60	63	60	34	39	39	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	27	37	40
All Students at the School	68	50	72	60
Male	65	49	76	63
Female	72	51	68	55
Black or African American	39	16	29	29
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	81	68	86	72
Filipino	69	44	79	59
Hispanic or Latino	44	19	45	35
Native Hawaiian or Pacific Islander	44	41	N/A	38
White	76	48	74	71
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47	34	55	41
English Learners	18	20	29	16
Students with Disabilities	18	20	15	18
Students Receiving Migrant Education Services	8	N/A	N/A	9

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	75.7	74.9	75	55.1	55.1	58.0	52.9	52.0	54.0
Mathematics	83.0	79.1	77	59.6	59.6	58.0	51.3	53.3	53.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	24	32	42	35	23
All Students at the School	26	23	51	23	34	43
Male	26	26	48	22	33	45
Female	25	21	54	25	34	41
Black or African American	44.4	33.3	22.2	57.7	30.8	11.5
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15	19	66	8	31	62
Filipino	17.1	35.7	47.1	21.1	45.1	33.8
Hispanic or Latino	52	24	24	54	32	14
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	17	29	54	20	38	43
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44	24	32	40	30	31
English Learners	66	26	8	51	34	16
Students with Disabilities	90	3.3	6.7	86.2	6.9	6.9
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.3	27.0	49.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest

ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	9	9
Similar Schools	9	8	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	1	10	2
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	0	7	8
Filipino	-11	32	7
Hispanic or Latino	-4	14	-24
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	6	2	0
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	-15	-16	6
English Learners	-20	-9	-18
Students with Disabilities	35	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	839	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	894	848	857
Filipino	833	786	812
Hispanic or Latino	744	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	847	786	801
Two or More Races	N/A	747	747
Socioeconomically Disadvantaged	742	687	669
English Learners	717	633	626
Students with Disabilities	N/A	453	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	Yes

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not receiving Title 1 funds	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	60

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1.9	2.0	2.6	5.1	5.2	5.6	5.5	4.9	5.7
Graduation Rate	88.2	91.0	90	73.9	72.3	72.9	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	93	84	N/A
Black or African American	94	79	N/A
American Indian or Alaska Native	N/A	88	N/A
Asian	97	93	N/A
Filipino	93	91	N/A
Hispanic or Latino	84	73	N/A
Native Hawaiian/Pacific Islander	N/A	89	N/A
White	99	87	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	89	78	N/A
English Learners	61	52	N/A
Students with Disabilities	77	62	N/A

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses   (CTE, formerly known as vocational education) are open to all students. Many of our students have access to CCOC (the Central County Occupational Center) as a part of their educational program.
Accounting, Computer Application, Intro to Computers are CTE courses offered on our campus.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	325

Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	98.3
Graduates Who Completed All Courses Required for UC/CSU Admission	58.5

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	2	N/A
All courses	12	21.8

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. Our school 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 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.