



**San Ramon Valley**  
UNIFIED SCHOOL DISTRICT

# Dougherty Valley High School

## 2010-2011 School Accountability Report Card

**Jason Reimann,**  
Principal

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**Steve Enoch,**  
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### Principal's Message

Dear Visitors,

Welcome to the Dougherty Valley High School (DVHS) Accountability Report Card (SARC). DVHS is a learning community that is committed to collaborating with parents, students, teachers and the community. The traditions in excellence that we celebrate result from these partnerships. We view our school as a place in which the community, our families and staff meet to focus our collective energy on nurturing the minds of our students.

We prioritize growth and learning above all else. To this end we offer a curriculum that is standards-based, yet engaging, rigorous and relevant. Our teachers utilize instructional strategies that address the individual needs of students and challenge them to think deeply. Overall, our program encourages academic performance, personal growth and a passion for learning. The pride, perseverance and purpose with which our students approach academic and extra-curricular challenges, we believe, will make them into well-rounded successful adults.

We are happy that you have taken the time to review our SARC and hope that you have learned about our school. We look forward to continuing to provide excellent education to all of our students and continued success through following the Wildcat traditions in excellence. Go Wildcats!

Sincerely,  
Jason Reimann  
Principal

### Mission Statement

**Mission:**

Dougherty Valley High School provides quality learning opportunities to meet the diverse needs of its students, staff and community.

**Vision:**

Dougherty Valley High School is a learning community that offers students rigorous curriculum through collaborative teaching. Students are encouraged to challenge themselves in their academics and in extra-curricular activities. Our school community is actively involved and supportive of our students' social and cultural growth as life-long learners.

Principal: Jason Reimann  
(jreimann@dvhigh.net)

### School Profile

Dougherty Valley High School, established in 2007, is located in the Dougherty Valley in San Ramon, approximately 40 miles east of San Francisco. Dougherty Valley High School has a total school population of approximately 2070 students in 2011. Dougherty Valley High School offers students a challenging rigorous standards based curriculum, and high expectations. Students and parents are encouraged to participate in the excellent program opportunities available.

#### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	6.1%
American Indian	0.1%
Asian	50.2%
Filipino	6.0%
Hispanic or Latino	6.0%
Pacific Islander	0.3%
White	26.3%
Two or More	5.0%
None Reported	-

## Discipline & Climate for Learning

Students at Dougherty Valley High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Dougherty Valley High School discipline program is to provide a safe environment that fosters student learning. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook. The administrative staff highlights important discipline and procedural information in advisory classrooms at the beginning of the year. The Suspensions and Expulsions table illustrated will incorporate suspensions in terms of total infractions when the data is available. Expulsions occur only when required by law or when all other alternatives to correct the behavior are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs such as: Speech & Debate, Mock Trial, Leadership, Orchestra, CSF, Interact, National Honor Society, and Robotics. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Cross Country, Football, Tennis, Volleyball, Water Polo, Golf, Cheerleading, Basketball, Soccer, Wrestling, Baseball, Softball, Swimming/Diving, Track, Badminton, and Lacrosse. The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during academic awards assemblies, at variety of community events, and by their classroom teachers.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	109	125	129	966	1086	940
Suspension Rate	10.9%	8.3%	7.2%	3.6%	3.9%	3.2%
Expulsions	4	1	2	17	8	14
Expulsion Rate	0.4%	0.1%	0.1%	0.1%	0.0%	0.0%

## 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.

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
9th	404	468	502
10th	343	436	486
11th	254	358	445
12th		240	361



## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	24	27	30	24	-	6	10	-	25	8	-	26
Mathematics	26	26	29	22	-	6	3	-	31	14	-	18
Science	33	33	31	-	-	1	7	-	23	18	-	21
Social Science	34	33	32	-	-	7	4	-	6	15	-	26

## Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners. Funds from SB1882 were reserved for professional development programs that are in keeping with the School Based Coordinated Plan design. Staff members have participated in some of the following staff development activities.

- Implementation of State Frameworks
- 9-12 Curriculum Standards, Grade Level Benchmark Development
- College Board Advanced Placement Training
- Learning Styles - Improving Student Achievement
- Professional Learning Communities- Solution Tree
- Special Education Workshops
- WASC Action Groups
- 21st Century Technology Instruction and Tools
- Advancement Via Individual Determination (AVID)
- BTSA- Beginning Teacher Support Association
- STR3IVE - Teacher-centered professional learning communities focused on addressing school-wide needs at DVHS

## Counseling & Support Staff

It is the goal of Dougherty 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 approximately 1:500. The table lists the support service personnel available at Dougherty Valley High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	4	4
Athletic Director	1	.4
Band/Music Director	3	1.4
Campus Supervisor	3	2.0
Career Specialist	1	.8
Computer Instructional Assistant	1	1
Computer Technician	1	.8
English Language Learner Teacher	1	.8
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	1
Resource Specialist	3	3.0
School Resource Officer	1	1
SDC Paraprofessional	9	8.5
Special Day Class (SDC) Teacher	2	2
Special Education Aides	3	3.0
Speech/Language/Hearing Specialist	1	0.4

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	42	66	86	1215
Without Full Credentials	4	2	0	2
Working Outside Subject	1	2	0	6

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		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	1	0

## Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.7%	1.4%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

## Parent Involvement

Dougherty Valley High School greatly benefits from its supportive parents who have provided their time, and energy consistently. The Parent-Teacher-Student Association and Booster Clubs for the academic, athletic, and music programs provide supplemental funding and support that have enabled Dougherty Valley High School to offer programs and support for students. Dougherty Valley High School also benefits from several community partnerships, including the City of San Ramon, local Rotary organizations, businesses, and the Contra Costa Regional Occupational Program. The parental support for education, both academic and co-curricular, at Dougherty Valley High School is exceptional.

## Contact Information

Parents or community members who wish to participate in Parent Booster Groups, PTSA, leadership teams, school committees, school activities, or become a volunteer may contact Dougherty Valley High School at 925-479-6400, or visit our website at [www.dvhigh.net](http://www.dvhigh.net).

## Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory may include, 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.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, 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. 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.



## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website [http://srvusd.net/cms/resources?d=x&folder\\_group\\_id=1276351828080&group\\_id=1276351828080&id=1276351828183](http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183) or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
12th	History/ Social Studies	Glencoe	2005	Yes	0.0%
12th	History/ Social Studies	Holt	2005	Yes	0.0%
9th- 11th	History/ Social Studies	McDougal Littell	2006	Yes	0.0%
9th- 10th	Mathematics	McDougal Littell	2000	Yes	0.0%
9th- 12th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th	Mathematics	McDougal Littell	2008	Yes	0.0%
11th- 12th	Mathematics	Worth	2008	Yes	0.0%
9th- 12th	Reading/ Language Arts	Great Source	2000	Yes	0.0%
9th- 12th	Reading/ Language Arts	Holt, Rinehart & Winston	2000	Yes	0.0%
12th	Science	Glencoe	2005	Yes	0.0%
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%
9th	Science	Pearson/ Prentice Hall	2009	Yes	0.0%
11th- 12th	Science	Prentice Hall	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618040113118Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618040113118Textbooks_1.pdf)

## Safe School Plan

Dougherty Valley High School is committed to maintaining a safe school environment. Visitors to the campus are required to check in at the office. A nurse is on duty one day a week. One Campus Supervisor, and two part-time Campus Monitors, and a School Resource Officer are also on staff at Dougherty Valley High School. Emergency drills in conjunction with the San Ramon Police Department and the San Ramon Valley Fire Protection District are per semester. Each year, under the supervision of the School Site Council, Dougherty Valley High reviews and updates the school safety plan. This plan includes procedures and practices for any foreseeable emergency, including natural emergencies such as earthquakes, or fire and any man made threat such as terrorist attack or an intruder on campus.

Date of Last Review/Update: August, 2011

Date Last Reviewed with Staff: September, 2011

## School Facilities

Dougherty Valley High School was constructed in 2007 and is comprised of over 100 classrooms, an Olympic aquatic center, performing arts center, 2 gyms, a turf field, 1 dance room, 1 aerobics room, 2 baseball fields, 2 softball fields, 1 cafeteria/commons, 1 library, 5 staff lounges, 11 science lab rooms, 2 career technology rooms, and 8 computer labs. The principal works daily with the custodial staff of 9 full time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

### Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2010-11 school year the district allocated \$1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

School Facility Conditions				
Date of Last Inspection: 07/01/2011				
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			

## 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	82	80	83	83	83	84	49	52	54
Mathematics	67	70	70	76	78	78	46	48	50
Science	84	81	85	86	85	88	50	54	57
History/Social Science	80	82	85	78	78	81	41	44	48

\*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
District	84	78	88	81
School	83	70	85	85
African American/ Black	57	37	70	60
American Indian	*	*	*	*
Asian	91	85	91	92
Filipino	79	62	86	77
Hispanic or Latino	65	35	67	69
Pacific Islander	*	*	*	*
White	79	58	83	84
Males	82	71	86	87
Females	84	69	85	83
Socioeconomically Disadvantaged	63	42	63	70
English Learners	29	62	47	48
Students with Disabilities	45	37	62	45
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	8	9	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	15	4	12
Asian			
Actual API Change	3	5	11
White			
Actual API Change	11	6	15

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,388	921	22,060	922	4,683,676	778
Black or African American	80	818	468	819	317,856	696
Asian	725	963	5,619	974	398,869	898
Filipino	85	895	651	920	123,245	859
Hispanic or Latino	76	815	1,819	868	2,406,749	729
White	346	896	11,940	911	1,258,831	845
Two or More Races	71	867	1,464	919	76,766	836
Socioeconomically Disadvantaged	92	829	796	822	2,731,843	726
English Learners	88	858	1,599	906	1,521,844	707
Students with Disabilities	92	741	1,851	736	521,815	595

## 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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.2%	25.5%	60.1%

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

## California High School Exit Exam (CAHSEE)

The California 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. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	87.0	88.0	52.0	86.0	87.0	54.0	93.0	92.0	59.0
Mathematics	89.0	90.0	53.0	89.0	86.0	54.0	92.0	91.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	8.0	20.0	71.0	9.0	36.0	55.0
All Students School	7.0	20.0	74.0	8.0	26.0	66.0
Male	6.0	18.0	76.0	7.0	23.0	70.0
Female	7.0	21.0	71.0	7.0	23.0	70.0
African American	17.0	33.0	50.0	27.0	47.0	27.0
Asian	4.0	15.0	81.0	4.0	15.0	81.0
Filipino	11.0	7.0	82.0	14.0	36.0	50.0
Hispanic or Latino	19.0	43.0	38.0	38.0	52.0	10.0
White	5.0	25.0	70.0	6.0	35.0	59.0
English Learners	38.0	31.0	31.0	25.0	25.0	50.0
Socioeconomically Disadvantaged	24.0	17.0	59.0	28.0	31.0	41.0
Students with Disabilities	19.0	44.0	38.0	50.0	38.0	12.0

## Advanced Placement Classes

Dougherty Valley High encourages students to continue their education past high school. Dougherty Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
Computer Science	-
English	6
Foreign Language	2
Mathematics	6
Science	6
Social Science	19
Totals	40
Percent of Students in AP Courses	11.3%

## UC/CSU Course Completion

Students at Dougherty 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	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	81.3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	65.1%

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

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-Language Arts and Mathematics portions of the Dougherty Valley High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page, <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	98.3%	99.3%	0.0%
Socioeconomically Disadvantaged	6.7%	2.2%	0.0%
African American/Black	100.0%	90.4%	0.0%
American Indian	100.0%	91.0%	0.0%
Asian	98.0%	100.0%	0.0%
Hispanic or Latino	100.0%	100.0%	0.0%
Pacific Islander	100.0%	100.0%	0.0%
White	97.0%	98.3%	0.0%
English Learners	2.0%	1.0%	0.0%
Students with Disabilities	5.0%	5.6%	0.0%

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

## Dropout & Graduation Rates

Dougherty 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: Advisory, CSF Tutors, Academic Workshops, NHS tutoring, AVID, Academic Intervention, School Counselors, and the SARB process.

The statistics below reflect the graduation rate for Dougherty Valley High School.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	0.20%	0.50%	0.10%
Graduation Rate	-	-	99.16%

## 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?	277
What percent of the school's pupils complete a CTE program and earn a high school diploma?	20.2
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

## 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 2010-11 includes: Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Careers in Teaching, Child Development, Computer Applications, Computer Integrated Manufacturing, Computer Repair & Maintenance, Culinary Arts, Developmental Child Psychology, Environmental Science, Fashion Design (and) Merchandising, Forensic Science, Integrated Graphics Technology, Journalism, Marketing, Newspaper, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Principles of Biomedical Science, Recording Arts, Robotics, Sports Medicine, Stage Production, Video Production, VS.net (Visual Studio NET) 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.

## Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## 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 2009-10		
	District	State
Beginning Teachers	\$44,376	\$42,017
Mid-Range Teachers	\$67,387	\$67,294
Highest Teachers	\$83,949	\$86,776
Elementary School Principals	\$115,032	\$108,534
Middle School Principals	\$118,686	\$112,893
High School Principals	\$126,598	\$123,331
Superintendent	\$240,000	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

## 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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$55,565
District	\$65,678
Percentage of Variation	-15.40%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-19.72%

## District Expenditures

In 2009-10, California spent an estimated \$8,826<sup>^</sup> per student which was below the national average of \$11,372.<sup>^</sup> The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

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 27,899\* 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.

<sup>^</sup> California Budget Projection

\* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,855
From Restricted Sources	\$589
From Unrestricted Sources	\$4,266
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-21.79%



## District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

Gifted and Talented Education (GATE), RS 0207  
Instructional Materials Realignment, RS 0208  
Teacher Credentialing Block Grant (BTSA), RS 0212  
Professional Development Block Grant, RS 0213  
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217  
School and Library Improvement Program Block Grant (SIP) RS 0215  
Supplemental Hourly Program, RS 0218  
Instructional and Library Materials Grant, RS 0221  
Governors Performance Award, RS 0401  
API, EA 0402  
Title I, RS 3010  
State Fiscal Stabilization, RS 3200  
Title II Teacher Quality, RS 4035  
NCLB:Title III-Immigrant Education, RS 4201  
Title III-Limited English, RS 4203  
Early Mental Health Initiative, RS 6250  
English Language Acquisition, RS 6286  
Lottery Instructional Materials, RS 6300  
TUPE 4-8, RS 6660  
Economic Impact Aid, RS 7091  
County Technology Academy Grant, RS 9011  
Science Resource Grant, RS 9013  
Chevron, RS 9014  
S.A.F.E. Art, RS 9017  
County Tech Academy Mini Grant, RS 9031  
Sunset Development Company, RS 9037  
Duffield Family Foundation, RS 9045  
Wells Fargo, RS 9048  
Internship Mentor Program, RS 9049  
EISS Professional Learning, RS 9050  
Lawrence Livermore National Lab, RS 9055  
Selected grants from the San Ramon Valley Education Foundation  
PTA and individual parent donations and contributions to site-based programs



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