



Evergreen Valley High School

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2017-18 School Accountability Report Card Published During the 2018-19 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. 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 ensure that all students realize their full potential. The school offers AP courses in French Language, Spanish Language and Literature, Chinese (Mandarin), Statistics, Macroeconomics, Computer Science, US History, American Government & Politics, World History, Psychology, English Language, English Literature, Chemistry, Biology, Physics: Mechanics, Physics: Algebra-based, Environmental Science, 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. Our mission is that our "Students will be effective thinkers who thrive in society." At EVHS, we ROAR!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	770
Grade 10	719
Grade 11	721
Grade 12	722
Total Enrollment	2,932

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	68.8
Filipino	7.4
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.4
White	3.9
Socioeconomically Disadvantaged	21.1
English Learners	5.6
Students with Disabilities	4.9
Foster Youth	0.1

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

Teacher Credentials			
Evergreen Valley High School	16-17	17-18	18-19
With Full Credential	117	105	111.9
Without Full Credential	2	7	7
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	991.5
Without Full Credential	♦	♦	50.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Evergreen Valley High School	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	1	0	2

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson English 4--"The Language of Literature" Grade 12 Mcdougal Littell 2002 ERWC -- Expository Reading and Writing Course Student Reader AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science Principles - Online materials AP Computer Science A - Online materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall, 2004 Biology – NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 2002 Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06 A Hands on Introduction to Forensic Science 2014 AP Biology- AP Biology In Focus- Prentice Hall 2004 AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991 AP Physics 1 and 2- Physics AP- Wiley 2012 AP Environmental Science- Living In The Environment- Cengage 2015 AP Physics C- Physics For Scientists and Engineers- Pearson 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "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 - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

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 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 added California native and drought-tolerant plants. EVHS has significantly reduced water use in line with California's water conservation efforts. Renovation is needed in some high-traffic areas of campus (ie. bathrooms, portables, locker rooms). Renovation of the science labs and bathrooms 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.

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.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 6/22/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC unit has been repaired 2018 / Gas smell reported P201- workorder submitted resolved issue
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest Infestation - gophers reported - baseball north/south /landscape / hardscape - workorders submitted
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Drywall needs repair in Pool Complex Chemical room - workorder submitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Window B112- cracked - workorder submitted / Parking lots holes in asphalt - workorder submitted Heavy gated exit door - needs new locking mechanism - workorder submitted
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	85.0	83.0	63.0	59.0	48.0	50.0
Math	68.0	72.0	39.0	38.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	9.5	35.1	47.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	711	701	98.59	82.88
Male	368	364	98.91	78.85
Female	343	337	98.25	87.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	496	492	99.19	87.20
Filipino	58	57	98.28	80.70
Hispanic or Latino	98	94	95.92	61.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	88.24
Two or More Races	12	12	100.00	100.00
Socioeconomically Disadvantaged	112	109	97.32	66.06
English Learners	59	59	100.00	30.51
Students with Disabilities	28	25	89.29	12.00
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	712	701	98.46	72.47
Male	369	364	98.64	71.98
Female	343	337	98.25	73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	496	492	99.19	82.52
Filipino	58	57	98.28	63.16
Hispanic or Latino	99	94	94.95	28.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100	76.47
Two or More Races	12	12	100	75
Socioeconomically Disadvantaged	113	109	96.46	51.38
English Learners	59	59	100	33.9
Students with Disabilities	29	25	86.21	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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. The content of these workshops include topics such as the AP program, college information, financial aid, and graduation status. EVHS also hosts our parent center, staffed with a full-time parent and community specialist.

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

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 State priority: School Climate (Priority 6):

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

School Safety Plan

The Evergreen Valley School Safety plan was last reviewed on January 31, 2018. 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 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
- 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	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.9	1.4
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	4.0	3.7
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	733

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	27.0	27.0	17	17	20	88	92	95		1	
Mathematics	30.0	28.0	29.0	8	7	10	26	34	72	27	2	10
Science	31.0	30.0	30.0	5	6	6	47	77	72	32	7	14
Social Science	29.0	28.0	27.0	9	13	14	40	68	65	32	5	15

* 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.

Professional Development provided for Teachers

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 School 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 the teacher to better understand the PLC process and the needs of student learners to ensure growth. 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.

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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$50,747
Mid-Range Teacher Salary	\$90,881	\$86,127
Highest Teacher Salary	\$112,154	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$146,943	\$150,286
Superintendent Salary	\$286,275	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,482	966	\$6,516	\$92,982
District	◆	◆	\$7,376	\$89,332
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-12.4	6.3
Percent Difference: School Site/ State			-0.9	11.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Evergreen Valley High School offers a variety of support classes. There are "sheltered" courses in English, Math, Science, and Social Science specifically designed for English Learners in grades 9 and 10. There are English 1 Support and English 2 Support classes to supplement instruction and support learning for identified students in English 1A and English 2A. In addition, 9th grade students with IEPs who score below basic in reading are enrolled in a basic reading course, utilizing the Read 180 program. Ninth graders with IEPs who score below basic in mathematics are enrolled in a basic math foundations course. EVHS also offers the AVID program for all grade levels. 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 for support and after-school tutoring is offered. Evergreen Valley uses an IST process to assist struggling students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Evergreen Valley High School	2014-15	2015-16	2016-17
Dropout Rate	4.4	3.0	2.5
Graduation Rate	93.4	96.0	94.2
East Side Union High School District	2014-15	2015-16	2016-17
Dropout Rate	11.7	10.0	20.5
Graduation Rate	83.0	85.0	71.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	535
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	67%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	63.6

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	0	♦
Foreign Language	5	♦
Mathematics	21	♦
Science	16	♦
Social Science	31	♦
All courses	77	41.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.9	84.1	88.7
Black or African American	66.7	75.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	96.7	95.0	94.9
Filipino	100.0	92.2	93.5
Hispanic or Latino	92.9	76.3	86.5
Native Hawaiian/Pacific Islander	100.0	67.7	88.6
White	95.0	92.7	92.1
Two or More Races	100.0	89.2	91.2
Socioeconomically Disadvantaged	100.0	83.8	88.6
English Learners	65.5	62.3	56.7
Students with Disabilities	63.5	62.0	67.1
Foster Youth	0.0	59.3	74.1

Career Technical Education Programs

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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).

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.