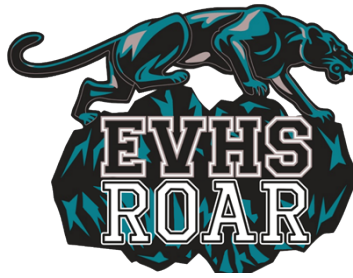


Evergreen Valley High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

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

2025-26 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	www.esuhsd.org

2025-26 School Description and Mission Statement

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, guitar, orchestra, and advanced band. Our world languages include Hindi, Mandarin, Spanish, and Vietnamese.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	672
Grade 10	674
Grade 11	658
Grade 12	699
Total Enrollment	2,703

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	49.5
American Indian or Alaska Native	0.2
Asian	70.2
Black or African American	0.8
Filipino	5.8
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.9
White	2.7
English Learners	7.1
Foster Youth	0.1
Homeless	1
Migrant	0.1
Socioeconomically Disadvantaged	23
Students with Disabilities	6.5

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.

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)	108	95.16	943.6	82.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	35.4	3.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	2.86	79.5	6.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	0.88	25.6	2.24	11953.1	4.28
Unknown/Incomplete/NA	1.2	1.1	60.9	5.32	15831.9	5.67
Total Teaching Positions	113.5	100	1145.3	100	279044.8	100

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.

2022-23 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)	106.8	93.64	923.6	82.88	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	22.8	2.05	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.4	3.87	91.5	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	1.45	22.9	2.06	11746.9	4.23
Unknown/Incomplete/NA	1.1	1.02	53.3	4.79	14303.8	5.15
Total Teaching Positions	114.1	100	1114.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	3.20	4.4	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	3.20	4.4	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	1.00	1.6	
Total Out-of-Field Teachers	1.00	1.6	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	3.8	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	1.7	1.7

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

2025-26 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 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 English 2 – CommonLit, Inc. Grade 10, 2023 English 3 – MyPerspectives: American Literature//Pearson ERWC -- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	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 AP Precalculus – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science Principles - Online materials AP Computer Science A - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Physiology - Welsh Hole's Essentials of Anatomy and Physiology 2021 2e with Lab Manual - McGraw Hill	0%

	Forensic Science - A Hands-on Introduction to Forensic Science 2014 AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Tro: Chemistry A Molecular Approach - SAVVAS/ Pearson AP Physics 1 and 2-College Physics: A Strategic Approach AP® Edition, 4th edition AP Environmental Science- Environmental Science for the AP Course, A. Friedland & R. Relyea, 2023 - Bedford, Freeman, and Worth AP Physics C- Knight, Physics for Scientists and Engineers: A Strategic Approach with Modern Physics 5e, AP Edition ©2022 with Mastering Physics with eText Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook Living Earth Essentials A - enCORE TeachTown - Science, 2023 - TeachTown Physical Science Essentials A - enCORE TeachTown - Science, 2023 - TeachTown	
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2022 Economics – "Econ Alive! The Power to Choose" TCI 2022 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2022 AP US History - Brinkley, American History: Connecting with the Past, AP Edition, 16e ©2023 AP Government - "Harrison, American Democracy Now" McGraw Hill 2022 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2025 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2024 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023 World History Essentials - enCORE TeachTown - Social Science, 2023 - TeachTown US History Essentials - enCORE TeachTown - Social Science, 2023 - TeachTown Economics Essentials - enCORE TeachTown - Social Science, 2023 - TeachTown Government Essentials - enCORE TeachTown - Social Science 2023 - TeachTown	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	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 completed a new Student Union building in 2023. This new building includes a new cafeteria and servery, student meeting and study rooms, new counseling offices, and EV's first Mental Health & Wellness Center. The stadium and track were renovated in 2025, with new turf and a new track surface.

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

July 2025

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		Identified some splitting carpet in classrooms, some touch up paint needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Several classrooms with daisy chained power strips or extension cords as permanent power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Items stored in electrical room, non fire rated window coverings in some classrooms, several non-certified fire extinguishers.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	82	81	56	56	47	48
Mathematics (grades 3-8 and 11)	66	68	33	34	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	653	621	95.10	4.90	81.00
Female	331	315	95.17	4.83	83.49
Male	322	306	95.03	4.97	78.43
American Indian or Alaska Native	--	--	--	--	--
Asian	475	459	96.63	3.37	87.15
Black or African American	--	--	--	--	--
Filipino	50	45	90.00	10.00	82.22
Hispanic or Latino	85	76	89.41	10.59	43.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	100.00
White	17	15	88.24	11.76	53.33
English Learners	48	44	91.67	8.33	13.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	209	95.43	4.57	70.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	40	97.56	2.44	20.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	653	625	95.71	4.29	68.48
Female	331	319	96.37	3.63	69.28
Male	322	306	95.03	4.97	67.65
American Indian or Alaska Native	--	--	--	--	--
Asian	475	460	96.84	3.16	80.00
Black or African American	--	--	--	--	--
Filipino	50	45	90.00	10.00	55.56
Hispanic or Latino	85	79	92.94	7.06	18.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	50.00
White	17	15	88.24	11.76	46.67
English Learners	48	43	89.58	10.42	16.28
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	209	95.43	4.57	56.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	40	97.56	2.44	15.00

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	66.5	66.35	39.02	39.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1343	1295	96.43	3.57	65.46
Female	663	641	96.68	3.32	69.06
Male	680	654	96.18	3.82	61.93
American Indian or Alaska Native	--	--	--	--	--
Asian	975	950	97.44	2.56	73.23
Black or African American	--	--	--	--	--
Filipino	85	80	94.12	5.88	72.50
Hispanic or Latino	191	177	92.67	7.33	25.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	65.00
White	42	39	92.86	7.14	53.85
English Learners	88	83	94.32	5.68	2.41
Foster Youth	0	0	0	0	0
Homeless	15	12	80.00	20.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	436	421	96.56	3.44	54.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	89	97.80	2.20	12.36

2024-25 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, Web Tech Design, and Sports Medicine & Athletic Training are CTE courses offered on our campus.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 9	95.7%	96.7%	97.2%	96.9%	97.5%

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.

2025-26 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, English Language Advisory Council, and the Latino Parent Coalition. To support parents, Evergreen Valley

2025-26 Opportunities for Parental Involvement

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 & Community Involvement Specialist. EVHS has a vibrant PTSA that hosts several family/community events each year.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.6	0.4		15.2	12.3		8.2	8.9	
Graduation Rate	96.8	96.8		77.8	80.5		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.96%	1.25%		3.72%	2.82%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Evergreen Valley School Safety plan was last reviewed and approved on February 3, 2024⁵ 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 such as 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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	84	3
Mathematics	29	10	66	11
Science	30	5	81	6
Social Science	29	8	64	16

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26	18	80	7
Mathematics	30	9	58	18
Science	30	9	61	20
Social Science	30	7	45	29

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

2024-25 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	

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,726	\$2,487	\$9,239	\$118,062
District	N/A	N/A	\$10,454	\$116,804
Percent Difference - School Site and District	N/A	N/A	-12.3	6.1
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-15.3	11.5

Fiscal Year 2024-25 Types of Services Funded

Evergreen Valley High School offers a variety of support services for students. EVHS has all levels of ELD courses for students who are English Learners and may need additional support. EVHS has a full-time MTSS Teacher on Special Assignment. 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 after school. Evergreen Valley uses an SST process to assist struggling students and provide interventions in the classroom.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$69,900	\$67,238
Mid-Range Teacher Salary	\$110,474	\$106,841
Highest Teacher Salary	\$141,638	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$181,735	\$193,950
Superintendent Salary	\$329,669	\$314,304
Percent of Budget for Teacher Salaries	30.96%	29.51%
Percent of Budget for Administrative Salaries	3.45%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
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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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

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, the day before school starts and the day after school ends also consists of teacher professional development. Two additional 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	38