

San Ramon Valley Unified School District

Del Amigo (Continuation) High School

2008-2009 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. Our site goals encompass three phases: changing negative attitudes toward school that have built up over previous years; presenting students with the high expectations and support needed to address social, emotional, and academic barriers to current success; and assisting students to prepare and plan for the next step in their lives after graduation.

Students are given every opportunity to grow both academically and personally. Support is offered by all certificated and classified school staff, including counselor and advisory teachers who systematically 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. Students describe Del Amigo as a family, many parents thank us for "giving them back their son or daughter," and alumni have returned to thank the school for healing them and giving them hope. Our aim is that every student's life will be better for the fact that they attended Del Amigo.

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 (completed in 1990) has ten permanent classrooms, three portable classrooms, and an auto shop building. As a Continuation High School, Del Amigo enrolls high school students who are at least 16 years of age and 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. Students in these classrooms participate in many of the extracurricular programs with continuation high school 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 district's four comprehensive high schools and Venture independent study; 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. Approximately 25% of the student body bring IEPs from their former high schools. Upon entry, students and guardians identify an enrollment goal -- graduation from Del Amigo, credit recovery and graduation from their high school of origin, or study for the CHSPE or GED exams.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	11.4%
American Indian	1.3%
Asian	5.1%
Caucasian	53.2%
Filipino	3.8%
Hispanic or Latino	19.0%
Pacific Islander	1.3%
Multiple or No Response	5.1%

As students make progress at Del Amigo, plans are often altered in consultation with teachers and the counselor; for example, some students opt for accelerated progress toward early graduation and entry into full-time college attendance or employment.

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, including work experience, serving as a counselor at Camp Caritas, or working in other community programs. In addition, students may enroll in an afternoon class at their home high school for subjects not offered at Del Amigo. Like other district high school students, they may concurrently enroll in community college classes, typically DVC or Las Positas.

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 during which students meet with their assigned 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. The office manager, counselor, and principal work closely with community agencies who are involved with many of our students, including the foster and juvenile probation systems.

Regular communication occurs between school and home regarding student progress on students' individual goals. The school has an established discipline policy which aims to modify conduct rather than simply punish. Consequences for inappropriate behavior are regarded by students to be fair, consistent, and congruent with the infraction(s). 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	100	69	51	106	1141	966
Suspension Rate	109.9%	81.2%	87.9%	0.4%	4.4%	3.6%
Expulsions	0	2	0	968	26	17
Expulsion Rate	0.0%	2.4%	0.0%	3.9%	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.

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.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
10th	7	3	3
11th	40	27	16
12th	44	55	39

During 2008-09, there were a total of 155 students enrolled at Del Amigo, with 49 enrolled for more than 90 consecutive days. In October 2009, 29% of the students were eleventh graders, and the remainder were twelfth graders (by tenure). During the spring semester, tenth graders typically comprise approximately 15% of the students body.

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	14	11	9	11	8	8	-	-	-	-	-	-
Mathematics	18	13	9	2	3	4	1	-	-	-	-	-
Science	14	15	10	3	3	3	-	-	-	-	-	-
Social Science	16	16	13	8	5	5	-	2	-	-	-	-

Counseling & Support Staff

As a continuation high school, it is the goal of Del Amigo 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 1:90. The table lists the support service personnel available at Del Amigo High School. In addition, students receive counseling and support services through the school-based interns working through the Discovery Counseling Center.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.0
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

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 up to 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. In 2008-09 the staff worked 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. Current emphases in staff development center on "21st Century" learning, more effective use of technology in the classroom, incorporating the concepts of developmental assets and "sparks" into our program, and partnerships with teaching counterparts at San Ramon Valley High School, our "next door neighbor."

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Del Amigo High (Continuation) had 11 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	9	8	11	1327
Without Full Credentials	0	1	0	60
Working Outside Subject	0	1	0	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	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	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Parent Involvement

Parents and Guardians are welcome as:

- Classroom Guest Speakers
- Classroom volunteers
- Field Trip chaperones
- Site Council Representatives
- WASC committee parent representatives
- Assistants in preparing the Friday Morning Breakfast or end-of-session "feasts"
- Mentors for post-high school transition to school and/or work
- Career Conversation program presenters
- Providers of "Student Standout" awards

For additional information about these and any other opportunities for parent involvement at Del Amigo High School, please contact Lucy Daggett at 925-855-2600.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Del Amigo High School (925-855-2600) and ask for the Principal (Lucy Daggett), Counselor (Mark Kauzer) or Office Manager (Cammie Cloudsley). Further information may be found on the school website at www.dahs.srvusd.k12.ca.us/.

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) as a support provider. 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. At the end of each six-week Grading Session, student achievement and progress is evaluated to determine appropriate class placement for the subsequent grading period. English and Math classes are offered at different degrees of challenge. In addition to the standard curriculum offerings, students may take classes in Cyber High, woodshop and culinary arts, multi-disciplinary projects for science and other subjects, Speech and Debate, Expository Writing, woodshop, and English integrated with Health or Psychology. All of these classes have been developed during the past two years by Del Amigo teachers, who are always on the lookout for creative ways to engage and challenge their students.

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.

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

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040736819Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618040736819Textbooks_1.pdf

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

Computer Resources

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

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.

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, the former auto shop (now being converted to other programs), administrative offices, and a conference room. Custodial cleaning is provided after school hours daily. The interior courtyard of Del Amigo is maintained by the District: the Danville Rotary Club is currently re-landscaping the courtyard with new plants and walkways. The club is also sponsoring the addition of raised planter boxes and a large, professionally designed mural along the front driveway. A grounds beautification project in conjunction with the district and the Danville-Sycamore Valley Rotary Club was completed in Spring 2009 to greatly improve the "face" of the campus along Del Amigo Road.

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. The SRVUSD governing board approved telephone upgrades at Del Amigo this year.

School Facility Conditions				
Date of Last Inspection: 07/16/2009				
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			

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. Annual training is provided for all staff members in these procedures. 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 offer anger management education. 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 was completely updated and approved by the School Site Council in February of 2009, and will be updated on an annual basis in January of each subsequent year.

Date of Last Review/Update: February 2009

Date Last Reviewed with Staff: December 2009

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	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	-111	-44	79	562

B - This is 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.

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%

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	11	*	7	79	81	83	43	46	50
Mathematics	10	5	8	71	73	76	40	43	46
Science	6	*	13	79	83	85	38	46	50
History/Social Science	6	7	10	66	71	78	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	5	11	*	11
Males	7	7	17	13
Females	7	9	*	*
Socioeconomically Disadvantaged	*	*	*	8
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
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	
	Yes		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	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 below.

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

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	15.8%
% 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	6.8%	2.3%	*
American Indian	9.0%	0.5%	*
Asian	11.3%	14.2%	*
Filipino	0.0%	2.1%	*
Hispanic or Latino	13.6%	5.8%	*
Pacific Islander	0.0%	0.3%	*
Caucasian	54.5%	70.0%	*
Multiple or No Response	4.7%	4.7%	*

** Data was not available at the time of publication.*

Dropout & Graduation Rates

Del Amigo High School believes that effective instruction consists of the continuous building of new concepts upon existing. Progress 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 "feasts," field trips, student 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. The school strives to improve the life and future prospects of every single student enrolled, including and beyond the earning of a high school diploma.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	8.10%	4.50%	7.80%
Graduation Rate	92.50%	90.20%	89.80%

Career Technical Education Participation

Del Amigo's students can take advantage of 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.



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.

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>.

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%

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	\$74,859
District	\$64,878
Percentage of Variation	15.38%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	11.64%

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	\$13,293
From Restricted Sources	\$12,308
From Unrestricted Sources	\$984
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	8.21%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	82.15%

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.



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