



Evergreen Valley High School

3300 Quimby Ave. • San Jose, CA, 95148 • 408.347.7000 • Grades 9-12

Lauren Kelly, Principal

KellyL@esuhsd.org

2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.7000.

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, Statistics, Macroeconomics, Computer Science, US History, American Government & Politics, World History, English Language, English Literature, Chemistry, Biology, Physics, Calculus AB and BC, Visual Arts and Business. 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.

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 Parent Teacher Student Association (PTSA), 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	
Grade Level	Number of Students
Gr. 9	691
Gr. 10	685
Gr. 11	662
Gr. 12	655
Total	2,693

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	58.9
Filipino	9.4
Hispanic or Latino	19.8
Native Hawaiian/Pacific Islander	0.5
White	7.1
Two or More Races	2.2
Socioeconomically Disadvantaged	18.7
English Learners	28.8
Students with Disabilities	5.1

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	29.9	30.5	26	14	13	16	37	37	28	45	45	57
Math	30.6	29.6	31	10	13	10	26	27	16	39	34	58
Science	33.6	33.7	32	3	2	6	9	7	12	54	58	62
SS	32.2	32.5	29	7	5	14	11	11	14	37	37	50

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	5.01	7.95	2.82
Expulsions Rate	0.19	0.2	0.11
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Evergreen Valley School Safety plan was last reviewed on February 8, 2012.

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

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2013

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. A new building (P) was constructed with additional science labs. Additionally, a large new walkway was put in 2013 to accommodate 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. Repainting is needed in both the interior and exterior of the buildings. Additionally, issues with plumbing and irrigation should be addressed to reduce breakages. The electronic banner on the outside of the school is broken, with only 3/4 of the pixels illuminating. Overgrowth around the campus is difficult to control and is unsightly. It also creates fire hazards. Renovation is needed in some high-traffic areas of campus (ie. bathrooms, portables, locker rooms).

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bldg A : install small fan (A148)- Action/plan-site to submit work order and M&O to schedule the work. Bldg B: custodial room hot water needs to be turned on-Action/plan-site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	[]	[X]	[]	Admin Bldg D: remove lower cabinets near service window in registration office, ledge in front of Principal secretary's desk is in need of repair, Principals office needs to be painted-Action/plan-site to submit work order and M&O to schedule the work. Principal's office was painted at the end of summer. Bldg C: Library/bookroom missing ceiling panels- Action/plan-site to submit work order and M&O to schedule the work. Bldg F: paint front wall facing student area-Action/plan-site to submit work order and M&O to schedule the work. Bldg G: Fix benches in girls' locker room, clean and paint door and entry way to girls' and boys' locker rooms on the pool side as well as the doors to the upstairs. After the last entry that is Bldg G please add "Action/plan-site to submit work order and M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Bldg A: repair dishwasher-Action/plan-site to submit work order and M&O to schedule the work. Work has been completed. Bldg B: install 13 fluorescent lamps & 6 U bulbs (B210), light cover needs to be replaced (B208)-Action/plan-site to submit work order and M&O to schedule the work. Bldg P: repair electric curtain switch (P207), control for automated blinds need to be repaired. Action/plan-site to submit work order and M&O to schedule the work. Bldg G: Light needs to be replaced in mat room-Action/plan-site to submit work order and M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Bldg B (outside): repair leaking irrigation main line-Action/plan-site to submit work order and M&O to schedule the work. Work has been completed. Bldg G: Boys' locker room key entry not operational-Action/plan-site to submit work order and M&O to schedule the work. Work has been completed. Student Parking lot: remove weeds from student parking lot-Action/plan-site to submit work order and M&O to schedule the work. Work was completed end of summer.
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	103	99.1	100.2
Without Full Credential	4	1	.2
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	978
Without Full Credential	♦	♦	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	1	2
Total Teacher Misassignments	0	1	2
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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. BTSAs 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	98.7	1.3
Districtwide		
All Schools	96.1	4.0
High-Poverty Schools	94.6	5.4
Low-Poverty Schools	97.4	2.6

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1347

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,709	\$706	\$5,003	\$77,374
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-12.6	-2.0
Percent Difference: School Site/ State			-17.2	7.2

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>English 4 – “The Language of Literature World Literature” McDougal Littell 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra I – “Algebra 1” McDougal Littell 2007</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Conceptual Physical Science / Explorations” Addison-Wesley 1999, 2003</p> <p>Biology – “Biology: Exploring Life” Prentice-Hall 2004 and "Modern Biology" Holt 2002</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 2002</p> <p>Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe/McGraw Hill 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 2007</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	73	73	76	49	50	52	54	56	55
Math	53	52	51	30	29	28	49	50	50
Science	78	79	76	50	52	52	57	60	59
H-SS	68	65	69	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	76	51	76	69
Male	74	50	75	72
Female	77	52	76	64
Black or African American	58	10		43
American Indian or Alaska Native				
Asian	85	67	89	79
Filipino	76	32	67	64
Hispanic or Latino	49	19	42	38
Native Hawaiian/Pacific Islander				
White	74	47	83	79
Two or More Races	79	46	77	77
Socioeconomically Disadvantaged	56	34	55	50
English Learners	15	27	17	16
Students with Disabilities	19	16	6	7
Students Receiving Migrant Education Services	18			

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	10.6	32.1	49.6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	-4	5
Black or African American			
American Indian or Alaska Native			
Asian	11	-3	5
Filipino	25	-14	-14
Hispanic or Latino	18	-10	7
Native Hawaiian/Pacific Islander			
White	26	0	-3
Two or More Races			
Socioeconomically Disadvantaged	37	-9	-2
English Learners	79	-3	82
Students with Disabilities	40	7	-37

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	10	9
Similar Schools	3	8	5

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		13
Percent of Schools Currently in Program Improvement		81.3

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,976	16,556	4,655,989
	API-G	861	751	790
Black or African American	Students	32	519	296,463
	API-G	717	661	708
American Indian or Alaska Native	Students	3	62	30,394
	API-G		694	743
Asian	Students	1,179	5,336	406,527
	API-G	916	863	906
Filipino	Students	183	1,445	121,054
	API-G	837	793	867
Hispanic or Latino	Students	390	7,488	2,438,951
	API-G	740	662	744
Native Hawaiian/Pacific Islander	Students	9	105	25,351
	API-G		679	774
White	Students	123	1,278	1,200,127
	API-G	871	791	853
Two or More Races	Students	57	305	125,025
	API-G	872	799	824
Socioeconomically Disadvantaged	Students	368	8,310	2,774,640
	API-G	777	701	743
English Learners	Students	803	8,673	1,482,316
	API-G	858	730	721
Students with Disabilities	Students	100	1,515	527,476
	API-G	515	466	615

Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

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 UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	573	5,412	418,598
Black or African American	17	198	28,078
American Indian or Alaska Native		11	3,123
Asian	336	1765	41,700
Filipino	72	524	12,745
Hispanic or Latino	105	2345	193,516
Native Hawaiian/Pacific Islander	3	43	2,585
White	38	460	127,801
Two or More Races	1	52	6,790
Socioeconomically Disadvantaged	105	2820	217,915
English Learners	80	1714	93,297
Students with Disabilities	26	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	9.30	7.60	5.40
Graduation Rate	89.98	88.65	91.04
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	77	76	76
Mathematics	78	83	82
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	---
English	2	---
Fine and Performing Arts		---
Foreign Language	8	---
Mathematics	6	---
Science	4	---
Social Science	2	---
All courses	26	10.0

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	24	19	57	18	30	52
Male	27	21	51	19	32	49
Female	20	17	64	18	27	55
Black or African American	64	27	9	58	33	8
American Indian or Alaska Native						
Asian	12	16	71	5	25	69
Filipino	23	21	56	23	48	29
Hispanic or Latino	52	25	23	51	35	13
Native Hawaiian/Pacific Islander						
White	17	19	64	13	22	65
Two or More Races	26	19	56	22	30	48
Socioeconomically Disadvantaged	51	21	28	37	28	35
English Learners	89	8	3	47	32	21
Students with Disabilities	97	3		88	8	4
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	279
Percent of pupils completing a CTE program and earning a high school diploma	81%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	25%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	83.1
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	54.5

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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.

Introduction to Business, Computer Information Technology, Web Tech Design, and Economics of Business Ownership, are CTE courses offered on our campus.