



Venture (Alternative) School

2010-2011 School Accountability Report Card

**Matt Hermann,
Principal**

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**Steve Enoch,
Superintendent
District Address:
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Principal's Message

Dear Venture Students and Parents:

Welcome to Venture School. Since 1978 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 working outside of the traditional classroom setting.

Venture is a fully accredited comprehensive school which delivers the curriculum through independent or home study. We are proud to have earned our six-year WASC accreditation renewal in June 2011.

Home school students receive materials and resources through Venture and 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 at least once a week to meet 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 also have the opportunity to take small group enrichment and support classes and/or to attend drop-in tutoring sessions for mathematics and writing.

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. Some students also have the opportunity to enroll concurrently at their home middle school or high school within our school district. At Venture, students learn and practice the self-discipline necessary for future success.

Venture School provides a learning environment where all students feel valued and unique. Our program is tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions. Venture is a dynamic institution dedicated to exploring new strategies to meet the ever-changing needs of our students and the demands of the 21st century.

Sincerely,
Matt Hermann, Principal
(Email: mherman@srvusd.net)

Mission Statement

Mission Statement:

Our mission is to offer an independent study program that meets the unique needs of each student by providing a rich and relevant academic experience in a safe, caring learning environment.

Vision Statement:

Our vision is to develop and sustain a dynamic educational program that will meet the ever-changing needs of our students in a global, technologically advanced society.

School Profile

Students from the San Ramon Valley Unified School District (SRVUSD) 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.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	9.3%
American Indian	0.4%
Asian	9.3%
Filipino	1.8%
Hispanic or Latino	14.7%
Pacific Islander	-
White	59.1%
Two or More	5.4%
None Reported	-

Venture offers a homeschool program for students in Kindergarten through 7th grade, independent study for students in 8th-12th grade, GED and CHSPE preparation, an extended day program for SRVUSD 12th graders in need of credit recovery for graduation, and Adult Education. Venture was established as a program in the San Ramon Valley Unified School District in 1978. We became Venture Independent Study School in 1988

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, Matt Hermann, 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, a School Attendance Review Board (SARB) meeting is scheduled.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	966	1086	940
Suspension Rate	0.0%	0.0%	0.0%	3.6%	3.9%	3.2%
Expulsions	0	0	1	17	8	14
Expulsion Rate	0.0%	0.0%	0.4%	0.1%	0.0%	0.0%

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	3	1	1
1st	3	1	1
2nd	4	1	1
3rd	6	5	5
4th	3	5	5
5th	13	4	6
6th	15	11	3
7th	16	11	13
8th	19	28	20
9th	26	27	24
10th	54	50	38
11th	78	81	60
12th	152	134	101

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			
09	10	11	09	10	11	09	10	11	09	10	11	
By Subject Area												
11	-	-	1	-	-	-	-	-	-	-	-	-

Counseling & Support Staff

At Venture School, we are committed to helping our students in their social and personal development as well as in their academic growth. The nature of Venture encourages students to build close relationships with our counselor and staff. Venture has one full time counselor for 275 students.

Staff Development

Teachers attend professional development training sponsored by the district and the school site. These trainings are held throughout the year and on three staff development days reserved for professional education. Teachers also attend classes and workshops outside of our school district. All Venture teachers have many credits in continuing education beyond their credentials.

During the 2011-2012 school year, our staff development is dedicated to addressing the key components of our district's newly adopted Framework for Excellence - rigor, relevance, and relationships. We are continuing to incorporate web-based resources and 21st century learning strategies into our student contracts and to develop online courses. In addition, we are examining ways to support the social and emotional welfare of our students. At Venture we are always working to maintain a safe and nurturing learning environment.

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 our School Site Council and on our WASC Accreditation team. Parents volunteer to attend field trips, provide translation services, and offer general support for their students at Venture. For additional information about organized opportunities for parent involvement at Venture Independent Study School, please contact Principal Matt Hermann at (925) 479-1201.

Contact Information

Superintendent: Steven Enoch, senoch@srvusd.net. Principal: Matt Hermann, mherman@srvusd.net. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Venture School principal Matt Hermann at (925) 479 1201.

Instructional Materials

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

New Math materials were implemented into the classroom curriculum in the fall of 2009. SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

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

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

Science Lab Equipment

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

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	MacMillan/ 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

Additional Internet Access/Public Libraries

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

School Facilities

Venture School moved into its 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 classrooms 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 and an open area where students can study, complete classwork, and take exams. It is a beautiful facility and our staff and students all take good care of it. Our District pays for a 1/2 time custodian to work at the school five days a week.

Maintenance and Repair:

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

Deferred Maintenance

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

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

School Facility Conditions				
Date of Last Inspection: 07/27/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safe School Plan

The safety of students at Venture School is our highest priority. We hold regularly scheduled emergency drills and have clear procedures in place. 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 here at school. Students taking elective classes are also supervised at all times. Venture School has a small campus, so students are never far away from an adult. We provide a seating area in the front of the school for students to take a short break from their studies or to wait for their ride home. Venture students are cooperative and consistently follow school and district behavioral guidelines.

In addition, Venture provides a very safe and supportive learning environment. We work with many students who have experienced difficulty working at larger comprehensive schools. Those students generally feel much more comfortable working on a one-to-one basis with their teacher and participating in our small group classes. Bullying is a rare occurrence at Venture, but we have clear procedures in place to intervene and stop those behaviors if they occur. We update our school safety plan each year. Date of Last Review/Update: 6/11. Date Last Reviewed with Staff: 8/11

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	40.0%	40.0%
7	25.0%	16.7%	33.3%
9	22.6%	32.3%	35.5%

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Academic Performance Index

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

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

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

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

API School Results			
	2008	2009	2010
Statewide	7	8	6
Similar Schools	8	9	2
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	19	-18	23
White			
Actual API Change	8	-7	20

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	150	782	22,060	922	4,683,676	778
Black or African American	19	781	468	819	317,856	696
Asian	12	862	5,619	974	398,869	898
Hispanic or Latino	26	722	1,819	868	2,406,749	729
White	84	792	11,940	911	1,258,831	845

Federal Intervention Program

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

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

California Standards Test

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

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	55	59	59	83	83	84	49	52	54
Mathematics	32	38	38	76	78	78	46	48	50
Science	55	52	53	86	85	88	50	54	57
History/Social Science	39	45	45	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	59	38	53	45
African American/ Black	58	11	*	53
American Indian	*	*	*	*
Asian	80	62	*	57
Filipino	*	*	*	*
Hispanic or Latino	42	25	22	23
Pacific Islander	*	*	*	*
White	61	42	62	48
Males	55	47	55	45
Females	61	32	51	44
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	44	*	*	36
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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.

Dropout & Graduation Rates

At Venture School, we believe that effective instruction requires us to understand our students' needs and to provide the support they need to be successful. All we ask of our students is a willingness to learn and regular attendance and participation. We provide a variety of support programs for our students to help them earn a graduation diploma. Those programs include CAHSEE preparation and intervention courses, college prep and non college prep courses, a math lab providing tutorial assistance for students in Algebra I, Geometry, and Algebra II, and small group writing and math classes at a variety of levels. All of this contributes to very high graduation rates at Venture.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	4.20%	7.70%	9.90%
Graduation Rate	87.90%	85.14%	86.23%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	64.0	88.0	52.0	70.0	87.0	54.0	68.0	92.0	59.0
Mathematics	61.0	90.0	53.0	47.0	86.0	54.0	67.0	91.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	8.0	20.0	71.0	9.0	36.0	55.0
All Students School	32.0	22.0	46.0	33.0	47.0	20.0
Male	38.0	17.0	45.0	28.0	52.0	21.0
Female	27.0	27.0	47.0	28.0	52.0	21.0
Hispanic or Latino	50.0	17.0	33.0	58.0	42.0	-
White	35.0	19.0	45.0	23.0	58.0	19.0

UC/CSU Course Completion

Students at Venture (Alternative) are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	100.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	11.8%

** Duplicated Count (one student can be enrolled in several courses).*



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 2010-11 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
All Students	100.0%	99.3%	0.0%
Socioeconomically Disadvantaged	1.7%	2.2%	0.0%
African American/Black	100.0%	90.4%	0.0%
Asian	100.0%	100.0%	0.0%
Hispanic or Latino	100.0%	100.0%	0.0%
White	100.0%	98.3%	0.0%
English Learners	0.8%	1.0%	0.0%
Students with Disabilities	5.9%	5.6%	0.0%

* Data was not available at the time of publication.

Career Technical Education (CTE) Programs

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

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

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

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

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

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

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

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

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
		This class supports student achievement through its academic relevance/standards-based curriculum, differentiated instruction, career tech focus, and direct link to post-high school opportunities.	Career preparation needs are addressed through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, ROP and the local Business Education Roundtable.	Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the Business Education Roundtable competition.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	16	0	12	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	0	0	0	6

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

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	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	100.0%	0.0%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$71,820
District	\$65,678
Percentage of Variation	9.35%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	3.77%

District Expenditures

In 2009-10, California spent an estimated \$8,826^a per student which was below the national average of \$11,372.^a The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700. Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 27,899* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

California Budget Projection 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,083
From Restricted Sources	\$1
From Unrestricted Sources	\$5,082
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	377.23%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-6.83%

District Revenue Sources

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

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

Data Sources

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

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

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