



# Diablo Vista Middle School

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Rebecca Ingram, Principal



## School Accountability Report Card

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### Principal's Message

It is an honor to serve as principal of Diablo Vista Middle School. The commitment of the entire school community can be seen daily at Diablo Vista. We have a highly qualified, enthusiastic, and dedicated staff who create engaging and effective learning activities, and provide support for all school programs and activities, to ensure all students succeed. Our staff sponsors after-school clubs and coach in our after-school sports programs. Our students are hard working, caring and respectful. Our parent community provides supportive home environments and is always looking for ways to support the school through volunteer hours and/or financially. The PTSA coordinates family BINGO nights, staff appreciation events, the spring walk-a-thon and volunteers to help us supervise at lunchtime and in the library. The Foundation has raised over \$300,000 in the past three years that has been used to purchase 29 additional class sections and reduced class size from an average of 35 to 29 students. The City of Danville provides an after-school program on our campus and a Danville police officer visits all students to promote healthy life choices.

Diablo Vista's flexible master schedule is a reflection of our commitment to provide the most comprehensive academic program possible. The mix of 84-minute block periods and traditional 44-minute periods contributes to our environment of educational excellence.

### Mission Statement

#### *Vision Statement*

At Diablo Vista we:

- Provide a challenging, standards based educational program, preparing students for success in high school and beyond
- Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students
- Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically
- Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.

#### *Mission Statement*

"We are here as a united community to support and encourage each other to become positive, well-rounded, lifelong learners and successful leaders of the future."

### School Profile

Diablo Vista Middle School is a beautiful school located at the eastern most point in the town of Danville. Opened in August 2000, Diablo Vista served 343 sixth and seventh grade students in its inaugural year. Now in our ninth year we currently serve 745 sixth, seventh and eighth grade students. We pride ourselves on providing a solid, standards-based education to all students while supporting them through the difficult transition years between elementary and high school.

Our campus includes a computer lab, a video production studio, five fully equipped science labs, choral and instrumental music classrooms, an art lab, and a home economics lab.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.8%
American Indian	0.0%
Asian	22.6%
Caucasian	60.1%
Filipino	2.5%
Hispanic or Latino	4.1%
Pacific Islander	0.3%
Multiple or No Response	7.6%

A state-of-the-art, fully networked Library/Media Center, housing a library, computer lab with 36 networked computers, conference room, learning center and offices for our Resource Specialists, Psychologist, and Speech Therapist. Since 2007 we have enjoyed using our fifteen-acre field that provides a state-of-the-art all-weather track and field, a full-size baseball field, a full-size softball field and 90 parking spaces for school and community use. In the fall of 2008 we proudly opened our gymnasium and locker rooms and have completed all construction projects for the school.

## Discipline & Climate for Learning

Diablo Vista Middle School supports the philosophy set forth in the Discipline Code and Behavior Guidelines statement of the San Ramon Valley Unified School District. In striving to ensure the success of students, school staff and parents must work together to support the appropriate behavior necessary at school. In enforcing the rules of the school district and State of California, students must understand that their actions do have consequences. Students will be held accountable for appropriate behavior, regular school attendance, and continual striving for academic and co-curricular success.

When a student is involved in some form of misbehavior, a review of the incident will occur. The student's previous behavior record is extremely important for school staff to consider in dispensing discipline as a consequence of an incident of misbehavior. In general we follow a progressive discipline procedure. When a student repeats a given misbehavior the penalty increases and becomes more serious.

We offer several programs to promote and maintain a positive learning environment. These programs include:

- E (enrichment)-period electives
- Intervention programs during E period
- Modified Block Schedule
- 7th/8th grade Leadership Class
- Danville Police Department Youth Services Officer Presentations 6-8
- Student and Staff Recognition Program
- Speech Competition
- Spelling Bee Competition
- After-School Athletic Program
- Individual Teacher Help Sessions regularly scheduled 6-8
- Schoolloop.com
- Special Interest Counseling Groups
- Honor Roll
- Soaring Eagles Recognition/Service Program
- Caught Being Good Program/Student Recognition
- Student Talent Show
- Annual Awards Night
- Student Council and Student Officers
- WEB (Where Everybody Belongs) Program

### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	25	54	63	943	968	1141
Suspension Rate	3.7%	7.9%	8.9%	4.0%	3.9%	4.4%
Expulsions	0	0	0	5	10	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	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 2006/2007 enrollment at Diablo Vista Middle School was 711.

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
6th	220	232	209
7th	221	226	260
8th	231	228	242

## 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. 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			
	06	07	08	06	07	08	06	07	08	06	07	08
English	29	29	28	1	1	2	25	29	30	6	3	1
Mathematics	28	28	29	5	5	2	13	11	18	6	7	5
Science	30	30	28	1	3	4	17	15	18	5	5	3
Social Science	30	30	29	-	-	-	15	21	24	8	3	1

## Counseling & Support Staff

It is the goal of Diablo Vista Middle 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 1:550. See the table for more information.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.4
Assistant Principal	1	1.0
Attendance Clerk	1	1.0
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	2	1.5
Resource Specialist Assistant	2	1.03
Special Day Class (SDC) Teacher	1	1.0
Speech/Language/Hearing Specialist	1	.4

## School Facilities

We are proud of our attractive, clean campus. Our campus, opened in 2000, has 30 classrooms, including a computer lab, a video production studio, six fully equipped science labs, choral and instrumental music classrooms, an art lab, and a home economics lab. A state-of-the-art, fully networked Library/Media Center, opened in March 2005, houses a library, computer lab with 36 networked computers, conference room, learning center and offices for our Resource Specialists, Psychologist, and Speech Therapist. Our fifteen-acre field, opened in August 2006, provides a state-of-the-art all-weather track and field, a baseball field and a softball field along with 90 parking spaces for community access/use. The gymnasium and locker rooms were completed in August 2008.

### 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 new school site. 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.

School Facility Conditions				
Date of Last Inspection: 07/02/2008				
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			

## Safe School Plan

The Comprehensive School Safety plan is updated each spring and reviewed and accepted by the School Site Council as part of the Single Plan for Student Achievement. The plan is discussed with staff at the first staff meeting each school year. The procedure and schedule for monthly drills is discussed at this time.

Date of Last Review/Update: August 2008

Date Last Reviewed with Staff: October 2008



## Curriculum Development

The instructional program at Diablo Vista Middle School has California State Frameworks and local school district goals and objectives at its core. The aims and intentions contained in state and local documents guide the teachers and set the direction for the instructional program. The principal sets the tone for the kind of instruction that is offered and the strategies that are used. She also works to provide the kind of materials and equipment needed to present learning in the most exciting and positive of styles. The School Site Council, composed of staff, students and community members, works on school instructional and climate programs with the aim of improvement as its primary goal. The School Site Council helps to plan the expenditure of SIP funds, directing most of them into areas of staff development and equipment or materials purchases. Assisting with instructional delivery is the Student Success Team. This group meets to discuss specific students having difficulty and recommends strategies to teachers and parents. The school's Resource Specialist, Speech Therapist and psychologist is available for students with identified learning disabilities, and handle student assessments. School staff meetings are held each month at which information for staff is provided and discussions of issues takes place. Often there is a staff training element in these monthly meetings as well.

## 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=&m=8384091&leftDir=3&type=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&m=8384091&leftDir=3&type=d&uREC_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%
6th-8th	History/Social Studies	McDougal Littell	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	2000	Yes	0.0%
8th	Mathematics	McDougal Littell	2001	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Prentice Hall	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.)

## 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)																					
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
<b>All Students</b>																					
School	82	87	85	82	88	89	86	82	81	80	78	72	86	78	79	83	83	89	78	80	78
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
<b>Males</b>																					
School	84	87	82	80	89	85	76	78	82	81	80	73	87	80	77	77	82	93	74	78	88
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
<b>Females</b>																					
School	82	87	87	84	88	93	94	86	82	79	76	70	86	76	81	88	85	87	82	82	68
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
<b>Asian</b>																					
School	77	95	85	89	89	93	86	93	84	79	92	81	94	76	98	93	98	92	86	90	83
District	86	88	89	91	91	92	86	89	87	84	91	88	93	84	90	88	92	94	83	89	85
State	66	67	71	67	71	73	62	64	69	72	72	75	72	69	71	65	70	78	58	62	64
<b>Filipino</b>																					
School	*	*	*	*	*	75	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	88	69	79	84	85	87	68	75	84	77	72	70	83	83	71	76	75	90	76	70	80
State	60	60	65	60	66	67	54	56	63	59	59	60	58	57	59	52	58	70	46	49	53
<b>Hispanic or Latino</b>																					
School	*	*	*	*	75	*	*	69	87	*	*	*	*	73	*	*	54	80	*	62	80
District	68	63	65	69	66	67	59	75	69	67	50	56	66	58	56	64	72	77	62	69	63
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
<b>Caucasian</b>																					
School	84	85	85	80	91	89	86	81	82	80	76	70	85	80	77	80	83	90	75	80	77
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
<b>Students with Disabilities</b>																					
School	27	55	25	*	27	64	36	25	40	45	36	13	*	18	27	36	33	47	18	33	40
District	40	46	37	47	41	43	27	34	40	39	43	33	42	30	35	30	43	52	34	34	41
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11

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

### Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

#### 7th Grade

##### School

School Overall	11.2%
School (Boys)	9.2%
School (Girls)	13.2%

##### District

District Overall	43.4%
District (Boys)	40.5%
District (Girls)	46.3%

##### State

State Overall	32.9%
State (Boys)	30.2%
State (Girls)	35.7%

\*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 chart and data tables below.

## 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	10	10	10	
Similar Schools Rank	7	8	8	
All Students				
Actual Growth	24	0	3	923
Asian				
Actual Growth	-5	23	4	970
Caucasian				
Actual Growth	24	1	-4	914

## 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.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	7			7		
	06	07	08	06	07	08
All Students						
School	76	86	82	88	89	88
District	79	80	81	86	86	85
State	46	47	49	50	51	52
Males						
School	73	90	75	89	90	89
Females						
School	79	82	89	87	87	88
Asian						
School	71	79	81	91	83	96
Filipino						
School	*	*	83	*	*	67
Hispanic or Latino						
School	*	83	*	*	75	*
Caucasian						
School	79	90	86	87	91	88
Students with Disabilities						
School	*	36	64	*	45	64

\*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)				
Made AYP Overall	School		District	
	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	N/A		Yes	

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with District colleagues. San Ramon Valley Unified School District offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The district offers many opportunities for teachers to be trained in the Writing and Reading workshop strategies. Staff members also attend conferences held throughout the state that will enhance their work with students.

Administrators have been trained to use the Achieve program to collect achievement data in ways that will inform instruction and target assistance to the areas needing further growth.

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

## 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, Diablo Vista Middle had 33 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	30	29	33	1270
Without Full Credentials	0	0	0	64
Working Outside Subject	0	1	2	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	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	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	97.7%	2.3%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

## 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%

## 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	\$62,294
District	\$64,728
Percentage of Variation	3.77%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	4.18%

