



San Ramon Valley
UNIFIED SCHOOL DISTRICT

San Ramon Valley High School

2009-10 School Accountability Report Card

Joseph Ianora,
Principal

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Principal's Message

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

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

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

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

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

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

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

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

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

Step Three: Providing systematic intervention for those students who are not learning. We regularly review which intervention strategies work best at San Ramon Valley High School.

Sincerely,

Joseph A. Ianora, Principal
(Email jianora@srvhs.org)

Mission Statement

The San Ramon Valley High School community empowers students to achieve their educational potential.

Vision Statement

We are committed to foster the intellectual, physical and social development of each student; to teach all students how to learn so that intellectual growth may continue throughout life; to model tolerance and respect for self and others in order to promote team work and community effort in our multi-cultural society; and to help students link learning to personal visions and goals for self and for society so that they may help to shape the world in which they will live.



ESLRs

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

School Profile

San Ramon Valley High School (SRVHS) located in Danville, California, has a long-standing tradition of excellence. Since 1910, SRVHS has been committed to providing an education that fosters the intellectual, physical, and social development of each student. Our strong tradition of excellence emanates from our dedicated staff, responsible students, committed parents, and active community partners who contribute to the school's and students' successes. Through a comprehensive system of support programs, we ensure that all students are connected to the school. This is accomplished through a wide array of both academic and extra/co-curricular programs. The instructional goals established for each subject area are clearly tied to the achievement of rigorous content and performance standards and to our Expected School-Wide Learning Results (ESLRs).

As we, at San Ramon Valley High School, move to align our curriculum to state standards and district guidelines, we are implementing Professional Learning Communities. Professional Learning Communities (PLC's) shift the focus from teaching to student learning by asking three essential questions:

- 1.What do we want the students to know?
- 2.How do we know they have learned it?
- 3.What do we do if they don't?

These questions will help our staff focus on the best educational practices for our students. Through consistent collaboration and feedback, students will receive the help they need to master the educational material as well as achieve their highest potential.

San Ramon Valley High School's vision is aligned with the district's vision/mission statement and their objectives. Our vision is to create a community, in a safe and educationally rich environment that prepares each of our students to live a healthy, productive, and fulfilling life in the global and technological world of the 21st century. To that end, we are committed to foster the intellectual, physical and social development of each student: to teach all students how to learn so that intellectual growth may continue throughout life; to model tolerance and respect for self and others in order to promote teamwork and community effort in our multi-cultural society; and to help students link learning to personal visions and goals for self and for society so that they may help to shape the world in which they live.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	1.0%
American Indian	0.0%
Asian	7.5%
Filipino	0.8%
Hispanic or Latino	7.1%
Pacific Islander	0.1%
White	79.9%
Two or More	3.5%
None Reported	0.0%

We prepare all of our students to be successful, whether they are entering the work force directly after graduation or continuing on to institutions of higher learning. Almost 98% of our students continue their formal education at two- and four-year colleges.

Based on data for the class of 2010, 69% of students enrolled at a four-year college/university, and 27% of students enrolled in a two-year college. The remaining students enlisted in the military or joined the work force.

Discipline & Climate for Learning

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

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

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

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	91	60	109	1141	966	1086
Suspension Rate	4.3%	2.9%	5.4%	4.4%	3.6%	3.9%
Expulsions	2	2	1	26	17	8
Expulsion Rate	0.1%	0.1%	0.0%	0.1%	0.1%	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.

The total 2010-2011 enrollment at San Ramon Valley High School is 2027.

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

	Enrollment Trend by Grade Level		
	2007-08	2008-09	2009-10
9th	530	503	491
10th	543	517	499
11th	528	531	531
12th	515	508	509

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		
	08	09	10	08	09	10	08	09	10	08	09	10
English	26	27	28	34	33	-	36	21	-	15	26	-
Mathematics	26	26	27	32	32	-	21	29	-	21	13	-
Science	32	32	31	3	1	-	21	24	-	32	26	-
Social Science	33	32	32	4	8	-	23	18	-	38	39	-

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2009-10 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.

Staff Development

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

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	88	86	99	1335
Without Full Credentials	10	8	0	8
Working Outside Subject	0	1	0	13

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		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	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	98.79%	1.21%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	37.5%	-

Parent Involvement

Parent support groups donate thousands of hours of time and raise over \$300,000 annually to support school programs. Notable among these groups are the Parent-Teacher-Student Association (PTSA), the Academic Boosters, the Fine Arts Association, the Athletic Boosters, and the Wolf Tones (instrumental music). Community groups including the Kiwanis Club, Rotary, Business Roundtable, and Soroptimists provide school services, awards, and scholarships. Parent and community cooperation provides a substance-free Graduation Night for the senior class each year. Parents also participate on the School Site Council. Excellence has been achieved and is maintained at San Ramon Valley High School because of the continuous support of these parent and community groups. In turn, students give back to the community by providing volunteer services and spirit in a variety of ways.

For additional information about organized opportunities for parent involvement at San Ramon Valley High School, please contact - Kathy Wraith, PTSA President at cawraith@pacbell.net.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact San Ramon Valley High at (925) 552-3000.

Curriculum Development

Leadership and decision making is a shared process at San Ramon Valley High School. Our present shared decision-making model revolves around effective group processes and communication. Curriculum Leaders meet on a weekly basis with the school Administrative team. Each Department meets on a monthly basis to discuss schoolwide and departmental issues. Information, suggestions, and proposals are exchanged between department representatives, classified employees, parents, counselors, administrators, and students. Once proposals have gone through the Steering committee and department channels, it is the goal of the staff to make policy decisions in the whole-staff meeting by consensus. In addition, the School Site Council functions as a group of teachers, parents, classified employees and students to oversee the School Improvement Program (SIP).

Counseling & Support Staff

It is the goal of San Ramon Valley High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, managing stress in their lives, or handling peer pressure. The counselor to pupil ratio is 1:500. The table lists some of the support service personnel available at San Ramon Valley High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	4	4.0
Aides for Severely Emotionally Disturbed		
Aides for Severely Handicapped		
Campus Security Officers	2	2.0
Career Specialist	2	1.2
Computer Technician		
Counselor Intern		
District Nurse		
EL Program Tutors		
Emotionally Disturbed (ED) Teacher		
Guidance/Academic Counselor		
Librarian	1	1.0
Library Media Assistant	1	.375
Nurse	1	0.2
Psychologist	2	1.4
Resource Specialist	5	5.0
Resource Specialist Assistant	7	7.0
Resource Specialist Program (RSP) Teacher		
School Resource Officer	1	.5
Speech/Language/Hearing Specialist	1	1.0

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)

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.

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 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2010-11 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-12th	Mathematics	McDougal Littell	2001	Yes	0.0%	
9th-10th	Mathematics	McDougal Littell	2000	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/07618040736504Textbooks_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.

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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.

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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.

Safe School Plan

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

Date of Last Review/Update: September 2010
Date Last Reviewed with Staff: September 2010

School Facilities

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

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 2009-10 school year the district allocated \$2,059,321 to deferred maintenance, representing .94% of the district's general fund budget. District-wide projects included painting labor, crack filling and bleacher preventive maintenance.

School Facility Conditions				
Date of Last Inspection: 4/7/2010				
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 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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	76	80	81	81	83	83	46	50	52
Mathematics	47	56	55	73	76	78	43	46	48
Science	77	84	87	83	85	85	46	50	54
History/Social Science	69	79	81	71	78	78	36	41	44

*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	83	78	85	78
School	81	55	87	81
African American	54	42	*	*
American Indian	*	*	*	*
Asian	93	69	87	86
Filipino	92	25	*	*
Hispanic or Latino	72	38	84	74
Pacific Islander	*	*	*	*
White	81	55	88	82
Males	78	58	88	85
Females	85	51	86	77
Socioeconomically Disadvantaged	50	28	*	58
English Learners	*	*	*	*
Students with Disabilities	44	30	51	42
Migrant Education	*	*	*	*

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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			
	07-08	08-09	09-10
Statewide Rank	10	10	10
Similar Schools Rank	7	7	8
All Students			
Actual API Change	13	17	7
Asian			
Actual API Change	12	5	19
White			
Actual API Change	13	19	6
Students with Disabilities			
Actual API Change	15	13	32

** Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)*

Growth API			
	School	District	State
All Students	891	916	767
Asian	941	968	889
Hispanic or Latino	841	861	715
White	893	908	838
Students with Disabilities	716	726	580

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 had no schools with Program Improvement status, and therefore did not participate in the Federal Intervention Program. The same is true for the current 2010-11 school year.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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). During the 2009-10 school year, 78% of 5th graders, 77% 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 at right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	96.5%	89.4%	62.2%

**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 (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	92.2	89.1	52.9	89.1	89.4	52.0	89.0	88.0	54.0
Mathematics	85.6	84.7	51.3	89.1	89.9	53.3	88.0	86.0	53.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	11.4	23.7	64.8	13.5	40.8	45.8
All Students School	11.0	25.0	64.0	12.0	46.0	42.0
Male	12.0	31.0	57.0	11.0	44.0	45.0
Female	8.0	17.0	75.0	15.0	48.0	37.0
Asian	3.0	14.0	84.0	5.0	30.0	65.0
Hispanic or Latino	19.0	19.0	63.0	32.0	29.0	39.0
White	10.0	27.0	64.0	11.0	49.0	40.0
Students with Disabilities	50.0	31.6	18.4	59.0	35.9	5.1

Advanced Placement Classes

San Ramon Valley High encourages students to continue their education past high school. San Ramon Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. 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	Enrollment
Fine and Performing Arts	1	43
Computer Scienc	-	-
English	2	123
Foreign Language	2	65
Mathematics	2	175
Music	1	17
Science	4	234
Social Science	5	295
Totals	17	952
Percent of Students in AP Courses		46.6%

UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	64.3%

* 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 San Ramon Valley High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 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	497.0%	1905.0%	0.0%
Socioeconomically Disadvantaged	0.4%	1.9%	0.0%
African American	0.0%	1.7%	0.0%
American Indian	0.0%	0.6%	0.0%
Asian	8.5%	18.4%	0.0%
Filipino	0.0%	0.0%	0.0%
Hispanic or Latino	5.8%	6.8%	0.0%
Pacific Islander	0.2%	0.4%	0.0%
White	81.3%	68.4%	0.0%
English Learners	8.0%	1.5%	0.0%
Students with Disabilities	8.5%	6.8%	0.0%

* Data was not available at the time of publication.

Dropout & Graduation Rates

San Ramon Valley High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students:

1. Teacher Office Hours: Students may work in a small group with a teacher in a tutorial setting.
2. Extra help Workshops: Teachers will hold workshops for students who may not have fully grasped a concept or idea in the classroom and want extra practice and work to strengthen their skills.
3. Enrichment Activity/Lab/Lecture: Teachers will host special activities for students who are interested in going beyond the classroom curriculum and exploring topics in a more in-depth sense.
4. Academic Co-curricular activities: Students may participate in academic co-curricular activities such as robotics, debate, Model United Nations, Mock Trial, Science Alliance, Environmental Engineering Academy.
5. Post-Secondary Preparation: College visits; trade-school visits.
6. Volunteer Hours: Students may earn volunteer hours by serving as a tutor to other students. Currently our peer tutoring program serves 2036 students.
7. Study Groups: Students may organize study groups and work together to prepare for classes or do group projects.
8. Independent Study: Students may choose to work independently in the library or other quiet areas and get ahead on homework etc.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	-	1.00%	0.80%
Graduation Rate	99.00%	99.00%	99.20%

Career Technical Education (CTE) Programs

(Information about the degree to which pupils are prepared to enter the workforce.)

A variety of career technical education (CTE) programs are offered at the four comprehensive high schools and the continuation high school in the San Ramon Valley Unified School District. The district also partners with The Contra Costa County Office of Education's Regional Occupational Program (ROP) to offer CTE courses. They are available to district students 16 years or older at one of our four comprehensive high schools.

The schools address the career preparation needs of all students through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, county ROP and the local Business Education Roundtable.

The specific CTE and ROP course offerings differ by site.* The composite list of classes that pupils in the district may participate in and that are aligned to the applicable model curriculum standards in 2009-10 includes: Advertising, Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Business Economics (Intro.), Careers in Teaching, Child Development, Computer Applications, Computer Graphics, Computer Network Programming, Computer Repair & Maintenance, Cosmetology, Culinary Arts, Developmental Child Psychology, Digital Arts, Environmental Science, Expository (Creative) Writing, Fashion Design (and) Merchandising, Fire Science, Foods-Gourmet, Forensic Science, Internet, Introduction to Law, Java Programming, Journalism, Life Skills, Marketing, Newspaper, Multi Media, Music Theory & Technology, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Recording Arts, Robotics, Sports Medicine, TV & Video Production, Web Page Design, and Work Experience.

All CTE and ROP classes support student achievement through their academic relevance/standards-based curriculum, differentiated instruction, career tech focus, and direct link to post-high school opportunities. Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the local Business Education Roundtable annual competition.

*(contact the high school counseling department for specific course offerings on that campus)

Career preparation needs are addressed through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, ROP and the local Business Education Roundtable.

Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the Business Education Roundtable competition.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	585
What percent of the school's pupils complete a CTE program and earn a high school diploma?	14.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	70.0

College Entrance Info

High school students in California have two options for attending 4-year public State universities: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

For students opting for a 2-year experience, California has a very good community college program. For information regarding entrance into the California Community College system, please visit <http://www.collegebound.net>.

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.



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 2008-09 financial statements).

Average Salary Information Teachers - Principal - Superintendent 2008-09		
	District	State
Beginning Teachers	\$44,376	\$42,377
Mid-Range Teachers	\$67,387	\$67,667
Highest Teachers	\$83,949	\$87,102
Elementary School Principals	\$115,032	\$108,894
Middle School Principals	\$118,686	\$113,713
High School Principals	\$126,598	\$124,531
Superintendent	\$240,000	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.3%
Administrative Salaries	5.5%	5.5%

Average Teacher Salaries	
School & District	
School	\$66,249
District	\$64,717
Percentage of Variation	2.36%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	2.84%

District Expenditures

In 2009-10, California spent an estimated \$8,826[^] per student which was below the national average of \$11,372.[^] 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.

[^] California Budget Projection

* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,867
From Restricted Sources	\$971
From Unrestricted Sources	\$4,895
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	359.64%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	13.83%

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 2009-10:

CBET, RS 0202
CAHSEE, RS 0205
Instructional Materials Realignment, RS 0208
Pupil Retention Block Grant, RS 0211
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
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title IV Safe and Drug Free, RS 3710
Title II Teacher Quality, RS 4035
Title V Innovative Strat, RS 4110
NCLB:Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Lottery Instructional Materials, RS 6300
CA Partnership Academies (Cal High), RS 6385
TUPE 6-12, RS 6690
Economic Impact Aid, RS 7091
Chevron, RS 9014
DVC Stem Career Pathways, RS 9040
Selected grants from the San Ramon Valley Education Foundation
PTA and individual parent donations and contributions to site-based programs

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2009-10 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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