

# San Ramon Valley Unified School District

## Venture (Alternative) School

### 2008-2009 School Accountability Report Card

**Janet Terranova,  
Principal**

**School Address:  
10540 Albion Rd.  
San Ramon, CA  
94582-**

**(925) 479-1200**

**Steve Enoch,  
Superintendent  
District Address:  
699 Old Orchard  
Dr.  
Danville, CA  
94526-4331**

**(925) 552-5500**



**www.srvusd.k12.  
ca.us**

#### Principal's Message

Dear Venture Students and Parents:

Welcome to Venture School. Since 1977 Venture has served students in grades Kindergarten through Adult Education. As a school community we are proud of our students' dedication to learning and their enthusiasm for learning beyond the traditional classroom.

Venture is a fully accredited comprehensive school which delivers the curriculum through independent or home study. Home school students receive materials and resources through Venture and are receive instruction at home from a parent or guardian.

Independent study students are responsible for learning material on their own with assistance from their teacher and support from home. Students come to Venture a minimum of once a week and spend about an hour with their teacher. Students receive weekly assignments at that time, and are expected to spend a minimum of 20 hours a week on academic work.

Students attend Venture by choice. Venture helps students pursue their educational opportunities outside the classroom, yet within the framework of the educational requirements of the San Ramon Valley Unified School District and the State of California. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending Venture, many students take courses concurrently at the local junior colleges. Students learn and practice the self discipline necessary for future success.

Venture School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions. Venture is a dynamic institution constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands of the 21st century.

Sincerely,

Janet Terranova, Principal

(Email [jterran@srvusd.net](mailto: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

2008-09	
	Percentage
African American	6.1%
American Indian	0.8%
Asian	7.7%
Caucasian	64.5%
Filipino	0.8%
Hispanic or Latino	8.7%
Pacific Islander	0.3%
Multiple or No Response	11.2%

## Discipline & Climate for Learning

Venture School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions.

Venture School has few discipline issues with the students attending Venture. When a problem occurs, a meeting is held with the principal, the student, and the parents to resolve the problem.

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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	968	1141	966
Suspension Rate	0.0%	0.0%	0.0%	3.9%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

## 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 2009-10 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		
	2006-07	2007-08	2008-09
K	2	7	3
1st	5	3	3
2nd	3	6	4
3rd	7	3	6
4th	13	10	3
5th	8	13	13
6th	7	12	15
7th	18	13	16
8th	22	23	19
9th	31	32	26
10th	49	57	54
11th	109	96	78
12th	156	175	152

## 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											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
Mathematics	-	7	8	-	30	21	-	-	-	-	-	-

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Venture (Alternative) had 16 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	17	17	16	1327
Without Full Credentials	0	0	0	60
Working Outside Subject	0	1	0	28

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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	1

## 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	95.6%	4.4%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

## Counseling & Support Staff

It is the goal of Venture (Alternative) to assist students in their social and personal development as well as academics. The nature of Venture encourages students to build close relationships with our counselor and staff. Venture has one full time counselor.

## 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.

During the 2009-2010 school year staff development focused on incorporating 21st century technology into student contracts and evaluating school programs in preparation for our WASC review in the 2010-2011 school year.

## Parent Involvement

Parents have been very supportive of Venture School and are encouraged to take an active part in the education of their children. Parents serve on the Advisory Committee, School Site Council, and the WASC Accreditation team. Parent volunteer to attend field trips, read with students, and support their students at Venture.

For additional information about organized opportunities for parent involvement at Venture School (Independent Study), please contact Principal, Janet Terranova at 925-479 1201.

## Contact Information

Superintendent: Steven Enoch, [senoch@srvusd.net](mailto:senoch@srvusd.net)

Principal: Janet Terranova, [jterran@srvusd.net](mailto:jterran@srvusd.net)

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Venture (Alternative) at 925 479 1200

## Curriculum Development

Along with their regular teaching assignments, many teachers serve at the district level on curriculum development committees. All teachers participate in writing standards based contracts for classes offered at Venture from K-12. Our teachers mentor teachers through BTSA and are often presenters at workshops.

This year Venture is focused on 21st century learning. We enhanced student contracts by adding technology components to student learning and used technology as the focal point of our staff development.

## 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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website ([www.srvusd.net](http://www.srvusd.net)), under "District/Curriculum Standards" or the link at the bottom of the chart for a complete list of SRVUSD textbooks and literature selections.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1
Health Clerk		
Instructional Paraeducator	1	0.2
Nurse	1	As Needed

### 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%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%
10th	Mathematics	McDougal Littell	2008	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	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	Holt, Rinehart & Winston	2002	Yes	0.0%
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	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%
6th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%
11th-12th	Science	Prentice Hall	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618040730218Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618040730218Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618040730218Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618040730218Textbooks_1.pdf)

## Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, 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.

## Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

## 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.)

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.

## 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 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: 1/09

Date Last Reviewed with Staff: 8/09

## 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.

### Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 07/10/2009				
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			

## 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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	50	58	55	79	81	83	43	46	50
Mathematics	24	25	32	71	73	76	40	43	46
Science	41	52	55	79	83	85	38	46	50
History/Social Science	32	38	39	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	40	29	40	21
American Indian	*	*	*	*
Asian	67	41	64	44
Filipino	*	*	*	*
Hispanic or Latino	36	21	55	17
Pacific Islander	*	*	*	*
Caucasian	57	32	58	45
Males	47	33	51	39
Females	63	31	59	39
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

\*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	7	
Similar Schools Rank	10	9	8	
All Students				
Actual Growth	5	2	19	778
Caucasian				
Actual Growth	11	2	8	779

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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	

## 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 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th 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 chart and data tables.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2%	18.2%	9.1%
7	15.8%	21.1%	15.8%
9	25.0%	12.5%	12.5%

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

## Advanced Placement Classes

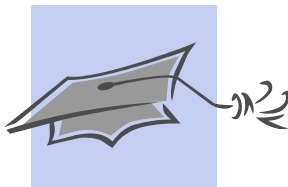
Venture (Alternative) encourages all students to continue their education past high school. Venture (Alternative) students may take courses at the community college that are similar in nature to AP courses. Students wishing to take AP tests may arrange to take AP tests at other campuses. Achieving a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

## 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	7.3%	2.3%	*
American Indian	0.0%	0.5%	*
Asian	4.3%	14.2%	*
Filipino	2.9%	2.1%	*
Hispanic or Latino	8.0%	5.8%	*
Pacific Islander	0.0%	0.3%	*
Caucasian	68.0%	70.0%	*
Multiple or No Response	9.4%	4.7%	*

\* Data was not available at the time of publication.



## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## 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 2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356

Salaries as a Percentage of Total Budget		
	District	State
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

## 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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$71,834
District	\$64,878
Percentage of Variation	10.72%

School & State	
All Unified School Districts	\$67,049
Percentage of Variation	7.13%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969\* 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.

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,831
From Restricted Sources	\$263
From Unrestricted Sources	\$4,568
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	326.12%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	17.13%

## District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Economic Impact Aid/English Learner Program
- Instructional Materials ELL, RS 7157
- Pupil Retention Block Grant (frozen mid-year)
- Peer Assistance and Review, RS 7271
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Professional Development Block Grant, RS 7393
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Teacher Credentialing Block Grant, RS 7392
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396

Selected grants from the San Ramon Valley Education Foundation

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 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.

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