

Dougherty Valley High School

10550 Albion Rd. • San Ramon, CA 94582 • (925) 479-6400 • Grades 9-12

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www.dvhigh.net



2017-18 School Accountability Report Card Published During the 2018-19 School Year



San Ramon Valley Unified School District

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District Governing Board

Ken Mintz, Board President
Rachel Hurd, Board Vice President
Greg Marvel, Board Clerk
Mark Jewett, Board Member
Susanna Ordway, Board Member

District Administration

Rick Schmitt
Superintendent
Toni Taylor
Deputy Superintendent,
Educational Services
Keith Rogenski
Assistant Superintendent,
Human Resources
Gregory Medici
Chief Business Officer
Business Office

Gary Black
Assistant Superintendent,
Facilities & Operations

Principal's Message

Dear Visitors,

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

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

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

Sincerely,

David C, Kravitz
Principal

MISSION

DVHS is a learning community that provides equitable access to rigorous and engaging learning opportunities. We believe in developing a mindset that allows students to enhance and explore their interests and passions.

VISION

DVHS strives to be a student-centered learning community that encourages and challenges students through academic, extracurricular, and culturally diverse opportunities to become creative, engaged, and ethical global citizens.

School Profile

Dougherty Valley High School, established in 2007, is located in the Dougherty Valley in San Ramon, approximately 40 miles east of San Francisco. Dougherty Valley High School has a total school population of approximately 3,229 students in 2017. Dougherty Valley High School offers students a challenging, rigorous standards based curriculum, and high expectations. Students and parents are encouraged to participate in the excellent program opportunities available.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	841
Grade 10	833
Grade 11	758
Grade 12	780
Total Enrollment	3,212

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	68.7
Filipino	5.3
Hispanic or Latino	5.9
Native Hawaiian or Pacific Islander	0.1
White	11.8
Socioeconomically Disadvantaged	7.8
English Learners	2.4
Students with Disabilities	5.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Dougherty Valley High School	16-17	17-18	18-19
With Full Credential	133	140	132
Without Full Credential	2	0	4
Teaching Outside Subject Area of Competence	1	0	3
San Ramon Valley Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	1525
Without Full Credential	◆	◆	56
Teaching Outside Subject Area of Competence	◆	◆	18

Teacher Misassignments and Vacant Teacher Positions at this School			
Dougherty Valley High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; Science for grades K-12 in 2008, and Mathematics for K-12 in 2016.

Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school. Science will be the next subject up for adoption, currently scheduled for spring/summer 2019. History-Social Science materials are on track to be adopted the following year.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 4, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Great Source - Adopted 2000 Holt, Rinehart, and Winston - Adopted 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra 1, Algebra 2, and Geometry Big Ideas Learning/Cengage - Adopted 2016 Accelerated Algebra 2 Algebra and Trigonometry(Larson) Cengage - Adopted 2015 Pre-Calculus Pre-Calculus with Limits - A Graphing Approach(Larson) Cengage - Adopted 2001 Calculus Calculus Single Variable (Larson) Cengage Adopted 2001 Calculus (Stewart) Cengage Adopted 2001 Statistics The Practice of Statistics (5E) - Bedford, Freeman, Worth - Adopted 2016 Statistics and Probability with Applications Bedford, Freeman, Worth - Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe - Adopted 2005 Holt, Rinehart, and Winston - Adopted 2007 Pearson / Prentice Hall - Adopted 2008 McDougal Littell - Adopted 2008 Houghton Mifflin, Access Science - Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials Year and month in which data were collected: October 4, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Glencoe - Adopted 2005 Holt - Adopted 2005 McDougal Littell - Adopted 2006 Cengage, Gateway to Social Studies -- Adopted 2015 Houghton Mifflin, Access US History/World History - Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Chinese Link Simplified: Level 1, Part 1 & Level1, Part 2 Chinese Link Traditional: Level 1, Part 1 & Level 1, Part 2 Chinese Link Intermediate: Level 1, Part 2 & Level 2, Part 2 AP Language & Culture Jia You! Sogang Korean: Student Book, Workbook, Vocabulary 1,2,3,4,5 Discovering French: Bleu 1,2 & Rogue 3, Themes Spanish: Realidades 1,2,3 Encuentros Miraviloso Temas The textbooks listed are from most recent adoption: Yes
Health	Glencoe Health The textbooks listed are from most recent adoption: Yes

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	95.0	94.0	81.0	82.0	48.0	50.0
Math	85.0	87.0	77.0	77.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.3	30.1	48.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	747	729	97.59	93.69
Male	385	372	96.62	92.47
Female	362	357	98.62	94.96
Black or African American	20	17	85.00	76.47
American Indian or Alaska Native	--	--	--	--
Asian	508	503	99.02	95.03
Filipino	42	42	100.00	85.71
Hispanic or Latino	50	46	92.00	91.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	78	95.12	93.59
Two or More Races	41	39	95.12	94.87
Socioeconomically Disadvantaged	67	61	91.04	77.05
English Learners	47	42	89.36	59.52
Students with Disabilities	30	24	80.00	45.83
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics				
Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	746	730	97.86	86.99
Male	384	375	97.66	85.6
Female	362	355	98.07	88.45
Black or African American	20	17	85	47.06
American Indian or Alaska Native	--	--	--	--
Asian	508	503	99.02	93.24
Filipino	42	40	95.24	70
Hispanic or Latino	50	48	96	56.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	78	96.3	87.18
Two or More Races	41	40	97.56	77.5
Socioeconomically Disadvantaged	66	60	90.91	56.67
English Learners	46	40	86.96	60
Students with Disabilities	30	25	83.33	16
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.7	2.0	2.0
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1.4
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	1 000
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	3.8
Other	
Average Number of Students per Staff Member	
Academic Counselor	500

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	29.0	29.0	14	14	15	56	50	64	31	43	35
Mathematics	28.0	30.0	28.0	14	9	18	44	38	42	36	48	52
Science	31.0	30.0	30.0	4	7	11	35	42	36	42	42	50
Social Science	29.0	30.0	30.0	11	13	12	50	46	38	37	46	58

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,677	\$47,903
Mid-Range Teacher Salary	\$75,058	\$74,481
Highest Teacher Salary	\$93,506	\$98,269
Average Principal Salary (ES)	\$128,470	\$123,495
Average Principal Salary (MS)	\$132,205	\$129,482
Average Principal Salary (HS)	\$143,795	\$142,414
Superintendent Salary	\$309,664	\$271,429
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Instructional Materials Realignment
 Teacher Credentialing Block Grant (SRVTIP)
 Professional Development Block Grant
 School and Library Improvement Program Block Grant (SIP)
 Supplemental Hourly Program
 NCLB: Title II Teacher Quality & Principal Training
 Title III-Immigrant Education
 Title III-Limited English
 Lottery Instructional Materials
 Special Education IDEA Grants and Preschool Grants
 Special Education IDEA Pre K Staff Development
 VEA (Secondary Vocational Ed.)
 Personnel Staff Development
 Special Education and Special Education Infant
 Transportation Home/School
 Transportation Special Education (if required)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Dougherty Valley High School	2014-15	2015-16	2016-17
Dropout Rate	0.5	0.3	0.2
Graduation Rate	98.7	97.7	97.9
San Ramon Valley Unified School	2014-15	2015-16	2016-17
Dropout Rate	0.7	0.9	0.5
Graduation Rate	98.2	97.9	97.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5987.47	836.22	5151.25	73016.13
District	◆	◆	5,589	\$74,794
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-8.2	-2.4
Percent Difference: School Site/ State			-32.2	-10.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	341
% of pupils completing a CTE program and earning a high school diploma	45
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	71

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	78.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	2	◆
Foreign Language	11	◆
Mathematics	18	◆
Science	20	◆
Social Science	44	◆
All courses	108	50.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	99.5	99.9	88.7
Black or African American	91.7	97.7	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	97.4	97.9	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	96.8	100.0	92.1
Two or More Races	100.0	99.3	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	81.3	84.0	56.7
Students with Disabilities	78.1	88.4	67.1
Foster Youth	0.0	80.0	74.1

Career Technical Education Programs

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 2011-12 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.