



Del Amigo Continuation High School

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School Accountability Report Card

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Principal's Message

Del Amigo High School received Model Continuation High School recognition from the California Department of Education in March 2006 for the period of March 2006-February 2011. This award is based on a distinguished record of achievement and confirmation that all quality indicators for continuation high school mandated by the State are in place. The program at Del Amigo opened in September 1969, with an initial enrollment of nineteen students. It has grown to accommodate a maximum of 130 students in a facility completed in 1990. In an environment that is small, structured, and supportive, students who are having difficulty progressing academically in the traditional high schools have an opportunity for academic success at Del Amigo.

Students are given every opportunity to grow both academically and personally. Support is offered by all school staff, including counselors who assist students on their path to graduation. Goals are established for each student that lead either to the completion of a diploma program at Del Amigo with 210 credits, a return to the student's "home" school, a transition to an adult program, or GED completion. Many Del Amigo graduates attend community college after graduation. Some opt for trade or vocational schools, while others seek full-time employment.

School Profile

The Del Amigo High School campus is located in a residential neighborhood at the north end of the San Ramon Valley High School football field in the town of Danville, California. It was established in 1969. The San Ramon Valley Unified School District serves the communities of Alamo, Danville, and San Ramon. The modern facility (built in 1989) has ten permanent classrooms, three portable classrooms, and an auto shop facility. As a Continuation High School, Del Amigo enrolls high school students who need support in order to get back on track toward graduation. In addition to the regular program, a Contra Costa County of Education class uses one classroom, and two classes are occupied by special education transition classes made up of 18-22 year-old special education students. The campus has a parking lot as well as an outdoor basketball court. Del Amigo students have access to the San Ramon Valley High School softball field located adjacent to the basketball court. Del Amigo High School is a well-maintained, clean, safe school environment.

Students should be between 16 and 18 years of age to qualify for entrance to Del Amigo. Recommendations for enrollment generally come from the counselors and/or administrators in the traditional high schools; however, parents/guardians of individual students may request admittance to the school. Most students apply to Del Amigo because of credit deficiencies or a desire to attend school in a smaller setting that may address individual student needs in smaller classrooms.

The school offers a variety of curricular programs and instructional strategies designed to meet student needs. In addition to the core academic classes, students at Del Amigo have access to an art class/woodshop, computers in every classroom, a weight training room, and the Cyber High curriculum. Students attend a five-period school day preceded by a daily Advisory Lifeskills Class, and they all have the option of a 6th period. In addition, students may obtain independent study contracts for additional credits earned outside the classroom, work experience, serving as a counselor at Camp Caritas, or in other community programs. Students may also enroll in an afternoon class at their home high school for subjects not offered at Del Amigo.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	11.7%
American Indian	4.9%
Asian	7.8%
Caucasian	55.3%
Filipino	1.9%
Hispanic or Latino	13.6%
Pacific Islander	0.0%
Multiple or No Response	4.9%

Discipline & Climate for Learning

Del Amigo is a small school with an average enrollment of 100 students. The school schedule includes a 20 minute daily advisory period where students are assigned to a teacher who works with them on emotional and social growth, academic skills, career goals, and personal progress toward graduation.

Students are known well by their teachers and all staff at Del Amigo due to the small size of the school and small class sizes. Students develop a relationship with the staff and other students at school which creates a very safe and nurturing environment.

Regular communication occurs between school and home regarding student progress on students' individual goals. The school has an established discipline policy. Students indicated on surveys that they feel safe at school and that the students at Del Amigo are friendly and accepting of one another.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	44	100	69	45	106	1141
Suspension Rate	51.8%	109.9%	81.2%	0.2%	0.4%	4.4%
Expulsions	0	0	2	0	968	26
Expulsion Rate	0.0%	0.0%	2.4%	0.0%	3.9%	0.1%

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											
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	14	14	11	4	11	8	1	-	-	-	-	-
Mathematics	14	18	13	2	2	3	-	1	-	-	-	-
Science	12	14	15	4	3	3	-	-	-	-	-	-
Social Science	17	16	16	6	8	5	1	-	2	-	-	-

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.

As is typical for Continuation High Schools, Del Amigo students have a high mobility rate due to group home, family, poverty, mental health, and juvenile justice problems as well as short stays for credit recovery/return to comprehensive high schools and/or graduation. During 2007-08, there were a total of 178 students enrolled at Del Amigo, with 71 enrolled for more than 90 consecutive days. In October 2008, two-thirds of our students were 12th graders (by tenure) and only one-tenth were tenth graders, with the remainder being in eleventh grade. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
10th	8	7	3
11th	34	40	27
12th	43	44	55

Curriculum Development

In addition to their regular classroom assignments, many teachers serve on both school site and district committees. Teachers participate as department chairpersons, special task force committee members, and presenters at workshops. Individual teachers are actively involved in the Reading and Writing Project, Technology Task Force and in BTSA (Beginning Teacher Support & Assessment) either as a support provider or a new teacher. As a whole, the staff is constantly looking for effective ways to present standards-based curriculum to students who have not been successful at the comprehensive high schools. This includes Cyber High, vocational arts, and project-based learning in science and other subjects.

Instructional Materials

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

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

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

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.

Dropout & Graduation Rates

Del Amigo High (Continuation) 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: attendance awards and incentives, individual learning plans for all students, end-of-session barbecues, field trips, monthly birthday celebrations, advisory classes to start each day, and an abundance of individual attention and counseling. The "Student Standouts" program recognizes students who exceed 90% attendance, a 3.0 GPA, and 12 credits during each grading period.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.81%	8.11%	4.50%
Graduation Rate	92.50%	90.20%	98.00%

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>.

UC/CSU Course Completion

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

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

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

Completion of High School Graduation Requirements

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	5.5%	2.0%	*
American Indian	10.5%	0.5%	*
Asian	12.0%	14.2%	*
Filipino	0.0%	2.1%	*
Hispanic or Latino	13.0%	5.8%	*
Pacific Islander	0.0%	0.3%	*
Caucasian	54.0%	70.0%	*
Multiple or No Response	5.0%	5.0%	*

* Data was not available at the time of publication.

Counseling & Support Staff

It is the goal of Del Amigo High (Continuation) 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, substance abuse issues, or handling peer pressure. The enrollment fluctuates over the school year, but the counselor to pupil ratio is approximately 1:80. The table lists the support service personnel available at Del Amigo High (Continuation). In addition, students receive counseling and support services from two outside agencies contracted by the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.2
Attendance Clerk	1	.125
Campus Monitor	1	.750
Library Media Aide	1	.25
Nurse	1	As Needed
Resource Specialist	1	1.0
Resource Specialist Assistant	2	.750
School Psychologist	1	.2
Speech/Language/Hearing Specialist	1	0.2

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)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																		
School	0	0	19	12	0	14	10	0	4	12	0	16	4	3				
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	*		15	15	*	13	10	0	5	15	*	17	3	4				
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			*	*	*	15	12	0	*	*	*	15	6	0				
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			
Caucasian																		
School	*		18	9	*	18	17	0	6	8	*	22	4	5				
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			

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	168	-111	-44	483

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	No		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
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Career Technical Education (CTE) Programs

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.

Career Technical Education Participation

Del Amigo's students can take advantage of Multimedia production course, a culinary arts class taught by a restaurant/catering professional, and a growing woodworking program run by the Art teacher. We encourage our students to participate in work experience, entrepreneurial camp opportunities, and on-campus presentations geared toward various careers and trades. Development of a job shadowing program is in the works with two local Rotary clubs who provide "Career Conversation" speakers for our student body.

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?	54
What percent of the school's pupils complete a CTE program and earn a high school diploma?	64.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

School Facilities

The Del Amigo staff and its students are very proud of their \$1.7 million facility built in 1990. It replaced the original facility built in 1968. Ten classrooms plus an auto shop make Del Amigo one of the best-housed continuation schools in the area. It features seven classrooms, a library, a weight room, an art/woodshop room, an auto shop (currently being converted to other CareerTech programs), administrative offices, and a conference room. Custodial cleaning is provided after school hours daily. The interior courtyard of Del Amigo is beautifully landscaped and maintained by the District. A beautification project in conjunction with the district and local Rotary clubs is in progress to improve the appearance of the buildings and grounds, particularly in front of the campus.

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 \$70,605 in deferred maintenance projects for this school, which included interior painting, conference room carpeting and asphalt and concrete repairs. 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.

School Facility Conditions

Date of Last Inspection: 06/30/2008

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			

Safe School Plan

Del Amigo is a closed campus. Students are not allowed to leave the gated area during the school day. The boundaries of the campus include all areas inside the fence and the parking lot. Del Amigo has established emergency procedures for fire, natural disasters, and an intruder on campus. Counselors from the Discovery Center are on campus one day per week to assist the staff in being proactive with student safety issues. A Clinical Psychologist teams with our counselor to run an anger management program. We are supported in our work with students by the counsel and curriculum of a medical doctor who specializes in recovery. A nurse and a Danville police school resource officer have been assigned to Del Amigo on an on-call basis. The school safety plan is reviewed and updated annually.

Date of Last Review/Update: October 2006

Date Last Reviewed with Staff: October 2007

Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. Staff development activities are based on the school's needs. The Single Plan for Student Achievement identifies school-wide priorities for growth. Teachers are encouraged to attend professional workshops and mini-conferences based on their needs to coordinate with identified student needs. The whole staff meets for two hours weekly to discuss classroom and campus concerns: staff development topics often arise from these meetings, enabling teachers to more effectively address the real needs of our students. In-depth training and planning take place on an additional three full days dedicated to staff development.

Del Amigo has participated in a two-year partnership with consultants from the U.C. Berkeley Social Science Project who have provided ongoing staff development to Del Amigo teachers. The purpose of the staff development is to provide teachers with additional instructional strategies to address students' academic literacy needs. Currently, the staff is working with Dr. Alex Stalcup of the New Leaf Treatment Center to better understand the neurological and genetic links between classroom boredom, ADD/HD and substance abuse so that we can more effectively address these challenges which hinder the progress of a number of our students.

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.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Del Amigo High (Continuation) had 8 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	9	9	8	1270
Without Full Credentials	0	0	1	64
Working Outside Subject	0	0	1	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	0	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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	\$78,297
District	\$64,728
Percentage of Variation	20.96%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	20.44%

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 Revenue Sources

In addition to general state funding, Del Amigo High (Continuation) may receive state and federal funding for the same categorical funds and other support programs as the SRVUSD comprehensive high schools:

- 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

