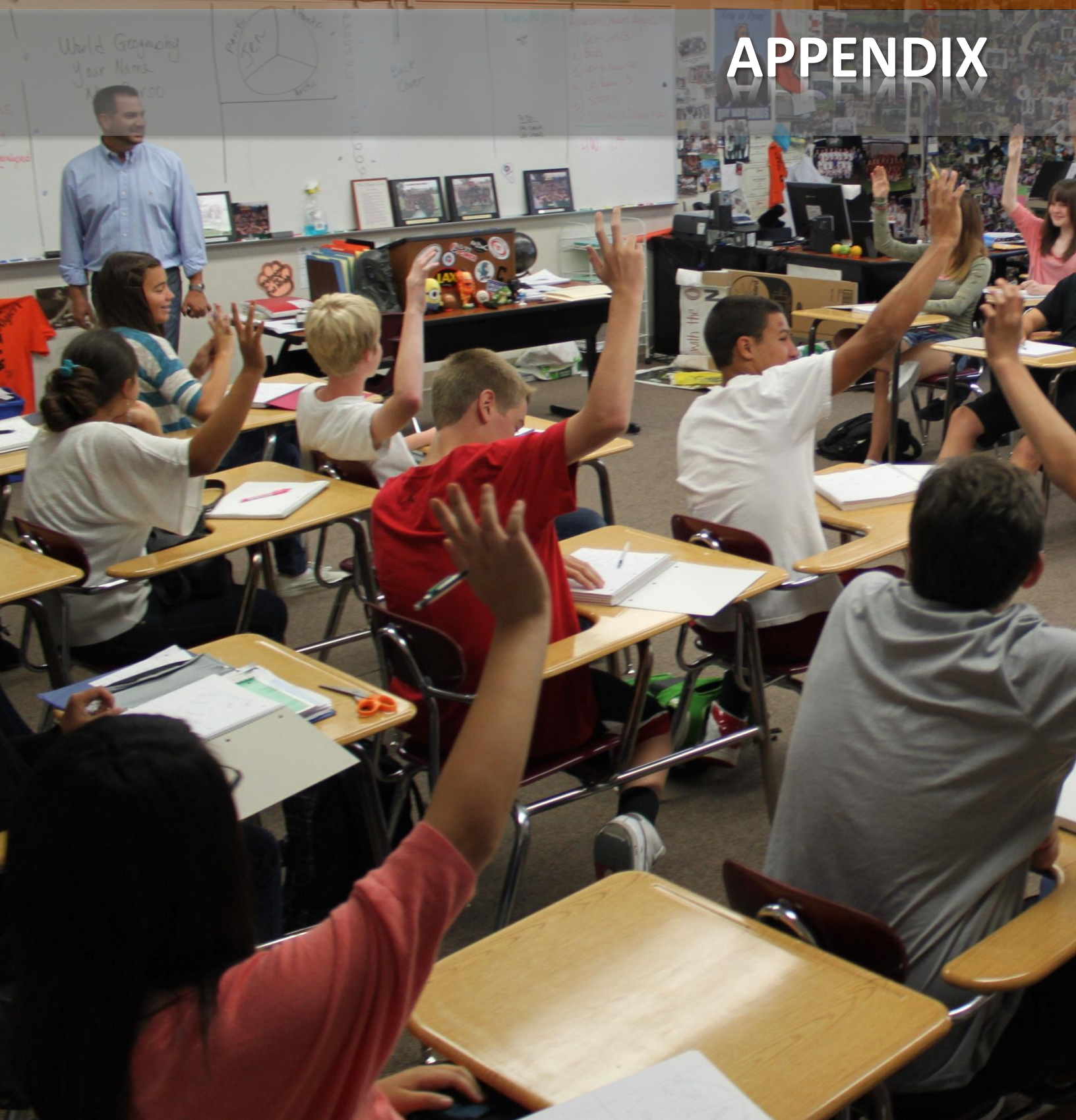


CALIFORNIA HIGH SCHOOL 2012-2013

Carpe diem

APPENDIX



Appendix A: Student Achievement Data

Appendix B: WASC Survey Results

Appendix C: School Profile

Appendix D: SRVUSD Guiding Questions

Appendix E: School Budget

Appendix F: SARC

Appendix G: School Quality Snapshot

Appendix A: Student Achievement Data

AYP

API

STAR

CAPA

CELDT

AP

SAT

ACT

Graduation and dropout

A-G

EAP

AWPE

Truancy

Suspension/Expulsion

Adequate Yearly Progress (AYP)

2010 - 2012 Language Arts

Subgroup	2012			2011			2010		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	86.7%	Y	99%	89.3%	Y	98%	86.5%	Y	99%
African American (not of Hispanic Origin)	62.5%		95%	58.3%		93%			94%
American Indian or Alaska Native			100%			100%			
Asian	93.7%	Y	99%	97.2%	Y	99%	90.6%	Y	100%
Filipino	87%		100%	94.7%		100%	100%		100%
Hispanic	71.1%		99%	77.5%		95%	73.2%		99%
Pacific Islanders			100%						100%
White (not of Hispanic origin)	88.5%	Y	98%	89.3%	Y	98%	88.5%	Y	98%
Two or More Races	91.1%		100%	93%		99%	82.2%		99%
Socioeconomically Disadvantaged	47.6%		100%	80%		96%	65%		100%
English Learners	64.7%		100%	58.3%		93%	58.8%		96%
Students with Disabilities	45.9%		81%	52%		84%	53.1%		89%

Adequate Yearly Progress (AYP)

2010 - 2012 Mathematics

Subgroup	2012			2011			2010		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	88.3%	Y	100%	87.9%	Y	98%	84.7%	Y	100%
African American (not of Hispanic Origin)	58.8%		100%	41.7%		93%			94%
American Indian or Alaska Native			100%			100%			
Asian	92.9%	Y	100%	98.2%	Y	99%	92.7%	Y	100%
Filipino	91.3%		100%	94.7%		100%	94.7%		100%
Hispanic	72.4%		99%	75.3%		98%	67.5%		100%
Pacific Islanders			100%						100%
White (not of Hispanic origin)	91.1%	Y	100%	87.4%	Y	99%	86%	Y	100%
Two or More Races	93.3%		100%	94.7%		99%	84.8%		100%
Socioeconomically Disadvantaged	66.7%		100%	80%		96%	65%		100%
English Learners	94.1%		100%	53.8%		100%	72.2%		100%
Students with Disabilities	40.9%		98%	52.7%		92%	51.9%		99%

Adequate Yearly Progress (AYP)

2012 AYP Report

2012 AYP Report	1. Annual Measurable Objectives						2. Participatio n Rate	3. API	4. Graduatio n Rate
Demonstrating Adequate Yearly Progress (AYP)	CAHSEE Language Arts: Met Objective			CAHSEE Mathematics: Met Objective			Met Participation Goal	Met API Goal	Met Graduatio n Goal
									Y
Student Groups	Number of Students Tested	ELA Valid Scores	% meeting objective	Number of Students Tested	Math Valid Scores	% meeting objective	Part. Rate	API	Grad. Rate
All Students	615	609	86.7%	622	615	88.3%		2 (+14)	
African American (not of Hispanic Origin)	17	16	62.5%	18	17	58.8%			
American Indian or Alaska Native	1	1		1	1			100 (+17)	
Asian	128	126	93.7%	129	127	92.9%		18 (+1)	
Filipino	24	23	87%	24	23	91.3%		1 (+0)	
Hispanic	77	76	71.1%	77	76	72.4%		0 (+100)	
Pacific Islander	1	1		1	1			100 (+24)	
White (not of Hispanic origin)	322	321	88.5%	327	325	91.1%		77 (+78)	
Two or More Races	45	45	91.1%	45	45	93.3%		1 (+0)	
Socioeconomicall y Disadvantaged	21	21	47.6%	21	21	66.7%		0 (+98)	
English Learners	18	17	64.7%	18	17	94.1%		100 (+45)	
Students with Disabilities	37	37	45.9%	45	44	40.9%	90%	45 (+21)	90%

Adequate Yearly Progress (AYP)

2011 AYP Report

2011 AYP Report	1. Annual Measurable Objectives						2. Participatio n Rate	3. API	4. Graduatio n Rate
Demonstrating Adequate Yearly Progress (AYP)	CAHSEE Language Arts: Met Objective			CAHSEE Mathematics: Met Objective			Met Participation Goal	Met API Goal	Met Graduation Goal
									Y
Student Groups	Number of Students Tested	ELA Valid Scores	% meeting objective	Number of Students Tested	Math Valid Scores	% meeting objective	Part. Rate	API	Grad. Rate
All Students	618	606	89.3%	623	611	87.9%		888 (+18)	
African American (not of Hispanic Origin)	12	12	58.3%	12	12	41.7%			
American Indian or Alaska Native	1	1		1	1				
Asian	113	109	97.2%	113	109	98.2%		946 (+14)	
Filipino	19	19	94.7%	19	19	94.7%			
Hispanic	73	71	77.5%	75	73	75.3%		828 (+20)	
Pacific Islander	0	0		0	0				
White (not of Hispanic origin)	342	337	89.3%	345	340	87.4%		882 (+17)	
Two or More Races	58	57	93%	58	57	94.7%		908 (+26)	
Socioeconomically Disadvantaged	21	20	80%	21	20	80%			
English Learners	12	12	58.3%	13	13	53.8%			
Students with Disabilities	51	50	52%	56	55	52.7%	88%	675 (+47)	88%

Adequate Yearly Progress (AYP)

2010 AYP Report

2010 AYP Report	1. Annual Measurable Objectives						2. Participation Rate	3. API	4. Graduation Rate
Demonstrating Adequate Yearly Progress (AYP)	CAHSEE Language Arts: Met Objective			CAHSEE Mathematics: Met Objective			Met Participation Goal	Met API Goal	Met Graduation Goal
									Y
Student Groups	Number of Students Tested	ELA Valid Scores	% meeting objective	Number of Students Tested	Math Valid Scores	% meeting objective	Part. Rate	API	Grad. Rate
All Students	638	584	86.5%	644	590	84.7%		871 (-8)	
African American (not of Hispanic Origin)	15	9		14	9				
American Indian or Alaska Native	0	0		0	0				
Asian	107	96	90.6%	107	96	92.7%		933 (+0)	
Filipino	22	19	100%	22	19	94.7%			
Hispanic	84	82	73.2%	85	83	67.5%		808 (-2)	
Pacific Islander	3	2		3	2				
White (not of Hispanic origin)	356	331	88.5%	361	335	86%		866 (-9)	
Two or More Races	51	45	82.2%	52	46	84.8%			
Socioeconomically Disadvantaged	28	20	65%	28	20	65%			
English Learners	23	17	58.8%	24	18	72.2%			
Students with Disabilities	53	49	53.1%	59	54	51.9%	94%	642 (-19)	94%

Academic Performance Index (API)

2010 - 2012 Summary

	2012				2011				2010			
Subgroup	2011 Base	2012 Growth	2011 - 2012 Growth Target	Met Target	2010 Base	2011 Growth	2010 - 2011 Growth Target	Met Target	2009 Base	2010 Growth	2009 - 2010 Growth Target	Met Target
All Students	888	2	+14		870	888	+0	Y	879	871	+0	Y
African American (not of Hispanic Origin)	806		+615	Y	777	806						
American Indian or Alaska Native		100	+18	9								
Asian	947	18	+0	1	932	946	+0	Y	933	933	+0	Y
Filipino	896	1	+100	1	870	895						
Hispanic or Latino	828	0	+129	Y	808	828	+0	Y	810	808	+0	Y
Pacific Islander		100	+24	1								
White (not of Hispanic origin)	883	77	+0	7	865	882	+0	Y	875	866	+0	Y
Two or More Races	908	1	+100	1	882	908	+0	Y		884		
Socioeconomically Disadvantaged	783	0	+322	Y	768	783						
English Learners	753	100	+45	1	774	752						
Students With Disabilities	675	45	+0	2	628	675	+9	Y	661	642	+7	N

2012 STAR Test Results

California High School

All Students - California Standards Test Summary Report

English-Language Arts (Grades 2-11)

Result Type	Value
Students with Scores	1,836
% Proficient or Advanced	80.4 %

History (Grades 8 and 11, and end-of-course)

Result Type	Value
Students with Scores	1,211
% Proficient or Advanced	75.5 %

Mathematics (Grades 2-7, and end-of-course)

Result Type	Value
Students with Scores	1,778
% Proficient or Advanced	65.0 %

Science CST (Grades 5, 8, and 10)

Result Type	Value
Students with Scores	614
% Proficient or Advanced	85.0 %

Science End-of-Course

Result Type	Value
Students with Scores	1,519
% Proficient or Advanced	79.3 %

2012 STAR Test Results

California High School

All Students - California Alternate Performance Assessment Scores

Total Number Tested in CAPA: 7

Percent Tested: (7 / 1872) <1%

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

CAPA English-Language Arts

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	4				3
Students with Scores	4				3
Mean Scale Score	*				*
% At or Above Proficient	*				*

CAPA Mathematics

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	4				3
Students with Scores	4				3
Mean Scale Score	*				*
% At or Above Proficient	*				*

California English Language Development Test (CELDT)

Annual CELDT Assessment Data for all students (2010 - 2012)

	Grade 9			Grade 10			Grade 11			Grade 12		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Advanced	0%	0%	20%	0%	0%	25%	20%	25%	0%	0%	17%	22%
Early Advanced	40%	0%	70%	55%	0%	50%	20%	38%	0%	0%	50%	44%
Intermediate	60%	0%	0%	27%	0%	25%	60%	38%	0%	0%	17%	33%
Early Intermediate	0%	0%	10%	18%	0%	0%	0%	0%	0%	0%	17%	0%
Beginning	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number Tested	5	0	10	11	0	4	5	8	0	0	6	9
Listening	623.4	0	624.8	631	0	671.5	667.8	630.5	0	0	650.7	611.9
Reading	607	0	590.9	596.6	0	675.8	613	620.8	0	0	602.5	628.3
Writing	570	0	592.3	554.5	0	570.8	571.2	612.4	0	0	595.8	595

CHS has seen a small decrease in the number of English Learners over the past few years. Reclassified English Proficient Students have shown strong academic results and high achievement on CAHSEE. With a smaller population and increased class size due to budget cutbacks, CHE has eliminated SDAIE Social Studies and has cut back the number of ELD classes offered. We currently offer one period of ELD with a mixed group of students, and one period of SDAIE English for EL students who are not yet ready to be placed in a mainstreamed English class. Current class sizes are: ELD 10, SDAIE English 13.

English Learner Students by Language by Grade (2011-2012)

Language Code	Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	3	0	1	3	0	7	25.00%
07	Mandarin (Putonghua)	1	1	5	0	0	7	25.00%
04	Korean	0	1	0	2	0	3	10.71%
99	Other non-English languages	2	0	0	1	0	3	10.71%
05	Filipino (Pilipino or Tagalog)	0	2	0	0	0	2	7.14%
03	Cantonese	1	0	0	0	0	1	3.57%
08	Japanese	1	0	0	0	0	1	3.57%
11	Arabic	0	0	0	1	0	1	3.57%
16	Farsi (Persian)	0	0	0	1	0	1	3.57%
26	Indonesian	0	0	1	0	0	1	3.57%
29	Russian	1	0	0	0	0	1	3.57%

California High School Focus on Learning Report 2012-1013

CHS CELDT RESULTS 2009-2010

Performance Level	9	10	11	12	Total
Advanced	2 (22.0%)	(0.0%)	1 (14.0%)	1 (11.0%)	4 (11.0%)
Early Advanced	2 (22.0%)	7 (58.0%)	2 (29.0%)	2 (22.0%)	13 (35.0%)
Intermediate	3 (33.0%)	3 (25.0%)	3 (43.0%)	5 (56.0%)	14 (38.0%)
Early Intermediate	1 (11.0%)	2 (17.0%)	(0.0%)	(0.0%)	3 (8.0%)
Beginning	1 (11.0%)	(0.0%)	1 (14.0%)	1 (11.0%)	3 (8.0%)
Number Tested	9 (100.0%)	12 (100.0%)	7 (100.0%)	9 (100.0%)	37 (100.0%)

CHS CELDT RESULTS 2010-2011

Performance Level	9	10	11	12	Total
Advanced	1 (13.0%)	4 (40.0%)	2 (17.0%)	1 (11.0%)	8 (21.0%)
Early Advanced	2 (25.0%)	3 (30.0%)	3 (25.0%)	3 (33.0%)	11 (28.0%)
Intermediate	3 (38.0%)	2 (20.0%)	6 (50.0%)	3 (33.0%)	14 (36.0%)
Early Intermediate	1 (13.0%)	(0.0%)	1 (8.0%)	2 (22.0%)	4 (10.0%)
Beginning	1 (13.0%)	1 (10.0%)	(0.0%)	(0.0%)	2 (5.0%)
Number Tested	8 (100.0%)	10 (100.0%)	12 (100.0%)	9 (100.0%)	39 (100.0%)

CHS CELDT RESULTS 2011-2012

Performance Level	9	10	11	12	Total
Advanced	2 (20.0%)	1 (25.0%)	***	2 (22.0%)	6 (24.0%)
Early Advanced	7 (70.0%)	2 (50.0%)	***	4 (44.0%)	13 (52.0%)
Intermediate	(0.0%)	1 (25.0%)	***	3 (33.0%)	5 (20.0%)
Early Intermediate	1 (10.0%)	(0.0%)	***	(0.0%)	1 (4.0%)
Beginning	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)
Number Tested	10 (100.0%)	4 (100.0%)	2 (100.0%)	9 (100.0%)	25 (100.0%)

California High School Focus on Learning Report 2012-1013

AP Results 2006-2012

Year	Number of Tests	Number of Students	% Pass Rate (3 or higher)
2006	678	363	85%
2007	634	364	83%
2008	736	425	80%
2009	681	403	83%
2010	758	453	83%
2011	760	405	86%
2012	933	491	86%

SAT Results 2010-2011

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
California High	546	408	74.73	548	592	546	294	72.1
District: (San Ramon Vall)	2,084	1,486	71.31	567	605	570	1,188	79.95
County: (Contra Costa)	12,888	5,765	44.73	531	547	531	3,598	62.41
Statewide:	486,549	184,627	37.95	495	513	494	89,075	48.25

For the class of 2012, 441 students took the SAT, with an average score of 594 on the Verbal, 596 on the math, and 551 on the writing portions.

ACT Results 2010-2011

School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
0730051 California High	546	191	34.98	25.76	167	87.43
District: (San Ramon Valle)	2,084	861	41.31	26.31	770	89.43
County: (Contra Costa)	12,888	2,555	19.82	24.44	1,947	76.2
Statewide:	486,549	82,495	16.96	21.73	46,577	56.46

For the class of 2012, 178 students took the ACT. The average composite score was 26.4, with an average English score of 25.4, an average math score of 27.9, an average reading score of 26.1, and an average science score of 25.7.

California High School Focus on Learning Report 2012-1013

Dropout and Graduation Rate

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of students	2,598	2,435	2,450	2,431	2,472
Number of dropouts	4	7	5	2	1
Graduation Rate	99%	99%	99%	97%	100%

Graduates Meeting UC “A-G” Requirements

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Graduates	618	613	592	574	533
Graduates Meeting A – G Requirements	372 (60.2%)	354 (57.7%)	345 (58.3%)	381(66.4%)	314 (58.9%)
Male	155 (52.9%)	182 (56.3%)	169 (54.0%)	181 (60.1%)	184 (50.4%)
Female	217 (66.8%)	172 (59.3%)	176 (63.1%)	200 (73.3%)	130 (66.9%)

Students Meeting “A-G” Requirements by Ethnicity

2010-2011	Number of Graduates	Number Completing “A-G” Requirements	Percent Completing “A-G” Requirements
Total	533	314	58.9%
Hispanic or Latino of any Race	71	30	42.3%
American Indian or Alaska Native	1	1	100%
Asian	96	81	84.4%
Pacific Islander	3	2	66.7%
Fillipino	21	10	47.6%
African American	11	2	18.2%
White	280	154	55%
Two or More Races	50	34	68%

California High School Focus on Learning Report 2012-1013

Early Assessment Program (EAP) CHS 2011-2012

Early Assessment of Readiness for College English	EAP		CST	Participation
Students Tested	599		599	100%
Ready for College	284	47%		
Ready for College - Conditional	135	23%		
Did Not Demonstrate College Readiness on This Assessment	180	30%		
Early Assessment of Readiness for College Mathematics (Algebra II)	EAP		CST	Participation
Students Tested	94		112	84%
Ready for College	10	11%		
Ready for College - Conditional	43	46%		
Did Not Demonstrate College Readiness on This Assessment	41	44%		
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)	EAP		CST	Participation
Students Tested	303		335	90%
Ready for College	123	41%		
Ready for College - Conditional	175	58%		
Did Not Demonstrate College Readiness on This Assessment	5	2%		
Early Assessment of Readiness for College Mathematics (Total)	EAP		CST	Participation
Students Tested	397		447	89%
Ready for College	133	34%		
Ready for College - Conditional	218	55%		
Did Not Demonstrate College Readiness on This Assessment	46	12%		

California High School Focus on Learning Report 2012-1013

CSU Entry Level Mathematics (ELM) Assessment Results - CHS 2010

Mathematics Proficiency	<u>Number</u>		<u>This School</u>	All County High Schools	All California High Schools
Total Freshmen	115				
Exempt from ELM	74		64%	55%	46%
Scored 50 or Above on ELM	24		21%	16%	16%
Demonstrated Proficiency Prior To Enrollment	0		0%	0%	1%
Proficient in Mathematics	98		85%	72%	64%
Not Proficient in Mathematics	17		15%	28%	36%

CSU English Placement Test (EPT) Assessment Results - CHS 2010

English Proficiency	<u>Number</u>		<u>This School</u>	All County High Schools	All California High Schools
Total Freshmen	115				
Exempt from EPT	65		57%	51%	40%
Scored 151 or Above on EPT	18		16%	11%	10%
Demonstrated Proficiency Prior To Enrollment	3		3%	3%	1%
Proficient in English	86		75%	65%	50%
Not Proficient in English	29		25%	35%	50%

California High School Focus on Learning Report 2012-1013

UC Analytical Writing Placement Exam (AWPE) Assessment Results - CHS 2011

California High School 2011			Means by which student satisfied UC's Analytical Writing Requirement						
School	Total admitted	Total enrolled	Enrolled Students						
			# who met reqm't	% who met reqm't	# who took UC AWP exam	# who met by AWP exam	% who met by AWP exam	# who met by other methods	% who met by other methods
CHS	141	75	57	76.0	30	14	18.7	43	57.3
2011 County Total	2087	1056	797	75.5	437	238	22.5	559	52.9
2011 UC Total	61102	32218	23530	73.0	14340	6273	19.5	17257	53.6

California High School Focus on Learning Report 2012-1013

2010-11 California High School Reporting Form for UMIRS Data

October 2010 CBEDS Enrollment:	Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).	Truancy Rate (Number of Truants/Enrollment).
2,472	787	31.84%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person		48
48900(b)	Related to firearms, knives, explosive devices, etc.		6
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	2	52
48900(f)	Caused or attempted to cause damage to school property or private property	1	12
48900(g)	Stole or attempted to steal school property or private property		7
48900(h)	Related to possession or use of tobacco products		1
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		3
48900(j)	Related to possession or sale of drug paraphernalia		5
48900(k)	Related to disruption of school activities or willfull defiance		33
48900(l)	Knowingly received stolen school property or private property		1
48900(r)	Related to bullying and bullying through electronic means		1
48900.7	Related to terroristic threats	1	
48915(c)(3)	PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Co	1	

Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov.fg.aa.co/	Overall Total:	5	169
	Violence/Drug Total:	4	112
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	.16%	4.53%
	Total of Persistently Dangerous Expulsions Only:	1	N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	Was school at risk of being designated "persistently dangerous" for 2009- 2010? NO!	Was school at risk of being designated "persistently dangerous" for 2010- 2011? NO!	

Appendix B: WASC Survey Data

Overall Student Survey Results

Sophomore 2012-2013 Survey Results

Junior Survey 2012-2013 Results

Senior 2012-2013 Survey Results

Senior 2011-2012 Survey Results

Parent Survey Results

Staff Survey Results

California High School Focus on Learning Report 2012-1013

California High School – Overall Student Survey 2012 Survey Questions – 2294 Responses

2294 Responses – 2012				
	A	B	C	D
1. Grade	Class of 2015 – 598	Class of 2014 – 602	Class of 2013 - 567	Class of 2012 - 527
2. Gender	Female 48%	Male 52%		

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
3.	I feel that the environment at school is friendly and safe.	32%	55%	12%	3%
4.	I feel that the environment at school is clean and orderly.	20%	51%	24%	6%
5.	I feel that there is respect among students.	12%	47%	32%	10%
6.	I feel that there is respect between staff and students.	21%	49%	21%	9%
7.	I feel socially included and accepted at this school.	36%	46%	14%	5%
8.	I have a voice in decision-making at school.	10%	25%	29%	30%
9.	I have had adequate access to my counselor.	26%	37%	25%	13%
10.	I am satisfied with the guidance I have received from my counselor.	26%	35%	21%	18%
11.	I have been able to make valuable use of information in the Career Center.	13%	30%	29%	28%
12.	The school offers a wide variety of classes, including alternate classes to AP/Advanced level of courses.	51%	37%	10%	3%
13.	I am familiar with the Expected Schoolwide Learning Results (ESLRs).	15%	26%	23%	31%
14.	I get adequate recognition for my academic performance and other contributions in the school.	20%	40%	26%	14%
15.	Student expectations and grading policies are clearly explained at the beginning of each course.	49%	39%	9%	3%
16.	I have a clear understanding of the school's discipline policy.	38%	42%	14%	6%
17.	I feel that the tests and quizzes are adequately challenging.	36%	46%	11%	4%
18.	My teachers use a variety of instructional methods to engage students.	24%	44%	24%	9%
19.	My teachers use current technology tools as part of their lessons and instructions.	34%	44%	17%	5%
20.	My teachers use a variety of testing/assessment methods in class.	20%	44%	25%	11%
21.	Teachers modify instruction to meet students' needs.	14%	36%	31%	16%
22.	The tests and quizzes given to me match and are consistent with lessons taught in the class and homework.	22%	47%	22%	7%
23.	Teachers have returned assignments, and communicated my progress to me in a reasonable amount of time.	21%	45%	23%	8%
24.	I take advantage of staff and teachers to seek extra help or instruction during tutorial periods.	26%	38%	21%	12%
25.	I find it easy to communicate with teachers or staff in person, and via e-mail or the Internet (web page).	30%	42%	19%	7%
26.	I feel I have been prepared to continue my academic or vocational goals.	31%	48%	15%	5%

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27.	The computer lab meets my needs, and I routinely use it.	9%	23%	32%	34%
28.	The library meets my needs, and I routinely use library resources.	13%	27%	33%	26%
29.	I feel that the administration has adequate knowledge and involvement in students' affairs.	12%	32%	29%	24%
30.	I feel comfortable speaking with staff members regarding school or personal problems.	14%	30%	27%	27%
31.	I am aware of the different kinds of peer support offered at my school, and would be willing to use it if needed.	18%	34%	27%	21%
32.	There are extra-curricular activities that meet my needs.	35%	38%	25%	17%
33.	I actively participate in school-related activities.	25%	33%	25%	17%
34.	I get adequate time to complete my test and quizzes.	30%	41%	18%	10%

California High School Focus on Learning Report 2012-1013

California High School – Student Survey

2012 Survey Questions - 598 Responses – Sophomore English Classes Class of 2015 – Fall 2012

598 Responses – Sophomore English classes – Class of 2015 – October 2012				
	A	B	C	D
1. Grade	Ninth	Tenth XX	Eleventh	Twelfth
2. Gender	Female 50%	Male 50%		

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
3.	I feel that the environment at school is friendly and safe.	26%	58%	13%	2%
4.	I feel that the environment at school is clean and orderly.	20%	53%	23%	4%
5.	I feel that there is respect among students.	12%	47%	33%	8%
6.	I feel that there is respect between staff and students.	24%	52%	18%	6%
7.	I feel socially included and accepted at this school.	33%	48%	14%	5%
8.	I have a voice in decision-making at school.	10%	37%	36%	24%
9.	I have had adequate access to my counselor.	29%	40%	21%	9%
10.	I am satisfied with the guidance I have received from my counselor.	27%	39%	19%	13%
11.	I have been able to make valuable use of information in the Career Center.	10%	30%	27%	31%
12.	The school offers a wide variety of classes, including alternate classes to AP/Advanced level of courses.	53%	34%	10%	0%
13.	I am familiar with the Expected Schoolwide Learning Results (ESLRs).	14%	24%	26%	17%
14.	I get adequate recognition for my academic performance and other contributions in the school.	21%	40%	24%	12%
15.	Student expectations and grading policies are clearly explained at the beginning of each course.	52%	37%	7%	3%
16.	I have a clear understanding of the school's discipline policy.	41%	42%	14%	3%
17.	I feel that the tests and quizzes are adequately challenging.	25%	44%	9%	4%
18.	My teachers use a variety of instructional methods to engage students.	25%	45%	22%	8%
19.	My teachers use current technology tools as part of their lessons and instructions.	37%	44%	15%	4%
20.	My teachers use a variety of testing/assessment methods in class.	20%	48%	24%	7%
21.	Teachers modify instruction to meet students' needs.	14%	39%	30%	14%
22.	The tests and quizzes given to me match and are consistent with lessons taught in the class and homework.	25%	48%	19%	6%
23.	Teachers have returned assignments, and communicated my progress to me in a reasonable amount of time.	21%	46%	24%	6%
24.	I take advantage of staff and teachers to seek extra help or instruction during tutorial periods.	27%	40%	20%	11%
25.	I find it easy to communicate with teachers or staff in person, and via e-mail or the Internet (web page).	32%	58%	18%	6%
26.	I feel I have been prepared to continue my academic or vocational goals.	28%	49%	16%	4%

California High School Focus on Learning Report 2012-1013

27.	The computer lab meets my needs, and I routinely use it.	9%	26%	34%	27%
28.	The library meets my needs, and I routinely use library resources.	17%	28%	31%	20%
29.	I feel that the administration has adequate knowledge and involvement in students' affairs.	13%	40%	28%	15%
30.	I feel comfortable speaking with staff members regarding school or personal problems.	13%	35%	27%	21%
31.	I am aware of the different kinds of peer support offered at my school, and would be willing to use it if needed.	21%	37%	26%	13%
32.	There are extra-curricular activities that meet my needs.	335	40%	16%	8%
33.	I actively participate in school-related activities.	23%	34%	25%	14%
34.	I get adequate time to complete my test and quizzes.	25%	41%	19%	11%

California High School Focus on Learning Report 2012-1013

California High School – Student Survey

2012 Survey Questions – 602 Responses – Junior English Classes Class of 2014 – Fall 2012

602 Responses – Junior English classes – Class of 2014 - October 2012				
	A	B	C	D
1. Grade	Ninth	Tenth	Eleventh <u>XX</u>	Twelfth
2. Gender	Female 47%	Male 51%		

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
3.	I feel that the environment at school is friendly and safe.	30%	54%	13%	2%
4.	I feel that the environment at school is clean and orderly.	20%	48%	26%	6%
5.	I feel that there is respect among students.	11%	44%	33%	11%
6.	I feel that there is respect between staff and students.	21%	47%	22%	8%
7.	I feel socially included and accepted at this school.	34%	44%	15%	5%
8.	I have a voice in decision-making at school.	9%	22%	30%	37%
9.	I have had adequate access to my counselor.	26%	34%	27%	13%
10.	I am satisfied with the guidance I have received from my counselor.	28%	32%	22%	17%
11.	I have been able to make valuable use of information in the Career Center.	13%	31%	29%	24%
12.	The school offers a wide variety of classes, including alternate classes to AP/Advanced level of courses.	52%	35%	9%	4%
13.	I am familiar with the Expected Schoolwide Learning Results (ESLRs).	14%	26%	23%	35%
14.	I get adequate recognition for my academic performance and other contributions in the school.	18%	39%	28%	14%
15.	Student expectations and grading policies are clearly explained at the beginning of each course.	51%	36%	9%	3%
16.	I have a clear understanding of the school's discipline policy.	38%	41%	13%	8%
17.	I feel that the tests and quizzes are adequately challenging.	43%	41%	11%	4%
18.	My teachers use a variety of instructional methods to engage students.	22%	41%	26%	10%
19.	My teachers use current technology tools as part of their lessons and instructions.	34%	41%	18%	7%
20.	My teachers use a variety of testing/assessment methods in class.	19%	40%	28%	12%
21.	Teachers modify instruction to meet students' needs.	15%	30%	34%	20%
22.	The tests and quizzes given to me match and are consistent with lessons taught in the class and homework.	23%	43%	25%	8%
23.	Teachers have returned assignments, and communicated my progress to me in a reasonable amount of time.	21%	45%	24%	9%
24.	I take advantage of staff and teachers to seek extra help or instruction during tutorial periods.	28%	39%	22%	9%
25.	I find it easy to communicate with teachers or staff in person, and via e-mail or the Internet (web page).	29%	41%	22%	6%
26.	I feel I have been prepared to continue my academic or vocational goals.	28%	50%	16%	5%

California High School Focus on Learning Report 2012-1013

27.	The computer lab meets my needs, and I routinely use it.	10%	22%	32%	34%
28.	The library meets my needs, and I routinely use library resources.	14%	28%	36%	21%
29.	I feel that the administration has adequate knowledge and involvement in students' affairs.	13%	29%	30%	25%
30.	I feel comfortable speaking with staff members regarding school or personal problems.	12%	28%	27%	30%
31.	I am aware of the different kinds of peer support offered at my school, and would be willing to use it if needed.	15%	33%	26%	27%
32.	There are extra-curricular activities that meet my needs.	35%	36%	19%	8%
33.	I actively participate in school-related activities.	24%	35%	24%	17%
34.	I get adequate time to complete my test and quizzes.	24%	38%	22%	13%

California High School Focus on Learning Report 2012-1013

California High School – Student Survey

2012 Survey Questions – 567 Responses – Senior English Classes Class of 2013 – Fall 2012

567 Responses – Senior English classes – Class of 2013 - October 2012				
	A	B	C	D
1. Grade	Ninth	Tenth	Eleventh	Twelfth <u>XX</u>
2. Gender	Female 46%	Male 52%		

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
3.	I feel that the environment at school is friendly and safe.	35%	50%	9%	3%
4.	I feel that the environment at school is clean and orderly.	22%	47%	22%	6%
5.	I feel that there is respect among students.	12%	46%	29%	10%
6.	I feel that there is respect between staff and students.	19%	47%	22%	9%
7.	I feel socially included and accepted at this school.	34%	44%	13%	5%
8.	I have a voice in decision-making at school.	10%	20%	26%	40%
9.	I have had adequate access to my counselor.	25%	33%	25%	13%
10.	I am satisfied with the guidance I have received from my counselor.	23%	33%	20%	19%
11.	I have been able to make valuable use of information in the Career Center.	14%	29%	28%	26%
12.	The school offers a wide variety of classes, including alternate classes to AP/Advanced level of courses.	47%	35%	11%	3%
13.	I am familiar with the Expected Schoolwide Learning Results (ESLRs).	14%	25%	19%	38%
14.	I get adequate recognition for my academic performance and other contributions in the school.	18%	37%	24%	17%
15.	Student expectations and grading policies are clearly explained at the beginning of each course.	47%	40%	10%	2%
16.	I have a clear understanding of the school's discipline policy.	37%	43%	13%	6%
17.	I feel that the tests and quizzes are adequately challenging.	40%	44%	10%	4%
18.	My teachers use a variety of instructional methods to engage students.	25%	44%	22%	8%
19.	My teachers use current technology tools as part of their lessons and instructions.	33%	45%	16%	5%
20.	My teachers use a variety of testing/assessment methods in class.	20%	45%	21%	12%
21.	Teachers modify instruction to meet students' needs.	13%	36%	32%	16%
22.	The tests and quizzes given to me match and are consistent with lessons taught in the class and homework.	18%	48%	24%	7%
23.	Teachers have returned assignments, and communicated my progress to me in a reasonable amount of time.	22%	47%	21%	7%
24.	I take advantage of staff and teachers to seek extra help or instruction during tutorial periods.	25%	39%	19%	13%
25.	I find it easy to communicate with teachers or staff in person, and via e-mail or the Internet (web page).	29%	41%	20%	7%
26.	I feel I have been prepared to continue my academic or vocational goals.	31%	44%	16%	5%

California High School Focus on Learning Report 2012-1013

27.	The computer lab meets my needs, and I routinely use it.	7%	21%	31%	37%
28.	The library meets my needs, and I routinely use library resources.	11%	25%	30%	30%
29.	I feel that the administration has adequate knowledge and involvement in students' affairs.	12%	30%	28%	26%
30.	I feel comfortable speaking with staff members regarding school or personal problems.	13%	305	25%	28%
31.	I am aware of the different kinds of peer support offered at my school, and would be willing to use it if needed.	16%	31%	26%	25%
32.	There are extra-curricular activities that meet my needs.	33%	37%	18%	10%
33.	I actively participate in school-related activities.	25%	31%	25%	15%
155	I get adequate time to complete my test and quizzes.	29%	44%	18%	7%

California High School Focus on Learning Report 2012-1013

California High School – Student Survey

2012 Survey Questions - 527 Responses – Senior English Classes - Class of 2012 - June 2012

527 Responses – Senior English classes – Class of 2012 - June 2012				
	A	B	C	D
1. Grade	Ninth	Tenth	Eleventh	Twelfth <u>XX</u>
2. Gender	Female 49%	Male 50%		

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
3.	I feel that the environment at school is friendly and safe.	36%	52%	10%	2%
4.	I feel that the environment at school is clean and orderly.	18%	52%	23%	6%
5.	I feel that there is respect among students.	13%	48%	30%	9%
6.	I feel that there is respect between staff and students.	19%	47%	22%	11%
7.	I feel socially included and accepted at this school.	38%	43%	14%	5%
8.	I have a voice in decision-making at school.	10%	18%	33%	38%
9.	I have had adequate access to my counselor.	22%	36%	23%	17%
10.	I am satisfied with the guidance I have received from my counselor.	22%	33%	22%	23%
11.	I have been able to make valuable use of information in the Career Center.	15%	24%	31%	29%
12.	The school offers a wide variety of classes, including alternate classes to AP/Advanced level of courses.	49%	39%	7%	4%
13.	I am familiar with the Expected Schoolwide Learning Results (ESLRs).	15%	28%	24%	32%
14.	I get adequate recognition for my academic performance and other contributions in the school.	21%	40%	27%	12%
15.	Student expectations and grading policies are clearly explained at the beginning of each course.	42%	43%	11%	3%
16.	I have a clear understanding of the school's discipline policy.	34%	41%	17%	7%
17.	I feel that the tests and quizzes are adequately challenging.	33%	52%	12%	4%
18.	My teachers use a variety of instructional methods to engage students.	24%	43%	23%	9%
19.	My teachers use current technology tools as part of their lessons and instructions.	30%	45%	18%	6%
20.	My teachers use a variety of testing/assessment methods in class.	21%	40%	27%	11%
21.	Teachers modify instruction to meet students' needs.	16%	39%	29%	14%
22.	The tests and quizzes given to me match and are consistent with lessons taught in the class and homework.	21%	49%	21%	7%
23.	Teachers have returned assignments, and communicated my progress to me in a reasonable amount of time.	22%	44%	24%	8%
24.	I take advantage of staff and teachers to seek extra help or instruction during tutorial periods.	24%	36%	21%	18%
25.	I find it easy to communicate with teachers or staff in person, and via e-mail or the Internet (web page).	30%	45%	16%	8%
26.	I feel I have been prepared to continue my academic or vocational goals.	36%	46%	11%	6%

California High School Focus on Learning Report 2012-1013

27.	The computer lab meets my needs, and I routinely use it.	8%	24%	29%	37%
28.	The library meets my needs, and I routinely use library resources.	9%	24%	34%	31%
29.	I feel that the administration has adequate knowledge and involvement in students' affairs.	11%	28%	28%	30%
30.	I feel comfortable speaking with staff members regarding school or personal problems.	16%	25%	28%	29%
31.	I am aware of the different kinds of peer support offered at my school, and would be willing to use it if needed.	18%	31%	28%	22%
32.	There are extra-curricular activities that meet my needs.	36%	35%	16%	13%
33.	I actively participate in school-related activities.	26%	31%	22%	20%
34.	I get adequate time to complete my test and quizzes.	42%	39%	11%	7%

California High School Focus on Learning Report 2012-1013

California High School – Parent Survey 2012 Survey Questions - 916 Responses –Registration– August 2012

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
1.	The environment at school is friendly, clean, and safe.	39%	51%	7%	2%
2.	I feel encouraged to participate in school events, organizations, and activities.	27%	47%	18%	6%
3.	There is a strong collaboration between the school and parent organizations	23%	51%	21%	2%
4.	I feel respected by the school staff.	30%	47%	16%	5%
5.	I am able to communicate effectively with my student's teachers.	26%	47%	19%	5%
6.	I am satisfied with my student's instruction.	23%	53%	18%	4%
7.	My student is academically challenged at school.	33%	48%	10%	7%
8.	Teachers use a variety of instructional methods to engage students.	19%	52%	22%	4%
9.	Teachers use current technology tools as part of their instruction.	27%	54%	14%	2%
10.	Teachers use a variety of testing/assessment methods.	16%	51%	25%	5%
11.	Teachers modify instruction to meet students' needs.	9%	34%	35%	16%
12.	Teachers return assignments and communicate progress in a reasonable amount of time.	13%	46%	27%	11%
13.	My student has taken advantage of tutorial to seek extra help or instruction.	27%	36%	20%	13%
14.	My student's progress is communicated to me in a timely manner.	22%	44%	22%	9%
15.	My student has access to a wide range of support services within the school.	22%	47%	23%	5%
16.	The school offers a wide variety of classes, from support classes to AP/Advanced courses.	44%	41%	9%	4%
17.	I am familiar with the Expected Schoolwide Learning Results (ESLRs).	11%	26%	20%	26%
18.	Students are recognized for academic performance and other achievements.	34%	49%	13%	2%
19.	I have a clear understanding of discipline and grading policies.	35%	50%	10%	2%
20.	School technology meets my student's needs.	33%	52%	11%	3%
21.	I am able to communicate with my student's counselor.	24%	40%	24%	13%
22.	I am satisfied with the guidance my student has received from counseling.	18%	38%	27%	17%
23.	I am able to communicate effectively with the administration.	20%	49%	25%	6%
24.	I have received prompt and helpful responses to my inquiries and requests.	21%	48%	23%	8%
25.	I have been adequately informed about my student's attendance.	48%	41%	8%	3%
26.	The Career Center has provided valuable guidance and information.	15%	43%	29%	13%
27.	The library meets my student's needs.	25%	55%	17%	3%
28.	I feel comfortable speaking with staff members regarding school or personal problems.	20%	45%	26%	9%
29.	The school offers a wide range of extra-curricular activities that meet my student's needs.	38%	50%	12%	3%

California High School Focus on Learning Report 2012-1013

30.	The school fosters participation in community service.	20%	46%	25%	9%
31.	I feel empowered to participate in and share responsibility for my student's learning.	32%	45%	18%	4%
32.	The school supports my expectations for my student's success.	28%	50%	18%	5%
33.	The school holds high expectations for my student's success.	31%	49%	15%	5%
34.	My student will be prepared upon graduation to meet his or her academic and vocational goals.	34%	50%	13%	3%
35.	Overall, I am satisfied with my student's school.	34%	52%	12%	3%

California High School Focus on Learning Report 2012-1013

California High School – Staff Survey 2012 Survey Questions - 77 Responses –September 2012

		A	B	C	D
		Strongly Agree	Agree	Slightly Agree	Disagree
1.	The school is a safe place that nurtures learning and personal growth	52%	42%	5%	1%
2.	The school is a clean and orderly place .	29%	47%	18%	5%
3.	I feel respected by the administration, students, and parents.	19%	48%	19%	13%
4.	The administration is supportive , and responds promptly to my inquiries and requests.	17%	48%	19%	16%
5.	The administration provides effective support in dealing with classroom discipline issues.	19%	39%	26%	17%
6.	The support staff responds promptly to my inquiries or requests.	39%	40%	13%	9%
7.	The counseling department effectively supports teachers.	22%	45%	18%	16%
8.	The decision-making in our school is a collaborative effort between school administration, teachers, and staff.	1%	19%	36%	40%
9.	I frequently collaborate with my peers and feel comfortable sharing/exchanging lesson plans and academic material.	63%	30%	4%	3%
10.	The Expected Schoolwide Learning Results (ESLRs) are consistent with the Vision and Culture of our school.	43%	45%	10%	0%
11.	I incorporate the Expected Schoolwide Learning Results (ESLRs) into my teaching.	51%	31%	14%	1%
12.	The curriculum at our school adequately prepares our students to pursue higher education, vocational trades, and work situations .	43%	35%	14%	6%
13.	I am aware of the common core standards for subjects I teach, and feel adequately prepared to cover them, including a focus on critical thinking .	48%	26%	16%	8%
14.	My curriculum is well-balanced , providing both adequate opportunities for students to learn content material and prepare them for standardized testing .	57%	30%	10%	1%
15.	Technology is well integrated into my curriculum and adequately supports the curriculum .	36%	31%	22%	7%
16.	A clear policy on standards assessments exists across departments at a district level .	25%	34%	21%	19%
17.	Teachers and students largely support standardized assessment .	6%	30%	44%	19%
18.	Common assessment of student learning is consistent across all departments in our school.	15%	34%	31%	17%
19.	The administration has clearly articulated and communicated the Vision and Culture of the school to teachers, students, and the parent community.	31%	34%	20%	12%
20.	Adequate autonomy exists in the teaching environment in our school.	23%	30%	21%	22%
21.	My classroom instruction includes a variety of strategies to help my students meet academic standards .	73%	21%	1%	1%
22.	I use a variety of assessment tools to measure student achievement.	70%	19%	6%	3%
23.	I clearly explain student expectations and grading policies at the beginning of each course.	82%	17%	0%	0%
24.	I assign meaningful and appropriate homework to reinforce lessons taught in class.	71%	18%	5%	1%

California High School Focus on Learning Report 2012-1013

25.	I have access to the student data I need to make instructional decisions.	56%	23%	14%	3%
26.	I use state and district test scores to make decisions in curriculum design or instructional strategies.	7%	35%	27%	26%
27.	I modify instruction based on assessment data .	36%	35%	16%	9%
28.	I communicate student progress in a timely manner.	75%	19%	3%	0%
29.	Students have access to a wide range of support services within the school.	62%	31%	5%	0%
30.	The school fosters a sense of community service .	27%	23%	27%	22%
31.	The school has vehicles for recognizing student achievement in many areas of endeavor.	57%	34%	9%	0%
32.	The school offers a wide variety of extra-curricular programs .	83%	12%	3%	3%
33.	The school actively encourages staff involvement in extra-curricular programs	40%	36%	13%	10%
34.	I attend school events and activities beyond the teaching day.	39%	31%	22%	8%
35.	The school offers a wide variety of classes , including alternate classes to AP/Advanced level of courses.	55%	17%	19%	9%

Appendix C: School Profile

2012-2013 SCHOOL PROFILE

CALIFORNIA HIGH SCHOOL

A National Blue Ribbon School

A California Distinguished School

A Digital High School

www.calhigh.net

9870 Broadmoor Drive

San Ramon, CA 94583 (925) 803-3200

Counseling Fax (925) 803-3216

CEEb-Act CODE: 053229

Principal: Mark Corti

Assistant Principals: Stephanie Fry, Dana Taylor
Sara Wondolowski

School: Comprehensive, 9-12 public high school

- Enrollment: 2550
- Class of 2013: 600
- Teacher/student ratio: 1:30
- Accreditation: Western Association of Secondary Schools and Colleges
- School Year: two semesters
- School Day: seven periods offered
- Ethnic Makeup: 54% Caucasian, 25% Asian, 12% Hispanic, 5% Filipino 3% African American, 1% Pacific Islander

Community: San Ramon is a suburban community located approximately 35 miles east of San Francisco. Most of its residents are employed in professional and service areas.

Faculty: The teaching faculty includes 125 teachers. The Counseling Department includes 6 counselors:

Maria DuBose	mrdubose@calhigh.net
Bev Hall	bhall@calhigh.net
Patty O'Malley	pomalley@calhigh.net
Michelle Sampson	mreardon-sampson@calhigh.net
Cheryl Youngberg	cyoungb@calhigh.net
Susie Fitch	sfitch@calhigh.net

Graduation Requirements: Students must earn 240 credits to graduate (five credits per semester for courses completed with a grade of "D" or better). Credits must include: four years of English, two years of math, two years of science, three and half years of social science, two years of physical education, one semester of health, and two years from foreign language/technical/ visual-performing arts.

Grading:

A= excellent	B= college recommending	C= average	D= passing
F= failure	P= passing	NM= no mark	INC= incomplete

Grade Distribution: Grade point average is weighted and includes all courses taken in grades 9-12. Advanced Placement and Honors classes are weighted on a 5.0 scale.

Rank: By district policy, rank in class is not computed.
Class of 2012 60% accepted to a four-year college/university
College Placement: 35% chose to attend a two-year college

Grading Legend

A = 4.0	100-90
B = 3.0	89 - 80
C = 2.0	79 -70
D = 1.0	69 - 60
F = 0	59 - below

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CURRICULUM

California High School offers a varied and comprehensive curriculum. The college preparatory program includes advanced, honors and the following advanced placement offerings:

AP English Literature	AP Chemistry	Honors Anatomy
AP European History	AP Physics B	Honors English 11
AP U.S. History	AP Enviro Science	Honors French 4
AP American Government	AP Macro/Micro Econ	Honors Spanish 4
AP Calculus AB	AP Psychology	Honors Physics
AP Calculus BC	AP French Language	Honors Pre-Calculus/Trig
AP Statistics	AP Spanish Language	Honors Mandarin 4/Chinese
AP Studio Art	AP Chinese Lang/Culture	
AP Biology	AP Music Theory	

A “P” coding on the transcript denotes those courses that are approved as college prep by the University of California. An “H” coding on the transcript denotes an honors, advanced placement or college level course, which receives a weighted grade as approved by the University of California.

MEAN SAT SCORES

SAT Reasoning				
Class	# Students	Verbal	Math	Writing
2012	441	594	596	551

AVERAGE ACT SCORES

Class	#Students	English	Math	Reading	Science	Composite
2012	178	25.4	27.9	26.1	25.7	26.4

ADVANCED PLACEMENT

In May 2012, 491 students took 933 exams.
801 exams taken were scored 3 or above.

NATIONAL MERIT SCHOLARSHIP

Class of 2012 – 12 semi-finalists & 23 commended

2009-2012 COLLEGE PLACEMENTS

Academy of Art	Colgate University	Holy Names University	Northern Arizona U	Stanford University
Air Force Academy	College of New Rochelle	Huntingdon College	Northpark University	Syracuse University
Alabama, University of	College of The Arts	Illinois, University of	Northwestern University	Texas, University of
Allegheny College	Colo. Christian University	Idaho, University of	Oakwood University	University of Puget Sound
American University	Colorado Mesa	Indiana, University of	Ohio State University	University of the Pacific
Arizona State University	Colorado State University	Jackson State University	Ohio Wesleyan University	Utah State University
Arizona, University of	Colorado University of,	Kansas, University of	Oregon State University	Utah Valley State College
Art Institute	Columbia University	Lewis & Clark	Oregon Western, Univ. of	Vanderbilt University
Azusa Pacific	Connecticut University of,	Linfield College	Oklahoma State	Virginia Tech
Babson College	Cornell University	Lipscomb University	University	Washington State Univ.
Bard College	Creighton University	Loyola Marymount Univ.	Oregon, University of	Washington, University of
Belmont Abbey	DePaul University	Loyola University	Oregon, Univ. of Southern	Western Washington
Berklee College of Music	Dominican University	MA College of Pharmacy	Otis College of Art	Univ.
Bethany University	Drexel University	Marian University	Pace University	Western Kentucky Univ.
Boise State University	Duke University	Marist College	Pennsylvania, University	Western New England
Boston College	Embry-Riddle	Maritime Academy	of	West Point
Boston University	Emerson College	Mass. Institute of Tech.	Pepperdine University	Whittier College
Bowdoin College	Emory University	Miami, University of	Pomona College	William Jessup University
Brigham Young	Eugene Lang College	Michigan, University of	Portland, University of	Wisconsin, University of
University	Ex'pression	Mills College	Pratt University	Worcester Poly. Institute
Brown University	FIDM	Minnesota, University of	Princeton University	Wyoming, University of
CA College of the Arts	Fresno Pacific	Missouri University of	Purdue University	Yale University
California Baptist Univ.	Friends University	MIT	Redlands, University of	
California State Univ.-all	Georgetown University	Montana, University of	Rensselaer	
California, University of-	Georgia Inst. Of Tech	Mount St. Marys	Saint Mary's College	
all	Georgia, University of	Nebraska, University of	San Diego, University of	
Carleton College	Global College	Nevada, University of	Santa Clara, University of	
Carnegie Mellon	Gonzaga University	New England	San Francisco, Univ. of	
Chapman University	Hamilton College	Conservatory	Smith College	
Chicago, University of	Harvey Mudd	New York University	So. California, Univ. of	
Claremont McKenna	Haverford College	North Carolina, U of	South Carolina, Univ. of	
Clark University	Hawaii Pacific University	North Dakota, Univ. of	South Dakota State Univ.	
Clark Atlanta University	Hawaii, University of	NorthEastern University	St. Bonaventure Univ.	

Appendix D: San Ramon Valley Unified School District Guiding Questions

2012-13 Guiding Questions

The following is a list of **Guiding Questions** meant to help all schools in the district remain focused on "students and their learning" and "staff and their work." These questions have been created using the district's Framework for Excellence and the areas of **Rigor, Relevance and Relationships**.

RIGOR

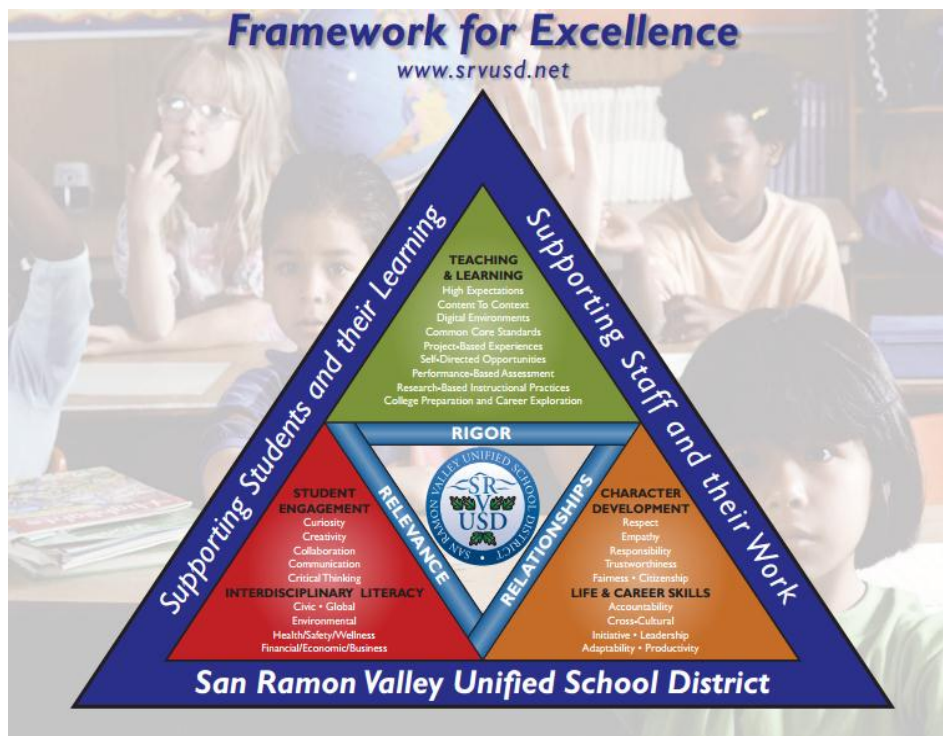
- Describe the academic performance of your students. How are you moving all students to higher academic achievement levels? What students does your school need to target?
- Data: How is data used by staff?
- Elementary - STAR Score – CST and CMA (Core Subjects), Similar School Scores, Fall and Spring Write, DRA, Envision Benchmarks
- Middle School - STAR Score – CST and CMA (Core Subjects), Similar School Scores, Fall and Spring Write, Letter Grades, Core Subject Area summative exams
- High School - STAR Score – CST and CMA (Core Subjects), Similar School Scores, Mock CAHSEE, EAP, CAHSEE, SAT, AP, ACT, Advanced Placement numbers (diversity of students), A-G
- What instructional strategies and programs are being implemented for your students? What benchmark evidence demonstrates the strategies and programs are working? (What is your money spent on? Is it making a difference for the students in the program? Is the change worth the money spent?)
- What evidence do you have that demonstrates students are being challenged in higher-level thinking tasks based in real world problems? (Has Daggett's work been discussed with staff? Observe classes, tests questions, lesson plans. In classes using challenge-based curriculum are the questions and tasks asked of students pushing them to think in deeper more critical ways?)
- In what ways are you articulating both vertically (K-12) and horizontally (at the department/grade level) within your school and across the district to ensure better communication? (Frequency of meetings, what are the agendas/discussion topics?) (horizontally – Elem 3X a month, middle school departments 3X a month, High school 2X a month) (Vert – All levels 1X/month)

RELEVANCE

- Describe how your school is using the District Framework for Excellence to move instruction, assessment and learning into Daggett's Quadrant D? (What PD is offered to your staff? What are you looking for in the classroom? Collaboration time and staff meetings are used to develop tasks and assessments that are in the D quadrant.)
- How do your teachers and students use instructional technology to increase relevance in their lessons? (Is tech being used? How frequently? In what ways? What level of use – substitution vs. transformation? What tasks and processes are being asked of students – level D Quadrant work?) - models
- How are you helping your parent community understand the importance of relevant curriculum and common core standards? (videos – Site and District website – Presentation to the PTA, Foundation, Boosters)

RELATIONSHIPS

- Describe the culture/climate on your site for adults and students. What are some of the climate issues on your campus and how are you addressing them? (Safety plan should reflect these two questions.)
- In what ways does your school foster positive relationships between staff, parents, students, and the broader community we serve? How do you know it is working?
- How are you ensuring that every student has at least one meaningful connection with an adult on your campus?



APPENDIX D: SCHOOL BUDGET

Budgets		
Site Disc	\$152,847	
Distr Sup	\$63,575	
Parking	\$40,000	
Tech funds	\$39,041	
Carryover	\$166,579	marquee=\$52,653
PSAT	\$12,899	
AP test	\$10,374	
class don	\$46,402	
SIP	\$100,076	
St. Gov	\$183,905	
Athletics	\$352,409	ASB total
<u>other asb</u>	<u>\$429,361</u>	<u>\$965,675</u>
St Lib gr	\$2,005	
SIP Lib	\$364	
Health Gr	\$50,000	
Chevron	\$11,140	
SR Reg Hos	\$1,746	
GATE	\$3,000	
other boos	\$50,000	
Acad Boos	\$196,000	
Total	<u>\$1,911,723</u>	

NOTE: budget totals include c/o

Highlighted: not budget/cash funds

Total cash: \$1,281,350

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12-13 Site Discretionary BUDGET					last year budget
last update: 9/21/12	Total Budget: Enrollment X \$ /student (2500 X 59.94)			\$149,850	\$151,528
Account String	Department	# Sec	\$/sec	Budget	
01-0000-0-1217-1000-4310-051-2000	English (45/sec to cc)	86	35	\$3,010	\$80/section but
01-0000-0-1226-1000-4310-051-2000	Math (45/sec to cc)	77	40	\$3,080	a portion is
01-0000-0-1233-1000-4310-051-2000	Soc. St. (45/sec to cc)	77	35	\$2,695	alloc. To copy
01-0000-0-1232-1000-4310-051-2000	Science/Health (35/sec to cc)	73	40	\$2,920	ctr
01-0000-0-1230-1000-4310-051-2000	P.E. (30/sec to cc)	33	70	\$2,310	#sec is adjusted
01-0000-0-1220-1000-4310-051-2000	World Lang (35/sec to cc)	47	45	\$2,115	w/Master Sched.
01-0000-0-1227-1000-4310-051-2000	Fine Arts (30/sec to cc)	50	55	\$2,750	
01-0000-0-1201-1000-4310-051-2820	Resource/Sp. Ed (30/sec to c	37	45	\$3,000	2000+ 1000 off sup
	27% of budget=	480	Total Dept		\$21,880
01-0000-0-0000-2421-4310-051-2000	Library	x 80=	\$39,440	\$1,000	lab supplies
01-0000-0-1201-1000-4100-051-2000	DISTRICT TEXT			\$0	
01-6300-0-1110-1000-4100-051-1000	STATE TEXT			DISTRICT	
01-0000-0-1201-1000-4310-051-2000	Equip		\$5,922	\$2,435	add'l \$2997 10th day
01-0000-0-1201-1000-5640-051-2000	Equip/Repair			\$4,000	
01-0000-0-1201-1000-5610-051-2000	copier maint			\$39,835	see attached
01-0000-0-0000-3110-4310-051-2743	Counseling			\$2,000	
01-0000-0-0000-2700-4310-051-2731	Admin Supply			\$4,000	
01-0000-0-0000-3140-4310-051-2000	NURSE			\$400	
01-0000-0-0000-2700-5721-051-2731	Postage			\$9,000	email prog
01-0000-0-0000-8220-4340-051-2000	CUSTODIAL			\$36,000	fac use
01-0000-0-0000-2700-5910-051-2784	Telephone			\$12,300	
01-0000-0-0000-7550-4310-051-2000	COPY CENTER supplies			\$12,000	supplies
01-0000-0-0000-2700-5727-051-2731	Duplicating			\$3,000	
01-0000-0-0000-2700-4313-051-2731	Graduation		2476	DISTRICT	2629 last year
01-0000-0-0000-7720-4310-051-2000	SASI			\$2,000	cut \$2K b/c donations are h
	TOTAL			\$149,850	
FOLLOWING ARE NOT SITE DISCRETIONARY					
01-0000-0-0000-8300-5888-051-2000	Security			\$5,000	
01-0000-0-1201-1000-4310-051-2000	10th day adjustment		effects dept alloc.	\$2,997	
01-0000-0-0000-8220-4310-051-2000	Fac. Use Rebate		effects custod. budget		
	need facility use requests for our user groups			\$0	
01-0000-0-0000-8300-5888-051-2000	Graduation security			\$4,000	
01-0000-0-000-2700-5690-051-2787	Graduation Chairs			\$2,650	
	2011-12 Carryover				
01-0000-0-1201+-1000-4310-051-2000	\$12/sudent utilities rebate				
	STANDARD RATE:\$17,864/section or \$89,321 FTE		Total	\$164,497	
	STANDARD RATE:\$17,673/section or \$88,364 FTE		prev yr FTE		
*Note: Counseling was not allotted \$2000 this year because donation account balance is large. Scholarships were offered and t-shirts purchased. Income from ASB card replacement & transcript sales					

APPENDIX F: SARC