



# Dougherty Valley High School

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Denise Hibbard, Principal

## School Accountability Report Card

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### Mission Statement

#### Mission:

Dougherty Valley High School is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students, staff and community.

#### Vision:

Dougherty Valley High School is a learning community that offers students rigorous curriculum through collaborative teaching. Students are encouraged to challenge themselves in their academics and in extra-curricular activities. Our school community is actively involved and supportive of our students' social and cultural growth as life-long learners.

### School Profile

Dougherty Valley High School, established in 2007, is located in the Dougherty Valley in San Ramon, approximately 40 miles east of San Francisco. Dougherty Valley High with grades 9 and 10 last year and added grade 11 this year, with a total school population of approximately 980 students. Dougherty Valley High School offers students a challenging rigorous standards based curriculum, and high expectations. Students and parents are encouraged to participate in the excellent program opportunities available.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	6.1%
American Indian	0.2%
Asian	41.2%
Caucasian	32.5%
Filipino	6.5%
Hispanic or Latino	4.9%
Pacific Islander	0.7%
Multiple or No Response	7.9%

### Discipline & Climate for Learning

Students at Dougherty Valley High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Dougherty Valley High School discipline program is to provide a safe environment that fosters student learning. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook. The administrative staff highlights important discipline and procedural information in classrooms at the beginning of the year.

The Suspensions and Expulsions table illustrated will incorporate suspensions in terms of total infractions when the data is available. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	150	943	968	1141
Suspension Rate	0.0%	0.0%	26.3%	4.0%	3.9%	4.4%
Expulsions	0	0	4	5	10	26
Expulsion Rate	0.0%	0.0%	0.7%	0.0%	0.0%	0.1%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: (enter list). The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

Athletic programs include: Cross Country, Football, Tennis, Volleyball, Water Polo, Golf, Cheerleading, Basketball, Soccer, Wrestling, Baseball, Softball, Swimming/Diving, Track and Lacrosse. The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies, at variety of community events, and by their classroom teachers.

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	-	-	24	-	-	17	-	-	2	-	-	5
Mathematics	-	-	24	-	-	15	-	-	-	-	-	6
Science	-	-	31	-	-	1	-	-	8	-	-	9
Social Science	-	-	33	-	-	-	-	-	7	-	-	7

## Enrollment By Grade

This chart will illustrate the enrollment trend by grade level for the past 3 school years when available.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	-	-	332
10th	-	-	238

## Dropout & Graduation Rates

Dougherty Valley High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Advisory, CSF Tutors, Workshops, Academic Intervention, School Counselors, and the SARB process.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	-	-	-
Graduation Rate	-	-	-

## Curriculum Development

In addition to their regular teaching assignments, all teachers participate on committees at the site, district, county, and/or state levels. Teachers also serve as club advisors, mentors, workshop presenters, department facilitators, college instructors and coaches. Adjusted Wednesday School Schedules have been implemented in order to provide staff with time and information in order to support student growth and learning. Teachers are able to collaborate and share best practices on a regular basis in a collegially supportive environment through their work on staff development days and by attending workshops throughout the school year.

## Advanced Placement Classes

Dougherty Valley High encourages students to continue their education past high school. Dougherty Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
Social Science	1	58
Totals	1	58
Percent of Students in AP Courses		1.7%

## UC/CSU Course Completion

Students at Dougherty Valley High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	79.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

\* Duplicated Count (one student can be enrolled in several courses).

## College Entrance Info

California high school students have two options for attending 4-year public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

For students not ready for a 4-year university, California has a very good community college program. For information regarding entrance into the California Community College system, please visit <http://www.collegebound.net>.

## Safe School Plan

Dougherty Valley High School is committed to maintaining a safe school environment. Visitors to the campus are required to check in at the office. A nurse is on duty one day a week. A Campus Supervisor and School Resource Officer are also on staff at Dougherty Valley High. Emergency drills in conjunction with the San Ramon Police Department and the San Ramon Valley Fire Protection District are done annually. Each year, under the supervision of the School Site Council, Dougherty Valley High reviews and updates our school safety plan.

This plan includes procedures and practices for any foreseeable emergency, including natural emergencies such as earthquakes, or fire and any man made threat such as terrorist attack or an intruder on campus.

Date of Last Review/Update: August, 2008

Date Last Reviewed with Staff: September, 2008

## School Facilities

Dougherty Valley High was originally constructed in 2007 and is comprised of over 100 classrooms, 2 gyms, 2 dance rooms, 2 baseball fields, 2 softball fields, 1 cafeteria/commons, 1 library, 5 staff lounges, 11 science lab rooms, 2 career technology rooms, and 8 computer labs. The principal works daily with the custodial staff of 9 full time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

### Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this new high school site. However, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/03/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Dougherty Valley High at 925-479-6400, or visit our website at [www.dvhigh.net](http://www.dvhigh.net).

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
9th Grade	
School	
School Overall	58.8%
School (Boys)	61.7%
School (Girls)	55.9%
District	
District Overall	60.5%
District (Boys)	59.2%
District (Girls)	61.7%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	



# Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page, <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant. Data was not available at time of publication.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	-	-	82.0	89.1	52.9
Mathematics	-	-	-	-	-	-	82.4	84.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	18.0	55.5	26.5	17.6	33.8	48.6
Male	22.1	56.6	21.2	15.0	38.1	46.9
Female	13.3	54.1	32.7	20.6	28.9	50.5
African American	18.2	63.6	18.2	27.3	63.6	9.1
Asian	14.0	55.9	30.1	7.5	24.7	67.7
Filipino	23.5	58.8	17.6	35.3	29.4	35.3
Hispanic or Latino	45.5	36.4	18.2	54.5	9.1	36.4
White	17.3	54.7	28.0	17.6	45.9	36.5
English Learners	63.6	9.1	27.3	18.2	27.3	54.5
Students with Disabilities	53.3	40.0	6.7	57.1	35.7	7.1

### California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>																		
<b>School</b>	<b>84</b>			<b>74</b>			<b>66</b>											
District	82	82	85	72	75	73	68	65	70	65	65	71	65	59	69			
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38			
<b>Males</b>																		
<b>School</b>	<b>84</b>			<b>71</b>			<b>71</b>											
District	79	79	83	68	70	71	64	61	65	72	71	75	67	63	73			
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40			
<b>Females</b>																		
<b>School</b>	<b>83</b>			<b>76</b>			<b>60</b>											
District	85	86	87	74	78	76	73	69	75	59	59	66	63	56	66			
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36			
<b>African American</b>																		
<b>School</b>	<b>72</b>			<b>55</b>			<b>55</b>											
District	69	68	62	62	52	53	45	57	55	38	46	51	49	48	37			
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21			
<b>Asian</b>																		
<b>School</b>	<b>94</b>			<b>86</b>			<b>80</b>											
District	89	90	94	80	85	85	79	74	81	79	72	80	78	74	79			
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58			
<b>Filipino</b>																		
<b>School</b>	<b>88</b>			<b>47</b>			<b>50</b>											
District	78	78	89	63	65	63	61	64	60	63	54	64	60	48	56			
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47			
<b>Hispanic or Latino</b>																		
<b>School</b>	<b>72</b>			<b>54</b>			<b>31</b>											
District	70	69	76	60	62	56	55	43	58	51	51	53	53	38	60			
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25			
<b>Caucasian</b>																		
<b>School</b>	<b>75</b>			<b>70</b>			<b>61</b>											
District	83	82	85	71	74	73	69	66	69	64	66	71	65	60	71			
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51			
<b>Students with Disabilities</b>																		
<b>School</b>	<b>13</b>			<b>33</b>			<b>33</b>											
District	25	34	36	14	20	21	15	15	19	25	28	30	29	18	29			
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10			

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	-	-	B	
Similar Schools Rank	-	-	B	
<b>All Students</b>				
Actual Growth	-	-	B	891

B- The school did not have a valid 2007 Base API and will not have any growth or target information.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

### Federal Intervention Programs

Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The San Ramon Valley Unified School District has no schools in Program Improvement.

## Career Technical Education (CTE) Programs

Dougherty Valley High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Dougherty Valley High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. The Contra Costa County Office of Education's Regional Occupational Program offers courses through the San Ramon Valley Unified School District. They are available to district students 16 years or older at one of our four comprehensive high schools.

These ROP classes at Dougherty Valley High School are:

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Principals of Engineering				
Sports Medicine	ROP	This class supports student achievement through its academic relevance/standards based curriculum, differentiated instruction, career tech focus, and direct link to post-high school opportunities.	The school addresses the career preparation needs of all students through the coordinated efforts of the guidance counseling department, the site AB 1802 counseling program, the site Career Center, site career tech instructional staff, ROP (the County Regional Occupation Program) and the local Business Education Roundtable.	Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the Business Education Roundtable competition.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	24
What percent of the school's pupils complete a CTE program and earn a high school diploma?	-
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	-

## Parent Involvement

Dougherty Valley High School greatly benefits from its supportive parents who have provided their time, and energy consistently. The Parent-Teacher-Student Association and Booster Clubs for the academic, athletic, and music programs provide supplemental funding and support that have enabled Dougherty Valley to offer programs and support for students. Dougherty Valley High also benefits from several community partnerships, including local Rotary organizations, businesses, and the Contra Costa Regional Occupational Program. The support for education, both academic and co-curricular, at Dougherty Valley High School is exceptional.

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC\\_ID=&rn=8384091&leftDir=3&type=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495)

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Counseling & Support Staff

It is the goal of Dougherty Valley High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:250. The table lists the support service personnel available at Dougherty Valley High.

## At Risk Interventions

Dougherty Valley High School provides CSF tutors for students at lunch, and also workshops for students scoring below a 70% on exams. Other intervention programs offered at Dougherty Valley High include: CAHSEE intervention workshops, and intervention courses for students performing below grade-level standards or who are at risk of retention.

## Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.



### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
12th	History/Social Studies	Glencoe	2005	Yes	0.0%
12th	History/Social Studies	Holt	2005	Yes	0.0%
9th-11th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th	Mathematics	McDougal Littell	2000	Yes	0.0%
9th-12th	Reading/ Language Arts	Great Source	2000	Yes	0.0%
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2000	Yes	0.0%
11th-12th	Science	Glencoe/ McGraw Hill	2002	Yes	0.0%
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
9th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
10th	Science	Prentice Hall	2002	Yes	0.0%
11th-12th	Science	Thompson	2001	Yes	0.0%

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Coach	-	-
Academic Counselor	3	2.8
Athletic Director	1	1
Band/Music Director	1	1
Campus Supervisor	1	1
Career Specialist	1	.6
Computer Instructional Assistant	1	1
Computer Technician	1	.6
Counselor Intern	1	.2
English Language Learner Teacher	1	.2
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	2	1.8
School Resource Officer	1	1
SDC Paraprofessional	2	2
Special Day Class (SDC) Teacher	1	1
Special Education Aides	2	1.8
Speech/Language/ Hearing Specialist	1	0.4

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Dougherty Valley High had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	05-06	06-07	07-08	07-08
	Fully Credentialed	0	0	22
Without Full Credentials	0	0	4	64
Working Outside Subject	0	0	3	20

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	90.5%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

## Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners. Funds from SB1882 were reserved for professional development programs that are in keeping with the School Based Coordinated Plan design. Staff members have participated in some of the following staff development activities.

- Technology Days
- Implementation of State Frameworks
- 9-12 Curriculum Standards, Grade Level Benchmarks
- Advanced Placement Courses
- Learning Styles - Improving Student Achievement
- Peer Counseling Workshops
- Special Education Workshops
- WASC Action Groups

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$0
District	\$64,728
Percentage of Variation	0%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	0%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

## District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486 per student which was far below the national average of \$9,100. The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426.

Dougherty Valley High School was not open in 2006-07, so the chart of expenditures per pupil is not applicable.

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

<b>Expenditures per Pupil</b>	
School	
Total Expenditures Per Pupil	\$0
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A

### District Revenue Sources

In addition to general state funding, high schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

