



San Ramon Valley
UNIFIED SCHOOL DISTRICT

Dougherty Valley High School

2009-10 School Accountability Report Card

Denise Hibbard,
Principal

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Mission Statement

Mission:

Dougherty Valley High School 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.

Principal: Denise Hibbard
(dhibbard@dvhigh.net)

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 School opened with grades 9 and 10, added grade 11 in 2008, and grade 12 in 2009. Dougherty Valley High School has a total school population of approximately 1800 students in 2010. 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.

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 advisory 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 to correct the behavior are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	150	109	125	1141	966	1086
Suspension Rate	26.3%	10.9%	8.3%	4.4%	3.6%	3.9%
Expulsions	0	4	1	26	17	8
Expulsion Rate	0.0%	0.4%	0.1%	0.1%	0.1%	0.0%

Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	6.4%
American Indian	0.1%
Asian	47.2%
Filipino	5.7%
Hispanic or Latino	7.3%
Pacific Islander	0.3%
White	28.3%
Two or More	4.8%
None Reported	-

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 such as: Speech & Debate, Mock Trial, Leadership, Orchestra, CSF, Interact, National Honor Society, and Robotics. 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, Badminton, 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 academic awards assemblies, at variety of community events, and by their classroom teachers.

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2010-11 enrollment at Dougherty Valley High is 1,803.

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

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
9th	332	404	468
10th	238	343	436
11th	-	254	358
12th	-	-	240

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. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

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		
08	09	10	08	09	10	08	09	10	08	09	10	
English	24	23	27	17	26	-	2	11	-	5	9	-
Mathematics	24	25	26	15	23	-	-	3	-	6	14	-
Science	31	33	33	1	1	-	8	8	-	9	19	-
Social Science	33	34	33	-	-	-	7	7	-	7	18	-

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.

- Implementation of State Frameworks
- 9-12 Curriculum Standards, Grade Level Benchmark Development
- College Board Advanced Placement Training
- Learning Styles - Improving Student Achievement
- Professional Learning Communities- Solution Tree
- Special Education Workshops
- WASC Action Groups
- 21st Century Technology Instruction and Tools
- Advancement Via Individual Determination (AVID)
- BTSA- Beginning Teacher Support Association

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 1:600. The table lists the support service personnel available at Dougherty Valley High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Coach	2	.4
Academic Counselor	3	3
Athletic Director	1	.4
Band/Music Director	3	1.4
Campus Supervisor	3	2.0
Career Specialist	1	.8
Computer Instructional Assistant	1	1
Computer Technician	1	.8
English Language Learner Teacher	1	.8
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	1
Resource Specialist	3	3.0
School Resource Officer	1	1
SDC Paraprofessional	9	8.5
Special Day Class (SDC) Teacher	2	2
Special Education Aides	3	3.0
Speech/Language/Hearing Specialist	1	0.4

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	22	42	66	1335
Without Full Credentials	4	4	2	8
Working Outside Subject	3	1	2	13

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		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

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	96.0%	4.0%
District	98.79%	1.21%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	37.5%	-

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 High School to offer programs and support for students. Dougherty Valley High School also benefits from several community partnerships, including the City of San Ramon, local Rotary organizations, businesses, and the Contra Costa Regional Occupational Program. The parental support for education, both academic and co-curricular, at Dougherty Valley High School is exceptional.

Contact Information

Parents or community members who wish to participate in Parent Booster Groups, PTSA, leadership teams, school committees, school activities, or become a volunteer may contact Dougherty Valley High School at 925-479-6400, or visit our website at www.dvhigh.net.

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, professional development and 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 the Wednesday morning meetings and their work on staff development days and by attending workshops throughout the school year.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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 completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2010-11 school year.

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-10th	Mathematics	McDougal Littell	2000	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th	Mathematics	McDougal Littell	2008	Yes	0.0%
11th-12th	Mathematics	Worth	2008	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%
12th	Science	Glencoe	2005	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
10th	Science	McDougal Littell	2008	Yes	0.0%
11th-12th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%
9th	Science	Pearson/ Prentice Hall	2009	Yes	0.0%
11th-12th	Science	Prentice Hall	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040113118Textbooks_1.pdf

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the 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 some sort of heating device. For more information, please call the school office.

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

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 Technology Director
 San Ramon Valley USD
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 925.820.1603 (f)

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

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. One Campus Supervisor, and two part-time Campus Monitors, and a School Resource Officer are also on staff at Dougherty Valley High School. Emergency drills in conjunction with the San Ramon Police Department and the San Ramon Valley Fire Protection District are per semester. Each year, under the supervision of the School Site Council, Dougherty Valley High reviews and updates the 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, 2009

Date Last Reviewed with Staff: September, 2009

School Facilities

Dougherty Valley High School was constructed in 2007 and is comprised of over 100 classrooms, an Olympic aquatic center, performing arts center, 2 gyms, a turf field, 1 dance room, 1 aerobics room, 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 is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 2009-10 school year the district allocated \$2,059,321 to deferred maintenance, representing .94% of the district's general fund budget. Projects included painting labor, crack filling and bleacher preventive maintenance.

School Facility Conditions				
Date of Last Inspection: 3/10/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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)				
	School		District	
Made AYP Overall	N/A		N/A	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	80	82	80	81	83	83	46	50	52
Mathematics	61	67	70	73	76	78	43	46	48
Science	74	84	81	83	85	85	46	50	54
History/Social Science	66	80	82	71	78	78	36	41	44

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	83	78	85	78
School	80	70	81	82
African American	67	34	62	56
American Indian	*	*	*	*
Asian	88	83	88	91
Filipino	79	63	86	82
Hispanic or Latino	63	42	60	70
Pacific Islander	*	*	*	*
White	75	62	78	78
Males	79	71	81	84
Females	82	68	80	81
Socioeconomically Disadvantaged	51	40	47	56
English Learners	9	59	54	41
Students with Disabilities	41	40	60	55
Migrant Education	*	*	*	*

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

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	-	10	10
Similar Schools Rank	-	8	9
All Students			
Actual API Change	B	15	4
Asian			
Actual API Change	-	3	5
White			
Actual API Change	-	11	5

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

Growth API			
	School	District	State
All Students	909	916	767
Asian	952	968	889
White	880	908	838

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.

For the 2009-10 school year, the San Ramon Valley Unified School District had no schools with Program Improvement status, and therefore did not participate in the Federal Intervention Program. The same is true for the current 2010-11 school year.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2009-10 school year, 78% of 5th graders, 77% of 7th graders, and 87% of 9th 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 at right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	97.7%	90.0%	67.8%

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									
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	82.0	89.1	52.9	89.7	89.4	52.0	92.0	88.0	54.0
Mathematics	82.4	84.7	51.3	89.4	89.9	53.3	90.0	86.0	53.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	11.4	23.7	64.8	13.5	40.8	45.8
All Students School	8.0	23.0	69.0	10.0	36.0	55.0
Male	11.0	22.0	67.0	7.0	36.0	57.0
Female	5.0	24.0	71.0	12.0	36.0	52.0
African American	27.3	27.3	45.5	9.1	81.8	9.1
Asian	3.0	17.0	80.0	5.0	19.0	76.0
Filipino	12.5	43.8	43.8	12.5	43.8	43.8
Hispanic or Latino	21.0	29.0	50.0	17.0	58.0	25.0
White	7.0	22.0	70.0	12.0	44.0	44.0
Socioeconomically Disadvantaged	46.0	23.0	31.0	8.0	77.0	15.0
Students with Disabilities	35.3	23.5	41.2	50.0	38.9	11.1

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
Fine and Performing Arts	1	12
Computer Science	-	-
English	2	130
Foreign Language	2	15
Mathematics	3	169
Music	-	-
Science	3	124
Social Science	4	265
Totals	15	715
Percent of Students in AP Courses		47.5%

At Risk Interventions

Dougherty Valley High School has NHS, CAHSEE prep, and provides CSF and NHS tutors for students at lunch, and also workshops for students scoring below a 75% on exams. Other intervention programs offered at Dougherty Valley High include: Academic Enrichment, CAHSEE prep classes, CAHSEE intervention workshops, and intervention courses for students performing below grade-level standards or who are at risk of retention.

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	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

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

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-Language Arts and Mathematics portions of the Dougherty Valley High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 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.

Completion of High School Graduation Requirements			
	School	District	State
<i>* Data was not available at the time of publication.</i>			

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, Academic Workshops, NHS tutoring, AVID, Academic Intervention, School Counselors, and the SARB process.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	-	0.20%	*
Graduation Rate	-	-	*

** There was no senior class for the 08-09 school year.*

Career Technical Education (CTE) Programs

(Information about the degree to which pupils are prepared to enter the workforce.)

A variety of career technical education (CTE) programs are offered at the four comprehensive high schools and the continuation high school in the San Ramon Valley Unified School District. The district also partners with The Contra Costa County Office of Education's Regional Occupational Program (ROP) to offer CTE courses. They are available to district students 16 years or older at one of our four comprehensive high schools.

The schools address the career preparation needs of all students through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, county ROP and the local Business Education Roundtable.

The specific CTE and ROP course offerings differ by site.* The composite list of classes that pupils in the district may participate in and that are aligned to the applicable model curriculum standards in 2009-10 includes: Advertising, Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Business Economics (Intro.), Careers in Teaching, Child Development, Computer Applications, Computer Graphics, Computer Network Programming, Computer Repair & Maintenance, Cosmetology, Culinary Arts, Developmental Child Psychology, Digital Arts, Environmental Science, Expository (Creative) Writing, Fashion Design (and) Merchandising, Fire Science, Foods-Gourmet, Forensic Science, Internet, Introduction to Law, Java Programming, Journalism, Life Skills, Marketing, Newspaper, Multi Media, Music Theory & Technology, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Recording Arts, Robotics, Sports Medicine, TV & Video Production, Web Page Design, and Work Experience.

All CTE and ROP classes support student achievement through their academic relevance/standards-based curriculum, differentiated instruction, career tech focus, and direct link to post-high school opportunities. Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the local Business Education Roundtable annual competition.

*(contact the high school counseling department for specific course offerings on that campus)

Career preparation needs are addressed through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, ROP 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.

College Entrance Info

High school students in California have two options for attending 4-year public State universities: 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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

For students opting for a 2-year experience, California has a very good community college program. For information regarding entrance into the California Community College system, please visit <http://www.collegebound.net>.

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		
2008-09		
	District	State
Beginning Teachers	\$44,376	\$42,377
Mid-Range Teachers	\$67,387	\$67,667
Highest Teachers	\$83,949	\$87,102
Elementary School Principals	\$115,032	\$108,894
Middle School Principals	\$118,686	\$113,713
High School Principals	\$126,598	\$124,531
Superintendent	\$240,000	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.3%
Administrative Salaries	5.5%	5.5%

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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$66,249
District	\$64,717
Percentage of Variation	2.36%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	2.84%

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?	218
What percent of the school's pupils complete a CTE program and earn a high school diploma?	14.5
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	70.0

District Expenditures

In 2009-10, California spent an estimated \$8,826[^] per student which was below the national average of \$11,372.[^] The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 27,899* 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.

[^] California Budget Projection
* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,855
From Restricted Sources	\$589
From Unrestricted Sources	\$4,266
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	300.58%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	24.91%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

CBET, RS 0202
CAHSEE, RS 0205
Instructional Materials Realignment, RS 0208
Pupil Retention Block Grant, RS 0211
Teacher Credentialing Block Grant (BTSA), RS 0212
Professional Development Block Grant, RS 0213
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
School and Library Improvement Program Block Grant (SIP) RS 0215
Supplemental Hourly Program, RS 0218
Instructional and Library Materials Grant, RS 0221
Governors Performance Award, RS 0401
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title IV Safe and Drug Free, RS 3710
Title II Teacher Quality, RS 4035
Title V Innovative Strat, RS 4110
NCLB: Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Lottery Instructional Materials, RS 6300
CA Partnership Academies (Cal High), RS 6385
TUPE 6-12, RS 6690
Economic Impact Aid, RS 7091
Chevron, RS 9014
DVC Stem Career Pathways, RS 9040
Selected grants from the San Ramon Valley Education Foundation
PTA and individual parent donations and contributions to site-based programs

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2009-10 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.

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