California High School

2010-2011 School Accountability Report Card

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Principal's Message

Welcome to California High School, a California Distinguished School and National Blue Ribbon School, where students, teachers, administrators, support personnel, and parents are dedicated to academic excellence. Since 1973 our school has taken pride in providing a well-rounded and rigorous academic program which is now oriented to meet the challenges of the 21st Century.

Our commitment to a standards-based academic program is reflected in a strong college preparatory program, which includes many honors and Advanced Placement courses. Students also have the opportunity to take accelerated classes at the University of California, Berkeley, Diablo Valley College, and Los Positas College.

California High School also offers courses in technology, Project Lead the Way engineering and health courses, art, business, choral and instrumental music, drama and physical education. We also encourage students to explore the courses offered at California High School by our Regional Occupation Program.

A well-rounded high school experience includes active participation in co-curricular activities. Again, we encourage students to become involved in our athletic programs, academic competitions, student clubs, student government, and visual and performing arts programs.

Parents are invited to join and participate in a variety of parent organizations that support our school's academic and extracurricular programs. We have PTSA, Academic Boosters, Athletic Boosters, Choral Music Boosters, Drama Boosters, and the Instrumental Music Boosters. Each of these organizations provides financial support for our students and teachers.

Our staff and community are committed to providing a safe and positive environment that promotes respect, productivity, and active participation in school activities. The administration and counseling department is student oriented. If you experience problems or simply want to talk, we encourage you to visit our offices.

Set high standards for yourself, work hard, and be proud that you achieved your goals at California High School.

Mark Corti, Principal
(mcorti@calhigh.net)

School Profile

California High School, established in 1973, is one of four comprehensive 9-12 schools in the San Ramon Valley. It serves the rapidly growing community of San Ramon. In 2007, California High School was granted a full six-year accreditation by Western Association of Schools and Colleges (W.A.S.C.), and has received it's third California Distinguished School Award in 2009 and was named a National Blue Ribbon School by the U.S. Department of Education in 2006.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	2.5%
American Indian	0.1%
Asian	17.8%
Filipino	3.3%
Hispanic or Latino	12.9%
Pacific Islander	0.3%
White	54.4%
Two or More	8.7%
None Reported	-

Mission Statement

The mission of California High School is to provide a rigorous and challenging academic environment, to develop skills and confidence for academic and professional success, and to encourage intellectual, artistic, and personal exploration and growth. Students, staff, and the community collaborate in continuing support of life-long learning, well-being, and mutual respect, empowering all students to be productive, ethical, compassionate participants in their own futures.

Discipline & Climate for Learning

Students at California High are guided by classroom expectations and respect for others. The goal of the California High School positive behavior program is to provide a safe enviroment that fosters student learning. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook (Grizzly Guide), Bear Facts, Website and Lyris emails. The administrative staff highlights important discipline and procedural information in classrooms at the beginning of the year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other means of discipline have been exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	211	155	181	966	1086	940
Suspension Rate	8.6%	6.4%	7.3%	3.6%	3.9%	3.2%
Expulsions	3	2	5	17	8	14
Expulsion Rate	0.1%	0.1%	0.2%	0.1%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs are available on our website. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Cross Country, Football, Tennis, Volleyball, Water Polo, Golf, Cheerleading, Basketball, Soccer, Wrestling, Baseball ,Softball, Swimming/Diving, Track and Lacrosse. The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during award ceremonies, at a variety of community events, and by their classroom teachers.

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
9th	646	642	647
10th	585	647	637
11th	619	551	642
12th	600	591	546

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												
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	26	28	30	36	-	9	36	-	40	19	-	35
Mathematics	26	27	30	34	-	6	16	-	36	22	-	27
Science	31	32	32	4	-	3	16	-	21	35	-	30
Social Science	33	32	33	-	-	3	18	-	13	41	-	46

Data Sources

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

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Parent Involvement

California High benefits from parents who provide their time, talent and financial support. The school has a strong base of parent volunteers. Parents are also welcome to join the following Booster Organizations: Academic, Athletic, Choral Music, Drama, Instrumental Music and PTSA. Due to state and district budget cutbacks, the parents and community financially augment the school budget. The school also benefits from several community partnerships, including local Rotary organizations, businesses, San Ramon Valley Education Foundation, the Contra Costa Regional Occupation Program, Chevron and the San Ramon Valley Regional Medical Center.

Contact Information

Parents or community members who wish to participate on leadership teams, school committees, school activities, or become a volunteer may contact California High School by phone at (925) 803-3200 and on our website www.calhigh.net.

Staff Development

California High School, under its Single Plan for Student Achievement, plans three days of professional development. Activities have been based on themes found in the school plan, written by staff, students, and parents, and adopted by the School Site Council as California High School's instructional improvements program. The goals of the school plan address increased proficiency for all students. During our adjusted schedule on Wednesdays, professional development takes place during Staff, Department, Focus Group, and Collaboration meetings.

Through this process a California Partnership Engineering Academy and a Health Pathway were added in 2010.

Teacher Assignment

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

| Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	107	113	98	1215
Without Full Credentials	7	1	0	2
Working Outside Subject	3	1	0	6

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	1	2	0
Misassignments of Teachers (other)	0	2	0
Total Misassignments of Teachers	**1**	**4**	**0**
Vacant Teacher Positions	1	2	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	95.5%	4.5%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%
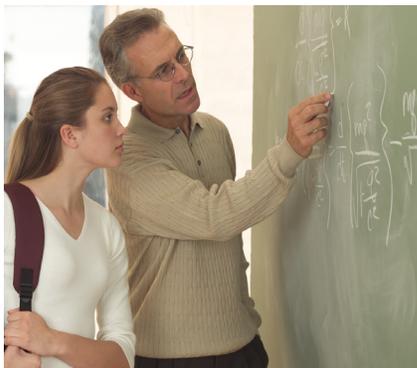
Counseling & Support Staff

It is the goal of California High to assist students in their personal development, academics, college admissions and career exploration. The school provides support to students who experience academic and emotional challenges. We are currently staffed at 5 counselors. The counselor to student ratio is 1:500. The table lists the support service personnel available at California High.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Academic Counselor	6	5
Assistant Principal	3	3
Athletic Director	1	.4
Attendance Specialist	3	3
Band/Music Director	2	2
Campus Monitor	1	1
Campus Security Officers	1	1.0
Campus Supervisor	1	1
Career Specialist	1	1.0
Case Manager	9	9
Counseling Technician	1	1
Counselor Intern	1	.2
English as a Second Language (ESL) Teacher	1	.4
Librarian	1	1.0
Nurse	1	0.2
One-on-One Aides	4	4
Para Educator	12	12
PE Teacher	7	6.4
Psychologist	2	1.5
Reading Teacher	1	.4
Registrar	1	1
Special Day Class (SDC) Teacher	3	3
Speech/Language/Hearing Specialist	1	1.0
Student Activities Director	1	.6
Technology Support Providers	1	1

Science Lab Equipment

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Instructional Materials

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

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

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

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_ group_id=1276351828080&group_id=1276351828080&id=1 276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

Safe School Plan

California High School has long established procedures that provides a safe and orderly campus for students. The campus is closed to freshmen, sophomore and junior students. Visitors to the campus are required to check in at the office. A nurse is on duty one day a week. The school safety plan is updated annually. Emergency drills and a secure campus drill (intruder) in conjunction with the San Ramon Police Department and the San Ramon Valley Fire Protection District are done annually. A San Ramon City School Resource Officer is on staff and works full time at California High. We have a campus supervisor and campus monitor.

Date of Last Review/Update: October, 2010
Date Last Reviewed with Staff: October, 2010

School Facilities

California High School opened in 1973, and is included in the district maintenance schedule for major repairs such as carpeting, roofing, lighting, etc. The district's maintenance crew works closely with the school administration to ensure that emergency repairs as well as routine repairs are done in a timely fashion.

The San Ramon Valley Unified School District continues to share a financial partnership with the City of San Ramon. California High School has benefited from this partnership through the enhancement of the following facilities:

•All-weather track
•Expansion of the Aquatics Center
•Stadium restrooms
•6 tennis courts

The San Ramon Valley Unified School District has recently installed a new all-weather turf field.

Measure A, passed in 2004, PHASE I: provided a 3-story, 63-classroom building, and a new Library (completed); PHASE II: Career Technology building, Student Quad area, Fine & Applied Arts building, and new Counseling Office (completed); PHASE III: Renovation and expansion of the Theater, construction of a new Event Center. and renovation of the old Gymnasium to be completed in 2011.

	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%
11th-12th	Mathematics	Bedford/St. Martin	2008	Yes	0.0%
10th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th-10th	Mathematics	McDougal Littell	2000	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%
11th-12th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2007	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%
9th-10th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/ files/07618040730051Textbooks_1.pdf

School Facility Conditions				
Date of Last Inspection: 01/20/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Maintenance and Repair

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

Deferred Maintenance

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

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

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

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

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

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

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2009	**2010**	**2011**	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**
English/Language Arts	78	76	79	83	83	84	49	52	54
Mathematics	58	59	62	76	78	78	46	48	50
Science	82	77	84	86	85	88	50	54	57
History/Social Science	77	71	77	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	**English/ Language Arts**	**Mathematics**	**Science**	**History/ Social Science**
District	84	78	88	81
School	79	62	84	77
African American/ Black	62	29	75	62
American Indian	*	*	*	*
Asian	87	82	97	88
Filipino	80	63	84	85
Hispanic or Latino	66	51	68	66
Pacific Islander	*	*	*	*
White	80	58	83	76
Males	76	64	83	80
Females	83	60	86	75
Socioeconomically Disadvantaged	54	44	80	60
English Learners	18	43	*	*
Students with Disabilities	29	24	35	33
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*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)				
	School		**District**	
Made AYP Overall	Yes		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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

API School Results			
	2008	**2009**	**2010**
Statewide	10	10	10
Similar Schools	9	9	6
Group	**08-09**	**09-10**	**10-11**
All Students at the School			
Actual API Change	14	-8	18
Asian			
Actual API Change	7	-	14
Hispanic or Latino			
Actual API Change	-5	-2	20
White			
Actual API Change	15	-9	17
Two or More Races			
Actual API Change	-	-	26
Students with Disabilities			
Actual API Change	19	-19	47

Growth API						
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	1,855	888	22,060	922	4,683,676	778
Black or African American	45	806	468	819	317,856	696
Asian	341	946	5,619	974	398,869	898
Filipino	59	895	651	920	123,245	859
Hispanic or Latino	234	828	1,819	868	2,406,749	729
White	1,018	882	11,940	911	1,258,831	845
Two or More Races	152	908	1,464	919	76,766	836
Socioeconomically Disadvantaged	67	783	796	822	2,731,843	726
English Learners	57	752	1,599	906	1,521,844	707
Students with Disabilities	166	675	1,851	736	521,815	595

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
9	13.7%	29.8%	45.2%

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

CAHSEE By Subject								
	2008-09			2009-10			2010-11	
	School	District	State	School	District	State	School	District	State
English	87.0	88.0	52.0	85.0	87.0	54.0	89.0	92.0	59.0
Mathematics	92.0	90.0	53.0	86.0	86.0	54.0	89.0	91.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	8.0	20.0	71.0	9.0	36.0	55.0
All Students School	11.0	24.0	65.0	11.0	38.0	51.0
Male	13.0	24.0	63.0	10.0	40.0	50.0
Female	9.0	24.0	67.0	10.0	40.0	50.0
African American	38.0	-	62.0	50.0	25.0	25.0
Asian	3.0	19.0	78.0	2.0	20.0	78.0
Filipino	5.0	26.0	68.0	5.0	26.0	68.0
Hispanic or Latino	24.0	28.0	47.0	23.0	44.0	33.0
White	11.0	26.0	62.0	11.0	45.0	44.0
Socioeconomically Disadvantaged	23.0	36.0	41.0	21.0	53.0	26.0
Students with Disabilities	59.0	22.0	20.0	43.0	49.0	9.0

Advanced Placement Classes

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

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	2
Foreign Language	1
Mathematics	6
Science	5
Social Science	11
Totals	25
Percent of Students in AP Courses	5.4%

UC/CSU Course Completion

Students at California 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'.

Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements			
	School	District	State
All Students	98.9%	99.3%	0.0%
Socioeconomically Disadvantaged	2.4%	2.2%	0.0%
African American/Black	100.0%	90.4%	0.0%
American Indian	50.0%	91.0%	0.0%
Asian	100.0%	100.0%	0.0%
Hispanic or Latino	93.0%	100.0%	0.0%
Pacific Islander	100.0%	100.0%	0.0%
White	99.0%	98.3%	0.0%
English Learners	1.1%	1.0%	0.0%
Students with Disabilities	6.0%	5.6%	0.0%

* Data was not available at the time of publication.

Dropout & Graduation Rates

California High believes effective standard based instruction in conjunction with research based teaching strategies and individual support provides the best opportunity for student success. Daily attendance and participation are critical to achieving academic success. Targeted intervention is available to students before during and after-school. Counseling support and a 4 day per week tutorial program (30 minutes) are examples of programs designed to assist students.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	0.30%	0.30%	0.20%
Graduation Rate	98.87%	98.83%	98.63%

Career Technical Education (CTE) Programs

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

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

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

The specific CTE and ROP course offerings differ by site.* The composite list of classes that pupils in the district may participate in and that are aligned to the applicable model curriculum standards in 2010-11 includes: Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Careers in Teaching, Child Development, Computer Applications, Computer Integrated Manufacturing, Computer Repair & Maintenance, Culinary Arts, Developmental Child Psychology, Environmental Science, Fashion Design (and) Merchandising, Forensic Science, Integrated Graphics Technology, Journalism, Marketing, Newspaper, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Principles of Biomedical Science, Recording Arts, Robotics, Sports Medicine, Stage Production, Video Production, VS.net (Visual Studio NET) and Work Experience.

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

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

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

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

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?	986
What percent of the school's pupils complete a CTE program and earn a high school diploma?	1.5
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	15.0

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

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

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	$70,760
District	$65,678
Percentage of Variation	7.73%
School & State	
All Unified School Districts	$69,207
Percentage of Variation	2.24%

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	$5,611
From Restricted Sources	$1,156
From Unrestricted Sources	$4,456
District	
From Unrestricted Sources	$1,065
Percentage of Variation between School & District	
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-18.32%

District Revenue Sources

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

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