

San Ramon Valley Unified School District



California High School



2008-2009 School Accountability Report Card

**Mark Corti,
Principal**

**School Address:
9870 Broadmoor
Dr.
San Ramon, CA
94583-2942**

(925) 803-3200

**Steven Enoch,
Superintendent**

**District Address:
699 Old Orchard
Dr.
Danville, CA
94526-4331**

(925) 552-5500



**www.srvusd.k12.
ca.us**

Principal's Message

Welcome to California High School, a 2005 and 2009 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@calhigh.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 has recently received it's third California Distinguished School Award and was named a National Blue Ribbon School by the U.S. Department of Education in 2006.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	3.0%
American Indian	0.6%
Asian	18.7%
Caucasian	62.0%
Filipino	3.0%
Hispanic or Latino	7.1%
Pacific Islander	0.4%
Multiple or No Response	5.3%

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. 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	179	195	211	968	1141	966
Suspension Rate	6.9%	8.0%	8.6%	3.9%	4.4%	3.6%
Expulsions	2	2	3	10	26	17
Expulsion Rate	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%

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 2009/2010 enrollment at California High School was 2431.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
9th	690	578	646
10th	608	628	585
11th	653	608	619
12th	647	621	600

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		
07	08	09	07	08	09	07	08	09	07	08	09	
English	26	26	26	37	38	38	40	26	37	24	30	19
Mathematics	27	26	26	35	36	37	22	24	18	25	23	25
Science	32	31	31	1	3	5	36	30	18	26	30	38
Social Science	31	32	33	3	5	-	42	27	26	33	41	48

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.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-9 school year, California High had 107 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	111	110	107	1327
Without Full Credentials	6	6	7	60
Working Outside Subject	1	3	3	28

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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	1	1	1

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 1:488. The table lists the support service personnel available at California High.

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	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

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, San Ramon Valley Education Foundation, 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.

Curriculum Development

Cal High uses 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.



Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	6	4.8
Assistant Principal	3	3
Athletic Director	1	.4
Attendance Specialist	3	3
Band/Music Director	2	2
Campus Monitor	1	1
Campus Security Officers	1	1.0
Campus Supervisor	1	1
Career Specialist	1	1.0
Case Manager	9	9
Computer Instructional Aide	1	1
Counseling Technician	1	1
Counselor Intern	1	.2
Curriculum Support Teacher	8	8
English as a Second Language (ESL) Teacher	1	.8
IEP Coordinator	1	.5
Librarian	1	1.0
Library Media Assistant	1	0.49
Nurse	1	0.2
One-on-One Aides	5	5
Para Educator	7	7
PE Teacher	8	7.4
Psychologist	2	1.5
Reading Teacher	1	.4
Registrar	1	1
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
Technology Support Providers	2	.8

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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

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.

Bruce Chmielecki

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

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.) 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

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 and a secure campus drill (intruder) 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 campus monitor.

Date of Last Review/Update: October, 2009

Date Last Reviewed with Staff: October, 2009

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%
11th-12th	Mathematics	Bedford/St. Martin	2008	Yes	0.0%
10th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th-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%
12th	Science	Glencoe	2005	Yes	0.0%
11th-12th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2007	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%
9th-10th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040730051Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618040730051Textbooks_1.pdf

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: Renovation and expansion of the Theater, construction of a new Event Center, and renovation of the old Gymnasium to be completed in 2010.

School Facility Conditions				
Date of Last Inspection: 07/08/2009				
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			

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget. For California High, the SRVUSD governing board approved work on the roof of the Commons, VCT flooring in the science building and replacement of the chiller in the administration building.

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 has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	9	9	
All Students				
Actual Growth	2	15	14	880
Asian				
Actual Growth	2	21	7	932
Hispanic or Latino				
Actual Growth	-7	12	-5	805
Caucasian				
Actual Growth	-1	15	15	876
Students with Disabilities				
Actual Growth	13	35	19	666

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	73	76	78	79	81	83	43	46	50
Mathematics	51	54	58	71	73	76	40	43	46
Science	77	79	82	79	83	85	38	46	50
History/Social Science	62	72	77	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	57	42	53	59
American Indian	*	*	*	*
Asian	86	73	91	83
Filipino	81	56	85	69
Hispanic or Latino	61	37	61	65
Pacific Islander	100	73	*	*
Caucasian	79	56	83	77
Males	75	59	80	80
Females	82	56	84	73
Socioeconomically Disadvantaged	56	41	*	59
English Learners	25	57	*	21
Students with Disabilities	36	33	46	44
Migrant Education	*	*	*	*

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

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	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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 2008-09 school year, 77% of 5th graders, 78% 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 and data tables to the right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.2%	31.6%	49.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	80.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	57.7%

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

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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	85.0	85.9	48.6	89.3	89.1	52.9	88.3	89.4	52.0
Mathematics	85.3	85.2	49.9	83.8	84.7	51.3	89.9	89.9	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	11.7	34.3	54.0	10.1	37.0	52.9
Males	16.9	36.5	46.6	6.8	40.4	52.8
Females	6.4	32.2	61.4	13.4	33.6	53.0
African American	31.2	31.2	37.5	38.9	44.4	16.7
Asian	5.8	27.2	67.0	1.0	18.4	80.6
Filipino	8.7	43.5	47.8	8.7	47.8	43.5
Hispanic or Latino	24.5	38.8	36.7	20.0	38.0	42.0
Caucasian	11.2	35.8	53.0	10.0	41.5	48.5
Socioeconomically Disadvantaged	-	-	-	36.4	27.3	36.4
Students with Disabilities	51.4	27.0	21.6	50.0	42.5	7.5

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 2008-09 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	1.2%	2.3%	*
American Indian	0.0%	0.5%	*
Asian	7.0%	14.2%	*
Filipino	0.4%	2.1%	*
Hispanic or Latino	5.7%	5.8%	*
Pacific Islander	0.0%	0.3%	*
Caucasian	79.0%	70.0%	*
Multiple or No Response	6.3%	4.7%	*

* Data was not available at the time of publication.

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 2008-09, 405 students took 685 exams. 81% of the students scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	3	174
Social Science	5	407
English	1	65
Fine and Performing Arts	1	22
Foreign Language	2	41
Mathematics	2	179
Totals	14	888
Percent of Students in AP Courses		6.4%

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 4 day per week tutorial program (30 minutes).

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.40%	0.20%	0.30%
Graduation Rate	99.40%	99.50%	99.20%

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.

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?	1,681
What percent of the school's pupils complete a CTE program and earn a high school diploma?	25.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	70.0

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>.

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$69,110
District	\$64,878
Percentage of Variation	6.52%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	3.07%

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		
2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969* 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

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,735
From Restricted Sources	\$853
From Unrestricted Sources	\$4,882
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	355.41%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	11.43%

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 2008-09:

Economic Impact Aid/English Learner Program
Pupil Retention Block Grant (frozen mid-year)
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
Community Based English Tutor, RS 6285
Career Technical Education, RS 6377
Art, Music & PE, RS 6761 (frozen mid-year)
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 2008-09 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.



Board of Education

Contact Information:

Rachel Hurd, Board President

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmsurd@sbcglobal.net
Term expires in 2010

Paul Gardner, Board Vice President

P.O. Box 837
Diablo, CA 94528
925-820-5279
PaulWGardner@sbcglobal.net
Term expires in 2012

Greg Marvel, Board Clerk

125 Clover Hill Ct.
Danville, CA 94526
925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Bill Clarkson, Board Member

2966 Ascot Drive
San Ramon, CA 94583
925-829-5554
bill@billclarkson.com
Term expires in 2010

Ken Mintz, Board Member

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2010
(Office term until 12/10)

Superintendent: Steven Enoch

(925) 552-2933
senoch@srvusd.net