



Venture Independent Study School

10540 Albion Rd. San Ramon, CA 94582
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Janet Terranova, Principal

School Accountability Report Card

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Principal's Message

Dear Venture Students and Parents:

Welcome to the 2008-09 school year! The school year is well underway with students and staff busy with the business of learning.

Our elective classes have started. We are fortunate to be able to continue to offer students classes in ceramics, painting, drawing, jewelry making, science lab for grades 1-8, and architecture.

This year we have a new class-photography. Our photo lab was completed this summer and soon our students will be snapping pictures and developing them in our own lab.

Writing and math classes continue for enrichment and intervention. Please check the bulletin board outside the main classroom to sign up for these classes.

Along with our great teaching staff, we are fortunate to be able to offer the above classes taught by professionals in their fields. They enriches our students' education and vision of their future.

Should you have any questions or concerns, please contact me.

Thank you.

Sincerely,

Janet Terranova, Principal

(Email jterran@srvusd.net)

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.

Venture offers a home study program, 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	
2007-08	
	Percentage
African American	8.9%
American Indian	0.4%
Asian	6.7%
Caucasian	62.9%
Filipino	1.3%
Hispanic or Latino	8.9%
Pacific Islander	0.0%
Multiple or No Response	10.9%

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, Janet Terranova, the student's teacher, parents, and the student. 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 be more successful 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 the principal, the student, and the parents to resolve the problem.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	1	0	0	45	968	1141
Suspension Rate	0.2%	0.0%	0.0%	0.2%	3.9%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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. **Since this is an independent study program, class size information is not available.**

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 2008-09 enrollment at Venture School (Independent Study) was 397

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

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	2	2	7
1st	5	5	3
2nd	7	3	6
3rd	9	7	3
4th	7	13	10
5th	10	8	13
6th	17	7	12
7th	14	18	13
8th	31	22	23
9th	27	31	32
10th	54	49	57
11th	102	109	96
12th	121	156	175

Curriculum Development

Along with their regular teaching assignments, many teachers serve at the district level on curriculum development. All teachers participate in writing contracts for classes offered at Venture from K-12. Some are also mentor teachers and are workshop presenters.

Instructional Materials

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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&REC_ID=42495

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%
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%
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2000	Yes	0.0%
8th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
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%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
11th-12th	Science	Glencoe/ McGraw Hill	2002	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
9th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
10th	Science	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Prentice Hall	2001	Yes	0.0%
11th-12th	Science	Thompson	2001	Yes	0.0%

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 currently in a demolition/construction phase.)

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 1:283. Venture has one full time counselor and a .418 counselor who works with our at risk population and students that are concurrently enrolled at Venture and another comprehensive high school within the District.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.4
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.

School Facility Conditions				
Date of Last Inspection: 07/03/2008				
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			

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this brand new campus. However, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

Safe School Plan

The safety of students at Venture School is extremely important. 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. Students taking are elective classes are supervised at all times. Venture School has a small campus. A bench area in the front of the school is provided for students to take a short break from their studies or wait for their ride home. Venture students are cooperative and consistently follow school and district behavioral guidelines.

Date of Last Review/Update: 10/07

Date Last Reviewed with Staff: 10/08

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 nine UC campuses statewide, and 23 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 3.00, 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.

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/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	7.5%	2.0%	*
American Indian	0.0%	0.5%	*
Asian	5.0%	14.2%	*
Filipino	3.0%	2.1%	*
Hispanic or Latino	8.5%	5.8%	*
Pacific Islander	7.0%	0.3%	*
Caucasian	67.0%	70.0%	*
Multiple or No Response	2.0%	5.0%	*

* 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.

Advanced Placement Classes

Venture (Alternative) encourages all students to continue their education past high school. Venture (Alternative) students may take courses at the community college that are similar in nature to AP courses. Juniors and seniors may sometimes arrange to take AP tests at other campuses. Achieving a score of three, four, or five on the final AP exams may qualify for college credit at most of the nation's colleges.

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

	Language Arts			Mathematics		
	06	07	08	06	07	08
All Students						
School	53	73	79	47	82	86
District	79	80	81	86	86	85
State	46	47	49	50	51	52
Males						
School	55	*	*	55	*	*
Females						
School	*	75	*	*	83	*

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		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	0	0	0	0	0	0	0	75	0	84	67	75	0	0	0	0	0	0	0	66	0	50	33	58	58	58	75
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46

*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			Social Science				
	6			7			8			6		7				8			8				
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07
All Students																							
School	70	54	76	58	77	79	68	74	70	60	18	50	42	50	62	46	42	50	44	61	43		
District	80	79	81	82	84	85	79	81	81	76	77	76	79	74	78	76	82	87	74	76	75		
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36		
Males																							
School	*	*	*	64	*	*	59	76	72	*	*	*	45	*	*	41	41	50	37	71	47		
District	78	78	79	78	81	80	74	78	78	77	77	78	80	77	77	78	84	87	76	77	77		
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39		
Females																							
School	82	*	*	* 75	*	81	71	69	73	*	*	* 50	*	56	43	50	56	50	38				
District	83	81	84	87	87	89	84	85	84	74	76	73	78	72	78	74	80	87	71	73	72		
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35		
Caucasian																							
School	67	*	82	*	*	*	81	73	76	60	*	64	*	*	*	69	45	53	62	68	50		
District	79	80	81	83	85	85	80	80	82	75	76	75	79	74	76	75	82	88	74	74	74		
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53		

*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 2007-08 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									Social Science								
	9			10			11			10			11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																		
School	66	51	68	55	47	49	42	40	50	27	24	35	36	30	38			
District	82	82	85	72	75	73	68	65	70	65	65	71	65	59	69			
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38			
Males																		
School	65	42	66	50	56	50	35	32	50	34	30	37	33	38	42			
District	79	79	83	68	70	71	64	61	65	72	71	75	67	63	73			
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40			
Females																		
School	67	68	70	59	42	47	49	47	49	22	21	33	38	23	37			
District	85	86	87	74	78	76	73	69	75	59	59	66	63	56	66			
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36			
Hispanic or Latino																		
School	*	*	*	38	36	36	*	18	40	31	18	27	*	12	27			
District	70	69	76	60	62	56	55	43	58	51	51	53	53	38	60			
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25			
Caucasian																		
School	71	50	69	59	54	52	41	44	54	26	28	36	38	32	46			
District	83	82	85	71	74	73	69	66	69	64	66	71	65	60	71			
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51			

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

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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the graph and data chart.

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

	7th Grade	9th Grade
School		
School Overall	9.1%	22.6%
School (Boys)	*	21.1%
School (Girls)	*	25.0%
District		
District Overall	43.4%	60.5%
District (Boys)	40.5%	59.2%
District (Girls)	46.3%	61.7%
State		
State Overall	32.9%	35.6%
State (Boys)	30.2%	36.7%
State (Girls)	35.7%	34.5%

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

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.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	8	10	9	
All Students				
Actual Growth	5	5	2	761
Caucasian				
Actual Growth	-8	11	2	772

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	
	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
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

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 2007-08 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
	05-06	06-07	07-08	07-08
Fully Credentialed	16	17	17	1270
Without Full Credentials	0	0	0	64
Working Outside Subject	0	0	1	20

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		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.4%	4.6%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$73,136
District	\$64,728
Percentage of Variation	12.98%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	12.50%

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		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%



