Evergreen Valley High School

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2013-14 School Accountability Report Card
Published During the 2014-15 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

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. 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 408.347.7000.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 9	708
Gr. 10	688
Gr. 11	683
Gr. 12	655
Total	2,734

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	60.8
Filipino	8.7
Hispanic or Latino	20.0
Native Hawaiian/Pacific Islander	0.6
White	6.2
Two or More Races	2.0
Socioeconomically Disadvantaged	20.6
English Learners	4.4
Students with Disabilities	5.6

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	**12-13**	**13-14**	**14-15**
Fully Credentialed	100.2	105	95
Without Full Credential	.2	1	3
Teaching Outside Subject Area of Competence	0	0	1
East Side Union High School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	949
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Evergreen Valley High School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	1	2	2
Total Teacher Misassignments	1	2	3
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	98.26	1.74
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

* 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 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: September 2012	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougal Littell 2007 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
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Conceptual Physical Science / Explorations" Addison-Wesley 1999, 2003 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
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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 2007 American Government –"We the People" Center for Civic Education 2002 Economics – "Holt Economics" Holt 2003
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Science labs are adequately equipped

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. Repainting is needed in both the interior and exterior of the buildings. Additionally, issues with plumbing and irrigation should be addressed to reduce breakages. Landscaping around campus can be difficult to maintain and work is scheduled to beautify landscape with California natives. Renovation is needed in some high-traffic areas of campus (ie. bathrooms, portables, locker rooms). Renovation of the science labs, bathrooms, and portable buildings is scheduled for Summer 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: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Bld E1: HVAC on Counseling side non-functional intermittently-Action/plan-site to submit work order and M&O to schedule the work. Bld E2: HVAC Issues in Activities office - non-functional intermittently-Action/plan-site to submit work order and M&O to schedule the work. Bld F Theater: item noted but no specifics-Action/plan-site to submit work order and M&O to schedule the work. Bld G Gymnasium: Intermittent HVAC issues in Girls' locker room/PE Office-Action/plan-site to submit work order and M&O to schedule the work. Bld P Science: concern noted under sewer but no details listed-Action/plan-site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	[X]	[ ]	[ ]	No items noted

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	Bld A & Bld B: Significant wear/tear in breezeway, bathrooms-Action/plan-site to submit work order and M&O to schedule the work. Bld P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, & P12 Portable CR's: Significant wear/tear on carpets, wall, paint-Action/plan-site to submit work order and M&O to schedule the work. Bld Restrm Concession & Bld Ticket Booth: Poorly covered graffiti evident on external walls-Action/plan-site to submit work order and M&O to schedule the work. Soccer Complex, Softball Complex South, Softball Complex West, & Stadium: significant ground squirrel infestation-Action/plan-site to submit work order and M&O to schedule the work. Tennis Courts: overall cleanliness issue but no details-Action/plan-site to address.
Electrical: Electrical	[X]	[ ]	[ ]	No items noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No items noted
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Parking lots: Significant fire hazard in overgrown ground cover. Particularly evident along Arcade avenue and Ruby avenue-Action/plan-site to submit work order and M&O to schedule the work.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Basketball Courts & Tennis Courts: Courts have roots coming from underground. Additionally, surface court is uneven-Action/plan-site to submit work order and M&O to schedule the work. Bld F Theater: Leak in roof - lobby area, stage area-Action/plan-site to submit work order and M&O to schedule the work. Exterior Lighting: Additional lighting would be helpful in parking areas. There are several broken lights in the parking area that create a tripping hazard-Action/plan-site to submit work order and M&O to schedule the work.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Basketball Courts & Tennis Courts: Unable to be secured with gates/fencing. 'Bird baths' are prevalent-Action/plan-site to submit work order and M&O to schedule the work. Bld G Gymnasium: Need for window coverings in gym - Sun shines through and creates unsafe playing conditions-Action/plan-site to submit work order and M&O to schedule the work. Handball Courts: Common place for graffiti (and evident it's been covered up). Fence has been cut, locks cut. Unable to be secured-Action/plan-site to submit work order and M&O to schedule the work. Landscape/Hardscape: Skateboarding on steps in quad, bus loading area is common. Presents safety/security issue. Additionally, damage being caused to hardscape by repeated skateboarding. Barricades needed to prevent skateboarding. Additionally, broken external lights stick out in parking area, creating tripping hazard-Action/plan-site to contact Assistant Director of M&O to discuss options.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	79	76	76	52	52	53	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	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
HSS	68	65	69	43	43	45	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	9	9
Similar Schools	8	5	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	10.1	28.7	52.1

* 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.

2013-14 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	53
All Student at the School	76
Male	77
Female	74
Black or African American	45
American Indian or Alaska Native	
Asian	87
Filipino	71
Hispanic or Latino	49
Native Hawaiian/Pacific Islander	
White	74
Two or More Races	72
Socioeconomically Disadvantaged	58
English Learners	17
Students with Disabilities	13
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

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	-4
Two or More Races			
Socioeconomically Disadvantaged	37	-9	-2
English Learners	79	-3	-34
Students with Disabilities	40	7	-41

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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), Evergreen Valley Athletic Boosters, Evergreen Valley Educational Foundation, 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.

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 February 12, 2014.

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	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.6	2.2	2.6
Expulsions Rate	0.1	0.1	0.2
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

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	Yes	No
Met API Criteria	Yes	Yes

2014-15 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		16
Percent of Schools Currently in Program Improvement		84.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.5	29	29	13	16	14	37	28	50	45	57	36
Math	29.6	31	30	13	10	11	27	16	29	34	58	47
Science	33.7	32	32	2	6	6	7	12	22	58	62	56
SS	32.5	29	30	5	14	13	11	14	11	37	50	52

* 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	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	.8
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	907

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,104	$42,957
Mid-Range Teacher Salary	$74,444	$69,613
Highest Teacher Salary	$95,445	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$0	$120,526
Average Principal Salary (HS)	$128,614	$129,506
Superintendent Salary	$235,000	$207,044
Percent of District Budget		
Teacher Salaries	39	37
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Restricted	Unrestricted	
School Site	$5,843	$872	$4,971	$76,708
District	♦	♦	$5,722	$76,437
State	♦	♦	$4,690	$72,276
Percent Difference: School Site/District			-13.1	-1.3
Percent Difference: School Site/ State			-10.2	7.2

Types of Services Funded at Evergreen Valley High School

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.

Professional Development provided for Teachers at Evergreen Valley High School

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.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School	24	22	54	14	31	55
Male	27	24	49	14	29	57
Female	20	20	60	15	33	52
Black or African American						
American Indian or Alaska Native						
Asian	16	17	67	5	24	71
Filipino	22	30	48	23	39	39
Hispanic or Latino	44	27	29	34	45	21
Native Hawaiian/Pacific Islander						
White	36	32	32	16	44	40
Two or More Races	31	31	38	32	36	32
Socioeconomically Disadvantaged	45	23	32	28	43	30
English Learners	100			54	39	7
Students with Disabilities	96	4		75	19	6
Students Receiving Migrant Education Services						

2013-14 California High School Exit Examination Grade Ten Results by Student Group

* 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	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	76	76	76
Mathematics	83	82	86
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	54	56	50
Mathematics	61	63	56
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	92.67	82.21	84.56
Black or African American	100.00	79.72	75.90
American Indian or Alaska Native	100.00	62.96	77.82
Asian	95.63	92.55	92.94
Filipino	90.77	90.53	92.20
Hispanic or Latino	81.36	73.24	80.83
Native Hawaiian/Pacific Islander	100.00	86.67	84.06
White	95.16	88.08	90.15
Two or More Races	100.00	88.46	89.03
Socioeconomically Disadvantaged	84.21	75.66	82.58
English Learners	50.00	55.53	53.68
Students with Disabilities	57.14	59.46	60.31

Dropout Rate and Graduation Rate			
Evergreen Valley High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	7.6	5.4	5.5
Graduation Rate	91.04	93.00	92.77
East Side Union High School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	2	♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	15	♦
Science	10	♦
Social Science	21	♦
All courses	57	1.1

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	82.75
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	59.47

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

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 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.