

San Ramon High School

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Joseph Ianora, Principal



School Accountability Report Card

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Principal's Message

Welcome to the Home of the Wolves, San Ramon Valley High School (SRVHS). SRVHS serves students grades nine through twelve. Our school has a long standing tradition of excellence in education. SRVHS had its beginning in 1910. The present site was purchased in 1917 and it served as the only secondary school in the district until 1965.

San Ramon Valley High School has a strong college preparatory program that includes many honors and A.P. courses. Ninety-six percent of our students advance to post-secondary education. As a comprehensive high school, SRVHS offers courses in art, business, choral and instrumental music, drama, technology, and physical education. Students also have the opportunity to take accelerated classes at the University of California, Berkeley, Diablo Valley College, and Cal State East Bay. We suggest that our students explore these areas as well as courses offered by the Regional Occupation Program.

We encourage all students to become involved in the many co-curricular activities available, such as the boys' and girls' athletic programs, academic competitions, a variety of student clubs, many different visual arts programs, and student government.

The staff at San Ramon Valley High School is made up of excellent teachers, counselors, administrators, and support personnel who are dedicated to helping our students develop and achieve their goals.

Our high school is focused on student learning and is striving to become a professional learning community. We are currently answering four basic questions:

- What do we want our student to know and/or do?
- How do we know they have learned it/can demonstrate it?
- What do we do if they cannot?
- What do we do for those who can?

To find the answers to those questions, we have implemented the following steps:

Step One: We have established departmental and course level teams who are collaborating on what we want students to know and do. These teams are talking about and sharing ideas about curriculum and the pacing of that curriculum.

Step Two: Departments and course level teams have been asked to create formative assessments, to analyze the data generated by these assessments, and to make the necessary instructional adjustments to ensure student learning.

Step Three: Providing systematic intervention for those students who are not learning. Over the next year, we will be conducting departmental and school-wide brainstorming sessions as to which intervention strategies will work best at San Ramon Valley High School.

Sincerely,
Joseph A. Ianora, Principal

Mission Statement

The mission of San Ramon Valley High School is to create a community that prepares each of our students to live productive and fulfilling lives in the global and technological world of the 21st century. To that end, we are committed to foster the intellectual, physical and social development of each student; to teach all students how to learn so that intellectual growth may continue throughout life; to model tolerance and respect for self and others in order to promote team work and community effort in our multi-cultural society; and to help students link learning to personal visions and goals for self and for society so that they may help to shape the world in which they will live.

We prepare our students to be successful, whether they are entering the work force directly after graduation or continuing on to institutions of higher learning. Over 98% of our students continue their formal education at two and four-year colleges. Based on data for the class of 2006, 71% of graduates enrolled at a four-year college, and 27% of the students enrolled in a two-year college. The remaining students enlisted in the military or joined the work force.

During the Fall Semester of the 2005-06 school year, the staff, parents, and students revisited the school's expected schoolwide learning results to see if they still reflected the school community's values and beliefs about education. A series of meetings were held to try to come to an agreement on what San Ramon Valley High School students should know and be able to do by the time they graduate. After a semester of analysis and debate, the San Ramon Valley High School community approved a revised set of four ESLRs:

1. San Ramon Valley High School students will demonstrate curricular knowledge and skills.
2. San Ramon Valley High School students will demonstrate creative and complex thinking.
3. San Ramon Valley High School students will demonstrate effective communication.
4. San Ramon Valley High School students will demonstrate integrity and responsibility.

School Profile

San Ramon Valley High School, established in 1910, is a National Blue Ribbon school, a three-time State Distinguished school, and a fully WASC-accredited public high school. The school is located in downtown Danville, a Contra Costa County community approximately 35 miles east of San Francisco.

The community is made up primarily of professional and upper management residents. The student enrollment of 2157 includes: 84% Caucasian, 8% Asian, and 4% Hispanic, and less than 1% Afro-American, Native American, Filipino, and Pacific Islander.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	0.7%
American Indian	0.2%
Asian	6.8%
Caucasian	80.3%
Filipino	0.9%
Hispanic	4.5%
Pacific Islander	0.2%
Multiple or No Response	6.3%

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 2005/2006 enrollment at San Ramon Valley High School was 2138. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	565	538	544
10th	540	560	544
11th	538	521	546
12th	440	519	504

Dropout & Graduation Rates

San Ramon 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: Referrals to Del Amigo and Venture, 1802 Counseling, and tutoring services.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.05%	0.10%	0.33%
Graduation Rate	99.80%	99.30%	99.00%

Discipline & Climate for Learning

San Ramon Valley High School provides many events and activities that foster a positive learning environment and enthusiastic school culture. Notable among the many activities at SRVHS, serving a diverse student body, are the following:

- An Extensive Athletic Program
- A Broad Range of Service Clubs
- National Honor Society
- California Scholarship Foundation
- Safe School Ambassadors
- Active Speech & Debate
- Two Leadership Classes
- Renaissance Student Recognition Program
- Senior Experience Program
- Environmental & Engineering Academy
- School Newspaper and Yearbook
- An Active and Involved Student Council
- An Outstanding Performing Arts Program
- Model U.N.
- Good Will Hunters
- Youth & Government
- Every 15 Minutes
- Over 30 Clubs
- Academic Letters
- Academic Decathlon

SRVHS follows a progressive discipline plan. Students receive consequences based on their actions, beginning with a warning, and moving to suspension or expulsion if the action warrants based on ED Code. The safety of the school is our number one priority, with our discipline guidelines established to create a safe, caring campus mindful of the needs of our students.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	90	86	88	1085	943	968
Suspension Rate	4.32%	4.02%	4.12%	15.87%	13.11%	13.14%
Expulsions	1	0	1	10	5	10
Expulsion Rate	0.05%	0.00%	0.05%	0.15%	0.07%	0.14%

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:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	26	26	27	31	28	31	47	49	19	8	5	29
Mathematics	26	26	26	28	29	31	30	29	18	14	16	24
Science	30	31	32	5	2	3	33	35	20	18	21	34
Social Science	31	33	33	5	2	2	31	15	23	27	46	43

Curriculum Development

Leadership and decision making is a shared process at San Ramon Valley High School. Our present shared decision-making model revolves around two district group processes. Curriculum Leaders meet on a weekly basis with the school administrative team. Each department meets on a monthly basis to discuss schoolwide and departmental issues. Information, suggestions, and proposals are exchanged between department representatives, classified employees, parents, counselors, administrators, and students. Once proposals have gone through the steering committee and department channels, it is the goal of the staff to make policy decisions in the whole-staff meeting by consensus.

In addition, the School Site Council functions as a group of teachers, parents, classified employees and students to oversee the School Improvement Program (SIP).

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 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks

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

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?uREC_ID=42495&type=d&termREC_ID=&id=6&n=8384091.

Additional Internet Access/Public Libraries

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



Science Lab Equipment

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

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

San Ramon Valley High encourages students to continue their education past high school. San Ramon Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Sophomores, 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 school year, 809 students took AP exams. Of these, 691 scored a "3" or better (66%).

Advanced Placement Classes

	# of Courses	Enrollment
Computer Science	1	16
English	2	96
Fine and Performing Arts	1	51
Foreign Language	2	58
Mathematics	2	140
Science	3	177
Social Science	5	271
Totals	16	809

Percent of Students in AP Courses 37.8%

UC/CSU Course Completion

Students at San Ramon 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

% of Student Enrollment in Courses Required for UC/CSU Admission *	% of Graduates Who Completed All Courses Required for UC/CSU Admission
78.5%	65.8%

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

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, the 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements

	School	District	State
African American	1.0%	4.0%	*
American Indian	0.0%	1.0%	*
Asian	7.0%	11.0%	*
Filipino	1.0%	2.0%	*
Hispanic	5.0%	7.0%	*
Pacific Islander	0.0%	0.0%	*
Caucasian	81.0%	70.0%	*

* Statewide data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The San Ramon Valley High School Exit Exam 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.

CAHSEE By Subject

	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	87.4	83.6	49.0	86.9	84.0	51.1	85.3	85.9	48.6
Mathematics	80.4	77.5	45.2	81.8	78.9	46.8	85.4	85.2	49.9

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.

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

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	8	8	
All Students				
Actual Growth	9	10	-5	855
Asian				
Actual Growth	-2	21	-16	901
Caucasian				
Actual Growth	13	10	-6	854
Students with Disabilities				
Actual Growth	-	0	10	661

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	14.7	28.8	56.5	14.6	39.1	46.4
Males	19.0	31.9	49.0	11.5	37.5	51.0
Females	10.3	25.7	64.0	17.6	40.6	41.8
Asian	16.7	16.7	66.7	5.6	41.7	52.8
Filipino	21.4	28.6	50.0	28.6	35.7	35.7
Hispanic	22.2	29.6	48.1	26.9	38.5	34.6
Caucasian	13.3	29.5	57.2	13.7	38.9	47.4
Students with Disabilities	72.7	22.7	4.5	67.4	27.9	4.7

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.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science								
	9			10			10			11					
	05	06	07	05	06	07	05	06	07	05	06	07			
All Students															
School	80	81	81	75	76	72	73	74	71	74	74	66	69	69	64
District	77	82	82	70	72	75	68	68	65	63	65	65	67	65	59
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	78	77	79	71	74	68	67	67	67	75	81	74	71	71	67
District	74	79	79	66	68	70	63	64	61	66	72	71	67	67	63
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	82	86	85	79	77	77	78	80	74	72	67	59	68	68	62
District	79	85	86	76	74	78	73	73	69	61	59	59	66	63	56
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	55	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	42	12	59	29	43	42	26	26	34	14	55	50	31	37	44
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
Asian															
School	86	82	90	82	91	81	85	85	84	81	88	81	73	77	86
District	87	89	90	84	80	85	80	79	74	79	79	72	80	78	74
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Filipino															
School	*	64	*	*	*	64	*	*	*	*	*	50	*	*	*
District	74	78	78	68	63	65	76	61	64	53	63	54	70	60	48
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
Hispanic															
School	70	63	86	67	82	63	57	71	59	59	67	54	62	68	48
District	57	70	69	58	60	62	49	55	43	43	51	51	54	53	38
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	81	83	80	75	74	73	72	73	70	73	72	67	69	68	63
District	77	83	82	70	71	74	67	69	66	63	64	66	66	65	60
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	33	24	36	19	23	18	6	15	29	37	47	33	14	37	30
District	24	25	34	15	14	20	13	15	15	23	25	28	24	29	18
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9

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

Federal Intervention Programs

Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# 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, high schools in our district are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone

2006-07 Test Results	
9th Grade	
School	
School Overall	56.4%
School (Boys)	49.5%
School (Girls)	64.7%
District	
District Overall	52.1%
District (Boys)	45.1%
District (Girls)	59.8%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

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, 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, 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?	662
What percent of the school's pupils complete a CTE program and earn a high school diploma?	31.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Counseling & Support Staff

It is the goal of San Ramon 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 1:427.** The table lists some of the support service personnel available at San Ramon Valley High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	6	5.05
Campus Security Officers	1	1.0
Career Specialist	2	1.2
Librarian	1	1.0
Library Media Assistant	1	.49
Nurse	1	0.2
Psychologist	2	1.4
Resource Specialist	5	5.0
Resource Specialist Assistant	4	3.75
School Resource Officer	1	1.0
Speech/Language/Hearing Specialist	1	1.0

School Facilities

San Ramon Valley High School serves not only the San Ramon Valley High School community, but also the greater public of the San Ramon Valley through the many community activities staged at the school. The facility is maintained through the diligent efforts of the site custodial crew and district maintenance staff as well as an outside landscape corporation. The students leadership group formed "Captain Planet" a campus clean up program. The school community, through the Leadership class, Booster groups, and service groups, has also contributed to the care of the facility. A new 400 seat Performing Arts Theater was completed in 2002-03. Phase 1 construction which includes a new library/media center, cafeteria/commons was completed at the end of 2006. Phase 2 which includes a 2 story classroom building and a new small gym was started in the summer of 06 and will be completed for use in fall 08.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board did approve deferred maintenance projects for the school, which included HVAC replacement (\$10,557), electrical upgrades (\$62,350), carpet (\$3,520), wall repair (\$8,639) and telephone upgrade (\$53,372).

School Facility Conditions				
Date of Last Inspection: July, 2007				
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			

Safe School Plan

San Ramon Valley High School has long-established procedures that help assure a safe and orderly campus for students. During lunch juniors and seniors are allowed to leave campus; freshmen and sophomores must remain on the supervised campus. Visitors must check in at the office. A nurse is on duty one day per week. A recent survey indicates over 95% of our students, parents, and staff feels this is a safe environment. SRVHS is designated as a community shelter in case of a general emergency, and appropriate procedures and equipment are in place. The school safety plan is updated annually. A School Resource Office is a member of our staff. We also have two full time campus supervisors.

- Date of Last Review/Update: September 2006
- Date Last Reviewed with Staff: September 2006

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, San Ramon Valley High had 89 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	90	90	89	1214
Without Full Credentials	5	6	8	46
Working Outside Subject	0	0	0	5

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	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	6	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	6	0	0
Vacant Teacher Positions	0	0	2

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	88.50%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Staff Development

Staff development is funded by the School Improvement Program. Release days for whole-staff professional training are made possible in SRVUSD through the School-Based Coordination Act. We have a total of three staff development days this year. An adjusted Tuesday morning schedule provides additional time for staff development to occur.

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.

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 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,826
District	\$58,670
Percentage of Variation	0.26%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	2.01%

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		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

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/State Compensatory Education
- 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 II, Part D: Enhancing Education Through Technology
- 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
- Selected grants from the San Ramon Valley Education Foundation

