Evergreen Valley High School

3300 Quimby Ave. • San Jose, CA, 95148 • 408-347-7000 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District

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School Description

Welcome to Evergreen Valley High School - Home of the Cougars! Students and parents are very proud of the school's reputation as an academically challenging and high performing school. Our current API is 866. Students are well prepared to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams, over 100 student clubs and community service organizations. An outstanding group of highly qualified teachers work collaboratively to assure that all students reach their full potential. The school offers AP courses in French Language, Spanish Literature, Chinese (Mandarin), Statistics, Macroeconomics, Computer Science, US History, American Government & Politics, World History, English Language, English Literature, Chemistry, Biology, Physics, Calculus AB and BC. The performing arts department curriculum includes drama, choir, music appreciation, guitar, symphonic band, advanced band and marching band. World languages include Vietnamese, Mandarin, French, and Spanish. A well rounded, comprehensive, high school experience is waiting for each and every student.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 408-347-7000 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	720
Grade 10	708
Grade 11	683
Grade 12	652
Total Enrollment	2,763

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	63.3
Filipino	8.4
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.5
White	5.2
Two or More Races	2.2
Socioeconomically Disadvantaged	19.2
English Learners	5.1
Students with Disabilities	5.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Evergreen Valley High School	**13-14**	**14-15**	**15-16**
With Full Credential	105	95	104
Without Full Credential	1	3	3
Teaching Outside Subject Area of Competence	0	1	0
East Side Union High School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Evergreen Valley High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	2	2	3
Total Teacher Misassignments	2	3	3
Vacant Teacher Positions	0	0	1

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	98.3	1.8
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall, 2004 Biology – "Biology: Exploring Life" Prentice-Hall 2004 and "Modern Biology" Holt 2002 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000, 2002 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

Age Of School buildings

Although the main school campus was constructed in 2002, a new building (P) was also constructed with additional science labs. Portable buildings have been added to accommodate population increases in the Evergreen Valley community.   Additionally, a large new walkway was put in 2013 to accommodate the the need for larger student walkways in the interior of campus. The football stadium and track were completely re-built in 2012. There has been general wear and tear on the buildings and facilities since 2002. Landscaping around campus can be difficult to maintain and work is scheduled to beautify landscape with California natives. EVHS has significantly reduced water use in line with California's water conservation efforts. Renovation is needed in some high-traffic areas of campus (ie. bathrooms, portables, locker rooms). Renovation of the science labs and bathrooms is scheduled to be completed by Summer of 2016. Classrooms P1-P12 were renovated in the summer of 2015.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld B: Item noted but no comment. Action/plan-site to submit work order and M&O to schedule the work. Bld F Theater & Bld G Gymnasium: Intermittent HVAC complications in the theater - scheduled to be upgraded via Energy efficiency Project. Action/plan-in the interim site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	X			No item noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No item noted.
Electrical: Electrical	X			Marquee: 1/4 pixels on marquee are burnt out. Action/plan-site to submit work order and M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bld A, Bld B, Bld E1, Bld P Science: Restrooms scheduled for upgrade 2015-16. FYI only.
Safety: Fire Safety, Hazardous Materials	X			No item noted.
Structural: Structural Damage, Roofs	X			No item noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking Lots & Roadways: Overgrowth of ground cover adjacent to Arcade Avenue. Action/plan-site gardener to address.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	8.20	34.10	51.80

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	74	59	44
Math	60	38	33

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	78
Male	78
Female	79
Black or African American	--
Asian	84
Filipino	73
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	--
White	83
Two or More Races	--
Socioeconomically Disadvantaged	27
English Learners	3
Students with Disabilities	59
Students Receiving Migrant Education Services	--
Foster Youth	--

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	75	76	78	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. 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.

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	667	626	93.9	7	17	32	42
Male	11	667	322	48.3	8	17	32	42
Female	11	667	304	45.6	6	17	33	43
Black or African American	11	667	8	1.2	--	--	--	--
Asian	11	667	396	59.4	5	11	30	53
Filipino	11	667	62	9.3	5	21	42	29
Hispanic or Latino	11	667	112	16.8	12	31	34	22
Native Hawaiian or Pacific Islander	11	667	6	0.9	--	--	--	--
White	11	667	22	3.3	5	36	18	36
Two or More Races	11	667	20	3.0	10	10	60	20

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	667	58	8.7	14	28	45	12
Students with Disabilities	11	667	22	3.3	41	45	9	0
Students Receiving Migrant Education Services	11	667	3	0.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	667	618	92.7	20	20	25	35
Male	11	667	317	47.5	19	18	27	36
Female	11	667	301	45.1	21	23	23	33
Black or African American	11	667	8	1.2	--	--	--	--
Asian	11	667	393	58.9	11	16	26	48
Filipino	11	667	60	9.0	25	20	38	17
Hispanic or Latino	11	667	110	16.5	41	30	20	9
Native Hawaiian or Pacific Islander	11	667	6	0.9	--	--	--	--
White	11	667	21	3.1	24	29	24	24
Two or More Races	11	667	20	3.0	30	35	15	15
Socioeconomically Disadvantaged	11	667	57	8.5	35	39	19	7
Students with Disabilities	11	667	21	3.1	81	14	0	0
Students Receiving Migrant Education Services	11	667	3	0.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Because parent and community participation is essential to student achievement, Evergreen Valley High School provides a number of parent involvement opportunities. The school has an active School Site Council which meets each month. Other parent organizations include the Parent Teacher Student Association (PTSA), EVHS Speech & Debate Boosters, Band Boosters Club, and the Latino Parent Coalition. To support parents, Evergreen Valley hosts a variety of parent information nights, including but not limited to Middle School Open House, 9th Grade Parent Orientation, Financial Aid Night and grade level parent informational nights. The content of these workshops include topics such as the AP program, college information, financial aid, and graduation status. EVHS also hosts our parent center, staffed with a full-time parent and community specialist.

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The Evergreen Valley School Safety plan was last reviewed on January 27th, 2015.

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

The Evergreen Valley High School Site Safety Plan includes comprehensive, enforceable, and continuous:
Behavior policy
Rules and regulations
Dress code policy
Protocols for safety/emergency drills
Tardy policy
Attendance policy
Referral process
Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
Safety team
Student Support Services

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.20	2.58	1.93
Expulsions Rate	0.11	0.21	0.07
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	29	29	16	14	15	28	50	36	57	36	50
Math	31	30	31	10	11	9	16	29	7	58	47	58
Science	32	32	31	6	6	7	12	22	13	62	56	65
SS	29	30	30	14	13	11	14	11	10	50	52	53

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.34
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	691

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,254	$915	$5,340	$81,445
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-20.0	6.6
Percent Difference: School Site/ State			13.9	12.7

* Cells with ♦ do not require data.

Types of Services Funded

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	22	19	60	14	27	59
Male	26	21	53	15	29	56
Female	17	17	67	14	24	62
Asian	14	18	68	6	22	72
Filipino	27	22	51	18	45	37
Hispanic or Latino	46	22	33	42	37	21
White	24	7	69	12	24	63
Socioeconomically Disadvantaged	45	19	36	36	32	33
English Learners	93	7		72	21	7
Students with Disabilities	88	3	9	54	32	14

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Evergreen Valley High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	76	76	78
Mathematics	82	86	86
East Side Union High School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	56	50	50
Mathematics	63	56	56
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Evergreen Valley High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	5.40	5.50	3.90
Graduation Rate	93.00	92.77	94.39
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	200
% of pupils completing a CTE program and earning a high school diploma	86%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	95.11	82.2	84.6
Black or African American	91.67	78.16	76
American Indian or Alaska Native	100	75	78.07
Asian	96.76	94.09	92.62
Filipino	90.16	89.46	96.49
Hispanic or Latino	93.7	73.24	81.28
Native Hawaiian/Pacific Islander	100	86.21	83.58
White	93.48	87.32	89.93
Two or More Races	75	71.64	82.8
Socioeconomically Disadvantaged	59.38	59.15	61.28
English Learners	55.56	58.78	50.76
Students with Disabilities	92.03	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.23
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	63.88

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	2	♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	17	♦
Science	13	♦
Social Science	17	♦
All courses	59	1.6

* Where there are student course enrollments.

Career Technical Education Programs

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

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

DataQuest

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

Internet Access

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