



Windemere Ranch Middle School

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 David Bolin, Principal

School Accountability Report Card

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Principal's Message

It is an honor to serve as Windemere Ranch Middle School's first principal. Opened in the fall of 2005, Windemere Ranch is already becoming known for its outstanding learning environment. We have a state-of-the-art facility; a highly qualified, enthusiastic, and dedicated staff; a motivated, diverse, and fun-loving student body; and, supportive, involved, and committed parents. With all of the right ingredients, I am pleased to report our students are doing very well.

Mission Statement

At Windemere Ranch Middle School our mission statement is:

All students will learn at high levels and become responsible, productive citizens.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	4.9%
American Indian	0.1%
Asian	45.4%
Caucasian	29.5%
Filipino	6.6%
Hispanic	3.7%
Pacific Islander	0.3%
Multiple or No Response	9.5%

School Profile

Windemere Ranch Middle School, established in 2005, is one of eight middle schools in the San Ramon Valley Unified School District. Windemere is the third developer-built school in the school district, and serves middle school students residing in the Windemere communities of the Dougherty Valley area of east San Ramon.

Discipline & Climate for Learning

Windemere Ranch Middle School supports the philosophy set forth in the Disciplinary 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 the State of California, students must understand that their actions do have consequences. Positive student recognition programs have been designed to motivate students toward meeting the high academic and behavior expectations held by our school, district and community.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	10	68	1085	943	968
Suspension Rate	0.00%	2.63%	8.76%	20.88%	17.46%	17.18%
Expulsions	0	1	4	10	5	10
Expulsion Rate	0.00%	0.26%	0.52%	0.19%	0.09%	0.18%

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 Windemere Ranch Middle School was 800. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level		
	2005-06	2006-07
6th	189	285
7th	191	254
8th	n/a	237

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					
	05	06	07	05	06	07	05	06	07			
English	-	26	28	-	2	3	-	20	31	-	-	6
Mathematics	-	26	27	-	5	8	-	7	16	-	2	6
Science	-	31	29	-	-	4	-	7	12	-	4	10
Social Science	-	27	31	-	1	-	-	13	19	-	-	7

Curriculum Development

In addition to their regular classroom assignments, many of our teachers participate on various committees both at the site and district level. Teachers participate as lead teachers, mentors and special task-force committee members. Our teachers also serve as advisors for student groups, extra-curricular activities, and special events.

Counseling & Support Staff

Windemere Ranch Middle provides assistance to students outside the classroom. Our counseling staff assists students in their social and personal development as well as academics. Our counselors give special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Our librarian provides support to students who need assistance with research projects or just need a place before or after school to work on homework. Our librarian also provides group instruction to students in core classes on the basics of research and library science.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Library Media Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	2	1.3
Resource Specialist Assistant	1	.75
Speech/Language/Hearing Specialist	1	0.6

School Facilities

Windemere Ranch Middle School opened in the fall of 2005 as a state-of-the-art middle school designed for a capacity of 750 students. Last year an additional eight classrooms were built giving us the ability to comfortably accommodate over 900 students.

Our current facility includes twenty-two standard classrooms, five science lab classrooms, a computer applications and video production classroom, an art/ceramics classroom, a home economics classroom, an instrumental music classroom, a vocal music classroom, and an advanced technology classroom. In addition, we have a full gym with boys' and girls' locker rooms, a multipurpose room with a stage, and a beautiful media center/library with a separate computer lab. Our entire school is fully furnished with the latest in furniture, equipment, and technology.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board approved \$36,000 for roof repairs around the district.

School Facility Conditions

Date of Last Inspection: July, 2007

Overall Summary of School Facility Conditions: Exemplary

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

Safe School Plan

Windemere Ranch Middle School has established procedures to ensure a safe and orderly campus for students. Monthly emergency drills are practiced by all students and staff. Visitors are required to check in at the front office. The school safety plan is reviewed and updated annually by the site safety committee. Our school also has a School Resource Officer from the City of San Ramon on campus and/or available to us during school hours.

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 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

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.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-8th	Foreign Language	McDougal Littell	2004	Yes
7th-8th	Foreign Language	Prentice Hall	2004	Yes
6th-8th	History/Social Studies	McDougal Littell	2006	Yes
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes
6th-8th	Mathematics	McDougal Littell	2000	Yes
8th	Mathematics	McDougal Littell	2001	Yes
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes
6th-8th	Science	Prentice Hall	2001	Yes

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

Substitute Teachers

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

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Windemere Ranch Middle had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	0	20	34	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	2	5

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

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	91.90%	8.10%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

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. Our 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. All of our core teachers have been trained in the Reading and Writing Workshop strategies and the district continues to offer many opportunities for teachers to be trained in this methodology.

Data Sources

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

California Standards Test

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					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07				
All Students																								
School	**	84	80	**	86	85	**	**	83	**	79	79	**	85	81	**	80	**	**	79				
District	79	80	79	80	82	84	77	79	81	78	76	77	69	79	74	76	82	69	74	76				
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35				
Males																								
School	**	84	79	**	79	83	**	**	80	**	80	82	**	83	84	**	84	**	**	81				
District	77	78	78	76	78	81	74	74	78	81	77	77	69	80	77	78	84	72	76	77				
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36				
Females																								
School	**	83	81	**	97	88	**	**	86	**	77	76	**	88	77	**	76	**	**	78				
District	82	83	81	84	87	87	80	84	85	76	74	76	70	78	72	74	80	66	71	73				
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33				
Socioeconomically Disadvantaged																								
School	**	*	50	**	*	27	**	**	*	**	*	50	**	*	27	**	*	**	**	*				
District	54	56	60	56	44	59	28	51	47	59	50	60	45	41	48	60	50	47	42	47				
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20				
African American																								
School	**	73	46	**	46	50	**	**	59	**	45	31	**	46	60	**	29	**	**	53				
District	54	69	57	53	60	62	59	54	63	53	49	39	47	45	60	54	49	57	54	51				
State	24	29	29	29	29	32	24	27	27	22	23	24	19	22	22	21	25	17	19	20				
Asian																								
School	**	90	86	**	94	95	**	**	92	**	90	92	**	96	88	**	92	**	**	93				
District	87	86	88	90	91	91	83	86	89	90	84	91	84	93	84	88	92	79	83	89				
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62				
Filipino																								
School	**	80	75	**	92	84	**	**	69	**	73	75	**	83	89	**	75	**	**	56				
District	74	88	69	63	84	85	69	68	75	80	77	72	54	83	83	76	75	60	76	70				
State	53	60	60	61	60	66	51	54	56	56	59	59	52	58	57	52	58	42	46	49				
Hispanic																								
School	**	*	*	**	*	85	**	**	67	**	*	*	**	*	62	**	47	**	**	60				
District	68	68	63	66	69	66	62	59	75	70	67	50	51	66	58	64	72	52	62	69				
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21				
Caucasian																								
School	**	81	83	**	83	83	**	**	80	**	74	76	**	81	80	**	81	**	**	75				
District	80	79	80	80	83	85	79	80	80	78	75	76	69	79	74	75	82	69	74	74				
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52				
Students with Disabilities																								
School	**	*	47	**	*	38	**	**	*	**	*	59	**	*	31	**	*	**	**	*				
District	40	40	46	30	47	41	26	27	34	38	39	43	21	42	30	30	43	29	34	34				
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10				

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

** Data unavailable through the California Department of Education.

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

7th Grade	
School	
School Overall	55.3%
School (Boys)	50.7%
School (Girls)	61.3%
District	
District Overall	46.0%
District (Boys)	41.4%
District (Girls)	51.2%
State	
State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%

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

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.

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				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank			10	
Similar Schools Rank			9	
All Students				
Actual Growth	B	-3		928
Asian				
Actual Growth	-	-1		973
Caucasian				
Actual Growth	-	11		913

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

Adequate Yearly Progress

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).

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).

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading		Math	
	06	07	06	07
All Students				
School	82	78	89	86
District	79	80	86	86
State	46	47	50	51
Males				
School	75	77	85	86
Females				
School	91	78	94	85
Socioeconomically Disadvantaged				
School	*	18	*	36
African American				
School	46	45	54	50
Asian				
School	90	87	97	92
Filipino				
School	75	68	92	89
Hispanic				
School	*	69	*	85
Caucasian				
School	78	79	86	88
Students with Disabilities				
School	*	31	*	38

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

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.



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

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

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information Teachers - Principal - Superintendent 2005-06

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

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).



Average Teacher Salaries

School & District	
School	\$48,837
District	\$58,670
Percentage of Variation	16.76%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	18.65%

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

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 24,670* 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.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$4,452
From Restricted Sources	\$516
From Unrestricted Sources	\$3,935
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	273.34%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	20.39%

[^] NEA

* 06-07 CBEDS

District Revenue Sources

In addition to general state funding, middle schools (6-8) in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

Parent Involvement

The support of the Windemere Ranch parent community is vital to the success of our school programs. Countless hours of volunteer time, talent, funds and other resources are generously given to support our school and our students in the following programs:

Parent-Teacher-Student Association (PTSA), WR Education Foundation, and School Site Council.

For additional information about organized opportunities for parent involvement at Windemere Ranch Middle School, please contact our PTSA President or Education Foundation President at 925-479-7400.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Windemere Ranch Middle at (925) 479-7400.

