



Venture Independent Study School

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Joan Diamond, Principal

School Accountability Report Card

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Principal's Message

Venture School's major goals for the 2006-2007 school year are:

- To provide additional creative resources to make sure all students are gaining in basic skills and are prepared to pass the High School Exit Exam.
- To continue to revise and update learning contracts.
- To expand the art institute while maintaining its current excellence to include digital photography and graphic design.
- To improve Venture School's well deserved positive image in the community and statewide.
- To increase parent and student participation in major decisions effecting the new school by increasing participation on the site council.
- To offer a new college prep book club designed to foster critical thinking in reading.

The door of the principal, Joan Diamond, is always open and she welcomes visits from students, parents, and staff.

Mission Statement

The staff and parents will help foster a school climate that will nurture all students so that they are able to contribute to an ever-changing global world and successfully grow from the personal changes that they will face in the future. The curriculum will be individualized so that each student will be able to learn to his or her maximum potential.

School Profile

Students from the San Ramon Valley Unified School District may enroll at Venture School at their request. The San Ramon Valley Unified School District encompasses the communities of Alamo, Diablo, Danville, San Ramon, and a small portion of Walnut Creek. Students from outside the district will be accepted upon administrative approval with a signed interdistrict transfer.

Independent Study School: K-12, GED and CHSPE preparation, Extended Day, Adult Education.

Date Established: As a Program in 1978 – Became a School in 1988.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	8.8%
American Indian	0.7%
Asian	5.6%
Caucasian	65.1%
Filipino	0.9%
Hispanic	7.2%
Multiple or No Response	11.6%

Discipline & Climate for Learning

Venture students receive an "Unexcused Absence" letter whenever they miss an appointment with their teacher. After three such absences, a Student Study Team meeting is arranged with Venture's principal, Joan Diamond, the student's teacher and parents, and the student.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	1	0	31	45	968
Suspension Rate	0.00%	0.25%	0.00%	6.94%	11.08%	225.12%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

At this meeting the appropriateness of the student's placement at Venture School is discussed. If it is decided that the student will remain at Venture, an attendance contract is made. If it is decided that the student would do better at a traditional school, the transfer process begins and the student enrolls in the new school. If a student stops attending Venture or does not abide by the attendance agreement at the SST meeting, then a SARB meeting is scheduled.

Venture School has rarely had discipline problems among the students attending Venture. When a problem occurs, a meeting is held with Joan Diamond, the student, and the parents to resolve the problem.

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.

Enrollment By Grade

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

The total 2005/2006 enrollment at Venture School (Independent Study) was 364. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	7	2	2
1st	5	5	5
2nd	5	7	3
3rd	8	9	7
4th	7	7	13
5th	15	10	8
6th	11	17	7
7th	24	14	18
8th	26	31	22
9th	32	27	31
10th	58	54	49
11th	84	102	109
12th	165	121	156

Curriculum Development

Along with their regular teaching assignments, many teachers serve at the district level on curriculum development. Some are also mentor teachers and workshop presenters.

College Entrance Info

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

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

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

Advanced Placement Classes

Venture (Alternative) encourages students to continue their education past high school. Venture (Alternative) 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. During the 2006-07, one student participated in taking the exams.

Instructional Materials

As an independent study and home school, Venture serves students from kindergarten through 12 grade, using the textbooks available at the traditional district schools. Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners 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 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-8th	Foreign Language	McDougal Littell	2004	Yes
7th-8th	Foreign Language	Prentice Hall	2004	Yes
12th	History/Social Studies	Glencoe	2005	Yes
12th	History/Social Studies	Holt	2005	Yes
9th-11th	History/Social Studies	McDougal Littell	2006	Yes
6th-8th	History/Social Studies	McDougal Littell	2006	Yes
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
6th-8th	Mathematics	McDougal Littell	2000	Yes
8th	Mathematics	McDougal Littell	2001	Yes
9th-12th	Mathematics	McDougal Littell	2001	Yes
10th	Mathematics	McDougal Littell	2000	Yes
9th-12th	Reading Language Arts	Great Source	2000	Yes
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2000	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes
11th-12th	Science	Glencoe/ McGraw Hill	2002	Yes
K-5	Science	Harcourt Brace	2000	Yes
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes
9th	Science	Holt, Rinehart & Winston	2001	Yes
10th	Science	Prentice Hall	2002	Yes
6th-8th	Science	Prentice Hall	2001	Yes
11th-12th	Science	Thompson	2001	Yes
9th-12th	Science Laboratory Equipment	N/A	N/A	Yes

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&n=8384091.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, 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. (The Walnut Creek Library is under demolition/construction.)

Counseling & Support Staff

It is the goal of Venture (Alternative) to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. **The counselor to pupil ratio is 1:217.** The table lists the support service personnel available at Venture (Alternative).

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.0
Nurse	1	As Needed

School Facilities



Venture School moved into their new facility located at 10540 Albion Rd. in August of 2008. With input from the staff and community, the new school was designed to accommodate up to 560 students. There are three classroom designed for small group instruction including a technology classroom and a science/ art room. The facility, nearly 11,000 sq. feet, has 17 cubicles where students meet with teachers a minimum of once each week.

Many students are here much more frequently taking classes or participating in other Venture sponsored activities. Within the school, we give the STAR test in the spring and offer the CAHSEE four times during the year. Venture School is currently seeking outside sources to provide funding to add additional courses and teachers to expand the current program. To that end, Venture has produced a marketing tool designed to increase awareness and knowledge of the varied and student focused curriculum and intense support for all students.

Safe School Plan

The safety of students at Venture School is important, but fortunately, has never been a problem. Students are under the direct supervision of a staff member as they meet for their weekly appointment and as they work on their independent study course contracts. Venture School has a small campus and a patio area where students can visit for short periods of time while waiting for their appointment, on a short break, or as they wait for their ride home. Venture students tend to be very friendly with one another and at no time has their been an unsafe situation. The facility is well-kept by the district maintenance department.

School Facility Conditions

Date of Last Inspection: July, 2007

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, the 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements

	School	District	State
African American	4.0%	4.0%	*
American Indian	0.0%	1.0%	*
Asian	7.0%	11.0%	*
Filipino	0.0%	2.0%	*
Hispanic	8.0%	7.0%	*
Pacific Islander	0.0%	0.0%	*
Caucasian	69.0%	70.0%	*

* Statewide data was not available at the time of publication.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. **Due to the moderate number of students tested in grade three, scores are not disclosed.**

California Standards Test

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

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Mathematics		
	7	7	7	7	7	7
	05	06	07	05	06	07
	All Students					
School	68	53	73	64	47	73
District	79	79	80	82	86	80
State	46	46	47	49	50	47
	Males					
School	65	55	*	65	55	*
	Females					
School	*	*	75	*	*	75
	Caucasian					
School	81	*	*	75	*	*

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
	All Students																										
School	*	0	0	*	0	0	*	0	75	78	84	67	*	0	0	*	0	0	*	0	66	58	50	33	64	58	58
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37

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

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math						Science		Social Science			
	6			7			8			6			7			8		8			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07	
	All Students																				
School	69	70	54	64	58	77	53	68	74	44	60	18	48	42	50	46	42	37	44	61	
District	79	80	79	80	82	84	77	79	81	78	76	77	69	79	74	76	82	69	74	76	
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35	
	Males																				
School	*	*	*	59	64	*	43	59	76	*	*	*	47	45	*	41	41	36	37	71	
District	77	78	78	76	78	81	74	74	78	81	77	77	69	80	77	78	84	72	76	77	
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36	
	Females																				
School	*	82	*	*	*	75	61	81	71	*	73	*	*	*	50	56	43	39	56	50	
District	82	83	81	84	87	87	80	84	85	76	74	76	70	78	72	74	80	66	71	73	
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33	
	Caucasian																				
School	*	67	*	81	*	*	60	81	73	*	60	*	69	*	*	69	45	55	62	68	
District	80	79	80	80	83	85	79	80	80	78	75	76	69	79	74	75	82	69	74	74	
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52	

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																		
School	60	66	51	49	55	47	48	42	40	41	27	24	38	36	30			
District	77	82	82	70	72	75	68	68	65	63	65	65	67	65	59			
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35			
Males																		
School	57	65	42	45	50	56	39	35	32	38	34	30	35	33	38			
District	74	79	79	66	68	70	63	64	61	66	72	71	67	67	63			
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37			
Females																		
School	62	67	68	54	59	42	55	49	47	44	22	21	40	38	23			
District	79	85	86	76	74	78	73	73	69	61	59	59	66	63	56			
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33			
Hispanic																		
School	*	*	*	*	38	36	38	*	18	*	31	18	31	*	12			
District	57	70	69	58	60	62	49	55	43	43	51	51	54	53	38			
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22			
Caucasian																		
School	63	71	50	45	59	54	51	41	44	41	26	28	40	38	32			
District	77	83	82	70	71	74	67	69	66	63	64	66	66	65	60			
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48			

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

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.

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.

Physical Fitness

In the spring of each year, Venture (Alternative) is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone

2006-07 Test Results

	5th Grade	7th Grade	9th Grade
School			
School Overall	*	*	7.1%
School (Boys)	*	*	*
School (Girls)	*	N/A	*
District			
District Overall	47.6%	46.0%	52.1%
District (Boys)	42.3%	41.4%	45.1%
District (Girls)	53.3%	51.2%	59.8%
State			
State Overall	24.6%	29.4%	29.3%
State (Boys)	22.4%	27.2%	30.1%
State (Girls)	26.9%	31.8%	28.4%

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.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	5	8	8	
Similar Schools Rank	1	8	10	
All Students				
Actual Growth	83	5	5	759
Caucasian				
Actual Growth	76	-8	11	770

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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. The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Staff Development

Teachers attend both district and school staff development days. Teachers also attend classes and workshops. All Venture teachers have many credits beyond their credentials where they have continued their education. Several teachers are also presently working toward their CLAD certificates.

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Venture (Alternative) had 17 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	15	16	17	1214
Without Full Credentials	1	0	0	46
Working Outside Subject	0	0	0	5

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		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	1	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.70%	5.30%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

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 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,128
District	\$58,670
Percentage of Variation	9.30%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	6.82%

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		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%



