

# Pine Valley Middle School

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Marilyn Nachtman, Principal



## School Accountability Report Card

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### Principal's Message

It is an honor to welcome you to Pine Valley Middle School. As principal, I have the unique opportunity of overseeing all of the quality programs we have in place to help challenge and support our students at this most important time in their lives. As a California Distinguished School, we offer a rigorous, standards-based program in a long-standing tradition of excellence.

Our dedicated teachers continually refine their classes to reflect best practices and emerging knowledge of how students learn best, including an emphasis on technology. Equally important, Pine Valley provides a positive, caring and nurturing environment where we celebrate our students. We hold high expectations for behavior grounded in life skills such as respect and cooperation. This emphasis on responsible citizenship sets our students on the path of success both now and in the future.

At Pine Valley, we are fortunate to have a community where home and school work together. Our students benefit from the strong partnership and shared values.

Welcome to the home of Puma Pride!

### Mission Statement

Pine Valley Middle School continually encourages and supports the intellectual, social, physical, and emotional growth of all students, recognizing their unique needs as middle grades students.

Our Vision is that our school:

- Delivers equal access to standards-based, academically rigorous curriculum for all students
- Presents a variety of research-based instructional strategies and assessments to respond to students' diverse needs
- Provides a safe, orderly, and nurturing environment in which students understand their responsibility to one another and to the school community
- Enhances the development of creativity, imagination, character, and personal goals
- Recognizes that as a community of learners, all staff, students, and parents have a responsibility to work collegially to advance student achievement
- Promotes acceptance, celebrates diversity and uniqueness, and encourages pride in school and contribution to the greater community
- Prepares students for further education and the opportunities of the future

### School Profile

One of seven middle schools in the San Ramon Valley Unified School District, Pine Valley Middle School, established in 1977, enrolls sixth, seventh, and eighth grade students. Walt Disney, Neil Armstrong, Country Club, and Montevideo elementary schools feed into Pine Valley. Pine Valley was named a California Distinguished School in 1999 and again in 2005, traceable to our strong academic and support programs. Our foreign language students moving to Spanish 2 in high school are consistently commended for their overall excellence and strong preparation.

Pine Valley's outstanding Math program has received district recognition for the numbers of students successfully completing Algebra and Geometry while in middle school. Our eighth grade science students consistently garner the most awards at the Tri-Valley Science and Engineering Fair. We provide a rigorous and comprehensive curriculum for all in a nurturing environment. Pine Valley recognizes and meets the unique needs of middle school students.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.3%
American Indian	0.6%
Asian	16.0%
Caucasian	61.5%
Filipino	3.5%
Hispanic	7.8%
Pacific Islander	0.3%
Multiple or No Response	7.9%

## Discipline & Climate for Learning

Pine Valley Middle School has numerous activities which foster a safe campus. We make every effort to create and maintain a positive learning environment.

- Safe School Ambassadors Program
- Trained counselor available daily
- Study Skills, Math Lab, and Reading Intervention Classes
- W.E.B. – Welcome Everybody Student Orientation Program
- High School Equivalent French and Spanish Classes
- Monthly Student Recognition Program Sponsored by the PTA: Student of the Month
- Daily Lunch Time Intramural Sports Program
- A Comprehensive After School Sports Program for Both Girls and Boys
- After School Activity Programs in Conjunction with the City of San Ramon
- Traditional Student Planned Activity Days – Day on the Green and Talent Show
- California Junior Scholarship Federation
- Annual Student Awards Evening Program
- Quarterly Honor Roll Recognition
- Newcomers Lunch Meetings
- Geography Bee, Spelling Bee, and Speech contest
- CTY Talent Search Program (Johns Hopkins University)
- U.C. Berkeley Talent Search Program
- U.C. Irvine Talent Search Program
- Odyssey of the Mind/Destination Imagination Programs
- School Spirit Days
- After School Study Hall
- TUPE: Tobacco Use Prevention Education
- Super Pumas: Student Community Involvement Recognition
- Science and Engineering Fair
- Family Bar-B-Q at Open House
- Math Tutoring
- Puma Points Program
- Leadership Class
- Presidential Awards
- Drama and Music Productions
- Band Recognition at Disneyland
- Art Fair

Behavioral expectations are clearly outlined in our handbook which is updated annually and published in our required binder reminder. We hold grade level assemblies at the beginning of each semester to review expectations.

Consequences for inappropriate behavior are incremental and are outlined in our handbook. When necessary, suspensions and expulsions follow all district guidelines as outlined in the APIP (Annual Parent Information Packet).

Consequences generally include a warning from the classroom teacher, a litter pick-up, a phone call home. If the problem persists, a referral to the office would result in detention, Saturday School, and/or suspension.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	142	95	114	1085	943	968
Suspension Rate	14.33%	10.12%	12.57%	20.88%	17.46%	17.18%
Expulsions	2	0	1	10	5	10
Expulsion Rate	0.20%	0.00%	0.11%	0.19%	0.09%	0.18%



## 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:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	28	28	28	3	4	4	47	44	42	-	-	1
Mathematics	30	31	30	3	2	3	17	11	15	10	11	11
Science	30	30	31	-	-	1	26	24	22	5	4	6
Social Science	29	29	30	1	1	-	33	32	31	-	-	-

## 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 2005/2006 enrollment at Pine Valley Middle School was 939. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
6th	313	308	300
7th	340	297	314
8th	338	334	293

## Curriculum Development

Pine Valley has one principal and two assistant principals dedicated to instruction and leadership. Pine Valley staff share in leadership through the Faculty Advisory Committee, with representatives from each department meeting monthly to plan professional development aligned with district goals, school goals, and our Single Plan For Student Achievement. Departments meet twice each month to coordinate curriculum. A Math Leader, a Science Leader, and a Literacy Leader represent Pine Valley on district-wide committees. The Site Council oversees the Single Plan. A teacher serves as the Tobacco Use and Prevention Educator coordinator and serves as a liaison to our feeder schools. During one hour every Wednesday, teachers and staff meet in a variety of configurations to focus on student success.

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, special task force committee members, and presenters at both local and statewide workshops. Our teachers also serve as advisors for student programs, extra-curricular activities, and special events. We currently have teachers who serve on the following district committees:

- \* District Climate Committee
- \* GATE Advisory Council
- \* Curriculum Council
- \* District Health Committee
- \* District Literacy Leadership Team
- \* History Task Force
- \* District Library Task Force
- \* District Climate Committee
- \* Science Adoption
- \* Math Task Force
- \* Assessment Task Force
- \* District Technology Committee
- \* Teacher Leader Program
- \* Science Task Force

## School Facilities

Pine Valley sits on sixteen acres and has a large playing field and a full-sized gymnasium. From December 2006 through July 2008, Pine Valley will benefit from Measure A funds to remodel our school.

Most of the 40 classrooms, the library, the commons and the original gym housed in the single story pod structure building will be completely re-designed, resulting in a state-of-the-art middle school which will meet or exceed all standards of excellence.



In the interim, the school is housed in 4 permanent portables and 37 temporary portables. We have full use of the community gym and Boone Acres Community Park during school hours. The temporary campus also includes 4 fully-equipped science labs, two computer labs, a home economics lab, a learning center, an art studio, a library, and locker rooms. Our outstanding programs continue during the remodel phase. The new school will be built for a capacity of 900 students.

The staff and students make a concerted effort to maintain a high level of cleanliness and order. Student safety is of primary concern regarding facilities. Student safety is also addressed through our emergency plan that is reviewed through drills and practiced throughout the year.

For the 2008-2009 school year, the city of San Ramon will offer an on-site after school program to provide supervised activities and homework time for our students until 6 PM.

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

Pine Valley has established procedures that help ensure a safe and orderly campus for students. The campus is closed to all outsiders, and visitors are required to check in at the office and show identification. Parent and student surveys report that students feel safe while on campus. A nurse is on campus one day per week. The school safety plan is updated annually. Staff provides campus-wide supervision before and after school and at lunch. A School Resource Officer from the City of San Ramon is available during school hours. Each classroom has a phone, and our email system can be used to notify parents in an emergency.

- Date of Last Review/Update: August 2007
- Date Last Reviewed with Staff: August 2007

## 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.

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&r=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&r=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.)

### Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. In addition, labs have all required safety items including eye wash stations, fire blanket shower, goggles, aprons and gloves. For more information, please call the school office.

## 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).

## 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																							
<b>School</b>	76	76	72	75	74	69	71	77	73	73	71	73	62	75	62	80	81	68	78	75				
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	72	74	76	75	66	63	67	76	65	73	70	77	64	74	64	86	80	71	82	76				
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	80	81	68	77	82	77	75	78	81	73	71	68	59	76	59	74	81	65	72	75				
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	*	*	53	58	*	75	*	*	55	*	*	67	42	*	50	*	64	*	*	55				
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	56	*	*	*	47	*	*	*	62	50	*	*	*	33	*	*	46	*	*	62				
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	83	86	90	83	83	80	77	84	85	81	82	94	71	94	78	95	93	77	84	85				
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	*	91	60	33	*	*	*	*	67	*	55	60	25	*	*	*	58	*	*	67				
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	74	62	54	62	65	44	58	57	70	70	69	54	62	61	48	77	91	52	67	87				
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	76	76	72	78	76	71	74	80	71	73	71	71	62	76	60	79	79	69	78	72				
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	36	39	29	32	33	38	15	37	47	36	32	29	25	33	24	37	53	24	38	41				
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.



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>.

## 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	32.2%
School (Boys)	25.5%
School (Girls)	40.4%
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%

## 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	10	10	
Similar Schools Rank	4	8	9	
<b>All Students</b>				
Actual Growth	20	18	-14	878
<b>Asian</b>				
Actual Growth	0	33	-5	946
<b>Caucasian</b>				
Actual Growth	25	12	-17	873

*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).

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.

## 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.

## CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7	7	7	7	7	7
	05	06	07	05	06	07
<b>All Students</b>						
School	82	81	73	78	80	81
District	79	79	80	82	86	86
State	46	46	47	49	50	51
<b>Males</b>						
School	83	75	69	82	82	81
<b>Females</b>						
School	82	88	78	74	78	80
<b>Socioeconomically Disadvantaged</b>						
School	67	*	58	58	*	83
<b>African American</b>						
School	*	60	*	*	47	*
<b>Asian</b>						
School	81	92	78	87	96	90
<b>Filipino</b>						
School	50	*	*	58	*	*
<b>Hispanic</b>						
School	73	70	59	69	83	69
<b>Caucasian</b>						
School	85	82	74	78	79	82
<b>Students with Disabilities</b>						
School	39	44	35	36	39	56

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

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
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 (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Staff Development

Pine Valley staff members are committed to excellence and constantly refining their skills as life-long learners. Each year, our staff participates in three staff development days as well as many workshops and in-services throughout the school year. During the past six years, our staff members have participated in a variety of diverse and meaningful professional growth opportunities.

A few examples are listed below:

- \* Reading and Writing Project
- \* Safe School Ambassadors
- \* Schools Attuned
- \* Language! Training
- \* Respect for All
- \* Differentiated Instruction
- \* State Standards and Benchmarks
- \* No Child Left Behind (NCLB)
- \* Computer and new Technology Training
- \* Working with Gifted Students - Roger Taylor
- \* New York Reading and Writing Project
- \* Rachel McClellan - Understanding Math Concepts
- \* Beginning Teacher Support (BTSA) Training
- \* Data-Driven Instruction
- \* Ed1Stop Training
- \* Curriculum Calibration
- \* Prevent and Protect
- \* Let's Get Real Anti-Bullying

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.



## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Pine Valley Middle had 35 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	40	36	35	1214
Without Full Credentials	3	3	4	46
Working Outside Subject	1	1	0	5

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			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>2</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	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	96.60%	3.40%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## 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.

## Counseling & Support Staff

It is the goal of Pine Valley 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 1:562. The table lists the support service personnel available at Pine Valley Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.67
Librarian	1	1.0
Library Media Assistant	1	.375
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	1	1.5
Resource Specialist Assistant	1	1.5

## 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	\$60,538
District	\$58,670
Percentage of Variation	3.18%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	0.84%

## 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

## District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607<sup>^</sup> per student which was far below the national average of \$9,566.<sup>^</sup>

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	\$4,724
From Restricted Sources	\$461
From Unrestricted Sources	\$4,263
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	304.46%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	13.76%

<sup>^</sup> NEA

\* 06-07 CBEDS

## Parent Involvement

Pine Valley is a National PTA Parent Involvement School of Excellence. We also receive strong support from the City of San Ramon. Countless hours of time, talent, and funds support our school and students. The city sponsors a program of after-school activities which operates in six-week sessions and addresses the interests of middle school students. The PTA is a vital support to many Pine Valley programs which include dances, a monthly newsletter, a school wide Student-of-the-Month program, support for technology and departmental grants, and monthly meetings for staff and parents. Other involvements include:

- School Site Council
- Pine Valley Education Fund to Reduce Class Size
- Adopt-A-School (Cross-county sister school program)
- Rotary Teacher Recognition
- Corporate Donations
- SRV Education Foundation Grant Awards
- CASA and TUPE Liaison
- Community Gym on the Pine Valley Campus
- Matching funds for Education Fund donations
- A field renovation project by the City of San Ramon
- Super Pumas, Community Service Program
- Chevron Support
- Discovery Center
- San Ramon Parks and Community Services
- Contra Costa Food Bank Drive
- Eagle Scout Projects
- Lunchtime volunteers
- Classroom volunteers
- Sunset Development Grant

For additional information about organized opportunities for parent involvement at Pine Valley Middle School, please contact Collette Ricks, PTA President, by email (collettericks@comcast.net).

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Pine Valley Middle at 925-479-7700.