

Evergreen Valley High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Evergreen Valley High School
Street	3300 Quimby Avenue
City, State, Zip	San Jose, CA, 95148
Phone Number	408-347-7000
Principal	Kyle Kleckner
Email Address	KlecknerK@esuhsd.org
School Website	https://evergreenvalleyhigh.esuhsd.org/
County-District-School (CDS) Code	43694274330692

2022-23 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	VanderZeeg@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

Welcome to Evergreen Valley High School - Home of the Cougars! At EVHS we want all students to know they belong and can be successful here and a well-rounded, comprehensive high school experience is waiting for each and every student. At EVHS, we ROAR! Students and parents are very proud of the school's reputation as an academically challenging and high performing school. 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 and over 100 student clubs and community service organizations. An outstanding group of highly qualified teachers work collaboratively to ensure that all students realize their full potential. The school offers 25 Advanced Placement (AP) courses in all core subject areas and also has a specialized Computer Science Academy. The performing arts department curriculum includes drama, choir, music appreciation, guitar, orchestra, and advanced band. Our world languages include Vietnamese, Mandarin, French, and Spanish.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	674
Grade 10	728
Grade 11	739
Grade 12	755
Total Enrollment	2,896

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.0
Asian	72.4
Black or African American	0.8
Filipino	5.7
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.7
White	4.0
English Learners	6.3
Foster Youth	0.1
Homeless	0.5
Migrant	0.1
Socioeconomically Disadvantaged	17.9
Students with Disabilities	5.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	106.20	95.75	854.6	89.1%	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	1.35	16.8	1.7%	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	0.54	22.7	2.4%	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.22	17.8	1.9%	12115.80	4.41
Unknown	1.20	1.14	0	0.0%	18854.30	6.86
Total Teaching Positions	110.90	100.00	959.6	100.0%	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Evergreen Valley High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected	November 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	<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 – MyPerspectives: American Literature//Pearson ERWC -- Expository Reading and Writing Course Student Reader 2021</p> <p>AP Composition and Language-- The Norton Reader</p> <p>AP Composition and Literature--The Intro to Literature</p>	Yes	0%
Mathematics	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016</p> <p>CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016</p> <p>CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach 8e” Cengage Learning 2020, 2015</p> <p>AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014</p> <p>AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014</p> <p>AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020</p> <p>Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016</p> <p>AP Computer Science Principles - Online materials</p> <p>AP Computer Science A - Online materials</p> <p>Mathematical Reasoning with Connections - MRWC materials provided by CSU</p>	Yes	0%
Science	<p>NGSS Biology - The Living Earth -- CK-12 eTextbook</p> <p>NGSS Chemistry in Earth's System – CK-12 eTextbook</p> <p>NGSS Physics of the Universe - CK-12 eTextbook</p> <p>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002</p> <p>Forensic Science - A Hands-on Introduction to Forensic Science 2014</p> <p>AP Biology- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004</p> <p>AP Chemistry- Chemistry The Central Science- Brown & Lemay</p> <p>AP Physics 1 and 2- Physics AP- Cutnell and Johnson , Wiley 2012</p> <p>AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015</p> <p>AP Physics C- Physics with MOD Physic for Scientists and Engineers- Knight / Pearson 2013</p> <p>Living Earth Essentials - CK-12 eTextbook</p> <p>Physical Science Essentials - CK-12 eTextbook</p>	Yes	0%
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe/McGraw Hill 2006</p>	Yes	0%

	American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped	Yes	0%

School Facility Conditions and Planned Improvements

Overview

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

Age Of School buildings

Although the main school campus was constructed in 2002, a new building (P) was also constructed in 2006 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 field had turf installed in 2012, providing a safer playing field for our athletes. The outdoor tennis and basketball courts were re-surfaced in 2015-16. There has been general wear and tear on the buildings and facilities since 2002. Over time, the landscaping around campus has been upgraded with California native and drought-tolerant plants. EVHS has significantly reduced water use in line with California's water conservation efforts. Renovation of the science labs and bathrooms were completed by Summer of 2017. Classrooms P1-P12 were renovated in the summer of 2015. EVHS is part of Bond Measure Z, and School Site Council has prioritized various projects around campus to improve the student experience. EVHS is currently nearing completion of a new Student Union building. This new building will include a new cafeteria and servery, student meeting and study room, new counseling offices, and EV's first Mental Health & Wellness Center. Construction is scheduled to finish in December of 2022.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Administrative 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.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Found damaged ceiling tiles in several classrooms, site is correcting. Found many science spaces cluttered and not accessible; summer cleaning was being done, I think that's the primary reason for the condition but conditions were found when on site.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Found electrical panels blocked in several spaces, site corrected. Found 2 electrical rooms used as storage, site corrected.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students 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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	85	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	66	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	728	680	93.41	6.59	85.44
Female	360	331	91.94	8.06	89.43
Male	368	349	94.84	5.16	81.66
American Indian or Alaska Native	--	--	--	--	--
Asian	528	509	96.40	3.60	90.96
Black or African American	--	--	--	--	--
Filipino	43	38	88.37	11.63	78.95
Hispanic or Latino	102	85	83.33	16.67	56.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	12	80.00	20.00	91.67
White	34	30	88.24	11.76	83.33
English Learners	34	30	88.24	11.76	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	91	76	83.52	16.48	65.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	28	77.78	22.22	17.86

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	728	685	94.09	5.91	66.42
Female	360	335	93.06	6.94	65.97
Male	368	350	95.11	4.89	66.86
American Indian or Alaska Native	--	--	--	--	--
Asian	528	509	96.40	3.60	77.01
Black or African American	--	--	--	--	--
Filipino	43	38	88.37	11.63	36.84
Hispanic or Latino	102	90	88.24	11.76	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	12	80.00	20.00	83.33
White	34	30	88.24	11.76	63.33
English Learners	34	29	85.29	14.71	10.34
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	91	78	85.71	14.29	35.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	28	77.78	22.22	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	67.35	NT	37.64*	28.5	29.47

*District Data includes ESUHSD Charter Schools

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1467	1119	76.28	23.72	67.35
Female	704	527	74.86	25.14	67.3
Male	762	592	77.69	22.31	67.4
American Indian or Alaska Native	--	--	--	--	--
Asian	1083	854	78.86	21.14	74.91
Black or African American	--	--	--	--	--
Filipino	90	69	76.67	23.33	49.28
Hispanic or Latino	183	122	66.67	33.33	26.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	23	65.71	34.29	73.91
White	60	41	68.33	31.67	70.73
English Learners	49	42	85.71	14.29	2.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	188	136	72.34	27.66	39.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	38	74.51	25.49	13.16

2021-22 Career Technical Education Programs

Our high school offers courses intended to help students prepare for college and careers. These career technical education (CTE) courses are open to all students, though space is limited. Many of our students have access to SVCTE (Silicon Valley Career Technical Education) as a part of their educational program.

Computer Information Technology, Database/SQL programming, and Web Tech Design are CTE courses offered on our campus.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	559
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.10
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	70.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	95%	97%	97%	96%	97%

C. Engagement

State Priority: Parental Involvement

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

2022-23 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 every 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 9th Grade Parent Orientation, Financial Aid Night and grade level parent informational nights by the counseling department. The content of these workshops include topics such as the AP program, college information, financial aid, graduation/A-G status, and the San Jose State University Spartan Promise. EVHS also hosts our parent center, staffed with a full-time parent and community specialist. EVHS has a vibrant PTSA that hosts two family/community events each year - Dandiya and Fiesta Forever.

Canvas provides parents with immediate access to their students' grades, test scores, and attendance, and allows email communication directly to teachers. Phone 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 frequently. EVHS also has a full-time Parent & Community Involvement Specialist on staff to assist parents and encourage participation in their student's education.

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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.8	0.8		7.1	5.6		8.9	7.8
Graduation Rate		96.5	98.1		83.8	90.0		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	753	739	98.1
Female	350	343	98.0
Male	402	395	98.3
American Indian or Alaska Native	0	0	0.0
Asian	561	554	98.8
Black or African American	--	--	--
Filipino	48	47	97.9
Hispanic or Latino	84	79	94.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	20	100.0
White	29	28	96.6
English Learners	58	54	93.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	186	179	96.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	30	22	73.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2942	2927	304	10.4
Female	1436	1429	170	11.9
Male	1505	1497	134	9.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2116	2112	121	5.7
Black or African American	22	22	4	18.2
Filipino	166	165	18	10.9
Hispanic or Latino	425	417	129	30.9
Native Hawaiian or Pacific Islander	12	11	4	36.4
Two or More Races	80	80	10	12.5
White	120	119	17	14.3
English Learners	191	189	32	16.9
Foster Youth	2	2	0	0.0
Homeless	20	18	11	61.1
Socioeconomically Disadvantaged	571	563	128	22.7
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	156	152	42	27.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.92	3.0	2.45
Expulsions	0.03	0.0	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.05	0.0	3.6	0.20	3.17
Expulsions	0.00	0.00	0.00	0.1	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05	0.00
Female	1.32	0.00
Male	0.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.33	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.25	0.00
White	1.67	0.00
English Learners	4.19	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.62	0.00

2022-23 School Safety Plan

The Evergreen Valley School Safety plan was last reviewed and approved on March 8, 2022 by the School Site Council. The safety committee meets regularly to update the plan and assess its progress.

Evergreen Valley has a detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of an emergency. 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, reviewed and approved by School Site Council, 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:

Behavior policies

Rules and regulations

Protocols for safety/emergency drills

Attendance policy

Referral process

Safety goal

Partnership with community agencies like New Hope for Youth and City Peace Project, the City of San Jose, San Jose Police Department, and other agencies and groups that offer support services

Safety team

Student Support Services

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	12	97	1
Mathematics	30	8	55	29
Science	30	6	65	22
Social Science	28	14	61	23

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	12	100	
Mathematics	30	6	67	20
Science	31	4	56	32
Social Science	30	7	52	35

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	91	
Mathematics	29	10	68	14
Science	30	6	72	15
Social Science	29	11	63	19

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	413.71

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	10.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,815	\$1,839	\$6,976	\$100,070
District	N/A	N/A	\$7,916	\$100,753
Percent Difference - School Site and District	N/A	N/A	-12.6	-0.7
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	5.6	6.1

2021-22 Types of Services Funded

Evergreen Valley High School offers a variety of support services for students. There are "sheltered" courses in English, Math, Science, and Social Science specifically designed for English Learners in grades 9 and 10. EVHS also has ELD classes for students who are English Learners and may need additional support. EVHS has a full-time MTSS Teacher on Special Assignment as well as a Special Education Inclusion Specialist. Ongoing staff development is provided to all staff in Academic Language Development, Differentiated Instruction, multicultural education, and integrating technology. Teachers are also available after school or during Homeroom for support, and tutoring is offered both before and after school. Evergreen Valley uses an SST process to assist struggling students and provide interventions in the classroom.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	46.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	5
Mathematics	23
Science	27
Social Science	31
Total AP Courses Offered Where there are student course enrollments of at least one student.	94

Professional Development

To ensure a cycle of continuous improvement, professional development is focused on the “Critical Areas for Follow Up” in the school’s WASC accreditation recommendations which are further broken down in the school’s Single Plan for Student Achievement (SPSA). EVHS is a Professional Learning Community where teacher teams are supported so that they can address the major goals of the SPSA. PD is focused on the needs of teachers to better understand the PLC process and the needs of student learners to ensure growth. Additional professional development is focused on fostering a relationship-centered school and promoting equity in all areas of campus life.

Every Wednesday is a collaboration day with dedicated staff professional development time. Additionally, "PD Days" are scheduled throughout the year for more in-depth professional development opportunities. PD Days typically have 3 hours of staff development. Finally, the day before school starts and the day after school ends also consists of teacher professional development. Two professional development days are also offered for staff during the summer.

In addition to PLC time and support, teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. 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.

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. New teacher induction and orientation meetings support new instructors. Teachers teaching AVID and Advanced Placement also attend summer training for these courses.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	39	43	40