



California High School

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Mark Corti, Principal



School Accountability Report Card

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Principal's Message

Welcome to California High School, a 2005 California Distinguished School and 2006 National Blue Ribbon School, where students, teachers, administrators, support personnel, and parents are dedicated to academic excellence. Since 1973 our school has taken pride in providing a well-rounded and rigorous academic program that is designed to meet the challenges of the future.

Our commitment to a standards-based academic program is reflected in a strong college preparatory program, which includes many honors and Advanced Placement courses. Students also have the opportunity to take accelerated classes at the University of California, Berkeley, Diablo Valley College, and Los Positas College.

As a comprehensive high school, California High School also offers courses in technology (including robotic's and engineering), art, business, choral and instrumental music, drama and physical education. We also encourage students to explore the courses offered at California High School by our Regional Occupation Program.

A well-rounded high school experience includes active participation in co-curricular activities. Again, we encourage students to become involved in our athletic programs, academic competitions, student clubs, student government, and visual and performing arts programs.

Parents are invited to join a parent club/organization that support our school's academic and extracurricular programs. We have PTSA, Academic Boosters, Athletic Boosters, Choral Music Boosters, Drama Boosters, and the instrumental Music Boosters. Each of these organizations provides financial support for our students and teachers.

Our staff and community are committed to providing a safe and positive environment that promotes respect, productivity, and active participation in school activities. The administration and counseling department is student oriented. If you experience problems or simply want to talk, we encourage you to visit our offices.

Set high standards for yourself, work hard, and be proud that you achieved your goals at California High School.

Mark Corti, Principal (mcorti@calhi.net)

Mission Statement

The mission of California High School is to provide a rigorous and challenging academic environment, to develop skills and confidence for academic and professional success, and to encourage intellectual, artistic, and personal exploration and growth. Students, staff, and the community collaborate in continuing support of life-long learning, well-being, and mutual respect, empowering all students to be productive, ethical, compassionate participants in their own futures.

School Profile

California High School, established in 1973, is one of four comprehensive 9-12 schools in the San Ramon Valley. It serves the rapidly growing community of San Ramon. In 2007, California High School was granted a full six-year accreditation by Western Association of Schools and Colleges (W.A.S.C.), and was named a California Distinguished School and a National Blue Ribbon School by the U.S. Department of Education.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	3.1%
American Indian	0.7%
Asian	18.6%
Caucasian	62.3%
Filipino	3.0%
Hispanic or Latino	7.3%
Pacific Islander	0.5%
Multiple or No Response	4.5%

Discipline & Climate for Learning

Students at California High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the California 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 (Grizzly Guide), Bear Facts, Website and Lyris emails. The administrative staff highlights important discipline and procedural information in classrooms at the beginning of the year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. 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	323	179	195	943	968	1141
Suspension Rate	12.9%	6.9%	8.0%	4.0%	3.9%	4.4%
Expulsions	1	2	2	5	10	26
Expulsion Rate	0.0%	0.1%	0.1%	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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	27	26	26	34	37	38	46	40	26	15	24	30
Mathematics	27	27	26	31	35	36	33	22	24	20	25	23
Science	33	32	31	2	1	3	22	36	30	37	26	30
Social Science	31	31	32	4	3	5	38	42	27	37	33	41



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.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	612	690	578
10th	670	608	628
11th	674	653	608
12th	549	647	621

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=&m=8384091&leftDir=3&type=d&uREC_ID=42495

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%

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 currently in a demolition/construction phase.)

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.

Curriculum Development

An embedded shared decision making model including Administration, Curriculum Leaders, Certified & Classified Staff, parents and students. The School Site Council (SSC), composed of four parents, four students, five teachers, one non-classroom certificated staff member, one administrator, and one classified staff member, directs the school improvement efforts, develops and monitors the Single Plan for Student Achievement, and authorizes expenditures for school wide professional development. The SSC monitors and identifies areas of instructional need before distributing School Improvement Program (SIP) funds.

PTSA, Academic, Athletic, Instrumental Music, Choral and Drama Booster Club groups set goals and participate in site decisions during monthly meetings with the administrative team and staff. Site-based job descriptions for each administrator clearly identify responsibilities and insure community involvement with the City of San Ramon, the Business Roundtable, and CASA (Community Against Substance Abuse). Administrators and staff members serve on district, athletic league, and site committees and are active in their own professional organizations.

Dropout & Graduation Rates

California High believes effective instruction consists of the continuous building of new concepts upon existing ones through dynamic instructional delivery strategies (including technology). Daily attendance and participation are imperative to student academic success. In hopes of preventing and reducing dropouts, the following programs are made available to students: before, during and after-school intervention, course selection, counseling support, and a new tutorial program.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.25%	0.40%	0.23%
Graduation Rate	99.20%	98.50%	98.90%

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. To prepare for entrance to a CSU school, visit 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>.

Advanced Placement Classes

California High encourages students to continue their education past high school. California 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. During the 2006-07, 756 students participated in taking the exams. Of these students, 525 students scored a "3" or better (69%).

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	1	25
English	1	75
Fine and Performing Arts	1	22
Foreign Language	2	46
Mathematics	2	203
Music	1	31
Science	3	147
Social Science	5	347
Totals	16	896
Percent of Students in AP Courses		6.4%

UC/CSU Course Completion

Students at California 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	
% of Student Enrollment in Courses Required for UC/CSU Admission *	% of Graduates Who Completed All Courses Required for UC/CSU Admission
77.7%	53.0%

* 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 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.

Completion of High School Graduation Requirements			
	School	District	State
African American	2.5%	2.0%	*
American Indian	0.8%	0.5%	*
Asian	19.0%	14.2%	*
Filipino	3.0%	2.1%	*
Hispanic or Latino	8.0%	5.8%	*
Pacific Islander	0.4%	0.3%	*
Caucasian	65.0%	70.0%	*
Multiple or No Response	0.3%	5.0%	*

* Data was not available at the 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 Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	10.7	58.6	30.7	16.2	35.0	48.8
Male	11.5	59.3	29.2	12.9	34.8	52.4
Female	9.9	58.0	32.2	19.9	35.3	44.8
African American	27.8	44.4	27.8	42.1	26.3	31.6
Asian	8.6	58.6	32.8	6.9	23.3	69.8
Filipino	11.1	66.7	22.2	16.7	38.9	44.4
Hispanic or Latino	24.3	62.2	13.5	32.5	52.5	15.0
White	9.4	59.0	31.6	15.8	37.3	46.9
English Learners	34.6	65.4	0	42.9	32.1	25.0
Socioeconomically Disadvantaged	31.2	56.2	12.5	56.2	18.8	25.0
Students with Disabilities	45.7	48.6	5.7	73.3	17.8	8.9

Completion of High School Graduation Requirements

	School	District	State
African American	2.5%	2.0%	*
American Indian	0.8%	0.5%	*
Asian	19.0%	14.2%	*
Filipino	3.0%	2.1%	*
Hispanic or Latino	8.0%	5.8%	*
Pacific Islander	0.4%	0.3%	*
Caucasian	65.0%	70.0%	*
Multiple or No Response	0.3%	5.0%	*

* Data was not available at the time of publication.



API School Results

	05-06	06-07	07-08	2008 API Growth Score
	Statewide Rank	10	10	
Similar Schools Rank	8	9	9	
All Students				
Actual Growth	11	2	15	866
Asian				
Actual Growth	7	2	21	925
Hispanic or Latino				
Actual Growth	26	-7	12	810
Caucasian				
Actual Growth	13	-1	15	861
Students with Disabilities				
Actual Growth	22	13	35	646

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.

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 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.

Federal Intervention Programs

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

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>.

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.

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Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	
School Overall	54.0%
School (Boys)	46.4%
School (Girls)	61.6%
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.	

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
All Students															
School	80	83	85	68	71	74	67	63	69	61	66	74	72	59	71
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
Males															
School	77	81	79	66	68	71	62	59	65	66	72	79	75	60	75
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
Females															
School	82	87	89	69	75	77	72	67	73	55	59	68	69	56	66
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
Socioeconomically Disadvantaged															
School	*	78	65	*	*	44	*	*	*	*	*	56	*	*	*
District	12	59	54	43	42	47	26	34	31	55	50	47	37	44	28
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	80	73	59	70	65	58	53	54	63	50	60	56	58	64	56
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
Asian															
School	86	90	93	74	83	82	79	73	82	75	72	81	84	70	78
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
Filipino															
School	65	77	91	43	44	67	58	48	42	48	44	67	63	41	56
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
Hispanic or Latino															
School	77	74	73	57	64	56	51	47	63	42	59	58	60	40	64
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
Caucasian															
School	79	83	84	68	71	75	67	64	67	62	67	75	71	58	71
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
Students with Disabilities															
School	32	26	37	12	24	22	13	11	23	17	26	43	30	15	41
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
English Learners															
School	15	29	*	*	27	*	17	8	*	*	*	*	17	15	*
District	10	24	14	6	24	6	11	4	8	11	21	23	17	13	9
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

School Facilities

California High School opened in 1973, and is included in the district maintenance schedule for major repairs such as carpeting, roofing, lighting, etc. The district's maintenance crew works closely with the school administration to ensure that emergency repairs as well as routine repairs are done in a timely fashion.

The San Ramon Valley Unified School District continues to share a financial partnership with the City of San Ramon. California High School has benefited from this partnership through the enhancement of the following facilities:

- All-weather track
- Expansion of the Aquatics Center
- Stadium restrooms
- 6 tennis courts

The San Ramon Valley Unified School District along with the Athletic Boosters has installed an all-weather turf field.

Measure D funding has also provided the following additional improvements:

- New 2-story, 10-classroom building
- Expanded telephone system
- Enhanced lighting
- New carpeting
- Expanded Public Address system
- New windows

Measure A, passed in 2004, PHASE I: provided a 3-story, 63-classroom building, and a new Library (completed); PHASE II: Career Technology building, Student Quad area, Fine & Applied Arts building, and new Counseling Office to be completed in 2008; PHASE III: Career Center, renovation of the Gymnasium, and Theater, and a new auxiliary Gymnasium to be completed in 2010.

School Facility Conditions				
Date of Last Inspection: 06/23/2008				
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			



Deferred Maintenance

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, the SRVUSD governing board approved \$208,437 in deferred maintenance projects for this school, which included parking lot repairs, asphalt repair in the quad, HVAC and electrical work in Building T, and upgrade of locks. In addition, 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.

Safe School Plan

California High School has long established procedures that help assure a safe and orderly campus for students. The campus is closed to freshmen, sophomore and junior students. Visitors to the campus are required to check in at the office. A nurse is on duty one day a week. The school safety plan is updated annually. Emergency drills in conjunction with the San Ramon Police Department and the San Ramon Valley Fire Protection District are done annually. A School Resource Officer is on staff and works full time at California High. We have one campus supervisor and 1.5 campus monitors. A student support counselor also contributes to school safety. "Rachel's Challenge" has been implemented to promote a caring environment.

Date of Last Review/Update: April 2006

Date Last Reviewed with Staff: April 2006

Career Technical Education (CTE) Programs

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards.

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 three comprehensive high schools.

These ROP classes are:

Sports Medicine, Careers with Children, Advanced Photography, Architectural Design, Robotics, Restaurant/Catering, Automotive Technology, Introduction to Business, Exploratory Art & Design, Journalism, Art of Video Production, AP Environmental Science, Introduction to Law, AP Environmental Engineering, Photography, Computer Applications, Web Design, Careers in Teaching, Newspaper/Journalism, Digital Arts & Design for Web, TV Video Production, Fashion Design, Robotics Engineering Technology, Biological Laboratory Research, Marketing, Analytical Forensic Science, and Fire Science.

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?	1,049
What percent of the school's pupils complete a CTE program and earn a high school diploma?	42.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, California High had 110 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	106	111	110	1270
Without Full Credentials	6	6	6	64
Working Outside Subject	1	1	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	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	1	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	96.9%	3.1%
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

California High School, under its Single Plan for Student Achievement, plans three days of professional development. Activities have been based on themes found in the school plan, written by staff, students, and parents, and adopted by the School Site Council as California High School's instructional improvements program. The goals of the school plan address increased proficiency for all students. During our adjusted schedule on Mondays, professional development takes place during Staff, Department, Focus Group, and Collaboration meetings.

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.

Counseling & Support Staff

It is the goal of California 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 1:354. The table lists the support service personnel available at California High.

	Number of Staff	Full Time Equivalent
Academic Counselor	9	6.6
Adaptive PE Specialist	1	.2
Assistant Principal	4	3
Athletic Director	1	.4
Band/Music Director	2	2
Campus Monitor	2	1.5
Campus Security Officers	1	1.0
Campus Supervisor	1	1
Career Specialist	1	1.0
Computer Instructional Aide	1	1
Counseling Technician	1	1
Counselor Intern	1	1.0
English as a Second Language (ESL) Teacher	1	.8
Librarian	1	1.0
Library Media Assistant	1	0.49
Nurse	1	0.2
Psychologist	1	1.6
Resource Specialist	1	6.6
Resource Specialist Assistant	1	4.0
Special Day Class (SDC) Teacher	3	3
Speech/Language/Hearing Specialist	1	1.0
Student Activities Director	1	.6

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	\$66,566
District	\$64,728
Percentage of Variation	2.83%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	2.39%



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 .

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.

[^] NEA

* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,388
From Restricted Sources	\$769
From Unrestricted Sources	\$4,619
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	5.54%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	12.85%

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

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 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.

Parent Involvement

California High greatly benefits from its supportive parents who provide their time, talent and financial support. The school has a strong base of parent volunteers who provide support before, during and after-school. Parents are also welcome to join the following Booster Organizations: Academic, Athletic, Choral Music, Drama, Instrumental Music and PTSA. Due to state and district budget cutbacks, the parents and community financially augment the school budget. The school also benefits from several community partnerships, including local Rotary organizations, businesses, and the Contra Costa Regional Occupation Program.

Contact Information

Parents or community members who wish to participate on leadership teams, school committees, school activities, or become a volunteer may contact California High School by phone at (925)803-3200 and on our Website www.calhigh.net.

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