



Pine Valley Middle School

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Jason Law, Principal



School Accountability Report Card

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Principal's Message

Pine Valley Middle School was originally established in 1977. Due to Measure A funds voted on and approved by community tax payers, the campus recently completed a 24 million dollar facility remodel in time for the 2008-2009 school year. The school currently enrolls 937 sixth, seventh, and eighth grade students from the southern end of San Ramon. A comprehensive curriculum offering eight periods a day is provided to students coming from our four elementary feeder schools: Walt Disney, Neil Armstrong, Country Club, and Montevideo. Pine Valley Middle School... the home of the Pumas, continually encourages and supports the intellectual, social, physical, and emotional growth of all students, recognizing the specific and very special characteristics of middle school students.

Pine Valley is a strong academic school and was recognized as a California Distinguished School in both 1999 and 2004. Our students consistently score high on state standardized tests. Our California Academic Performance Index (API) score was 897 in 2007-2008, an increase of 19 points from the previous year. Pine Valley continues to meet its No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) goals. Individual students have garnered many awards that include regional science fair honors, corporate art recognition, student poetry publication, national Odyssey of the Mind team winners, and Johns Hopkins Academic Award recipients.

Pine Valley enjoys strong partnerships with our parent community, the City of San Ramon, and local corporate groups. Parent involvement is evident in our Parent Teacher Association, Pine Valley Education Fund, School Site Council, as well as library and classroom volunteers. The City of San Ramon sponsors a Teen Center which provides our students with an adult monitored, safe place to do homework everyday afterschool. We have received many corporate donations and grants that have provided equipment, staff training, books, and consumables to strengthen our instruction.

The heart and soul of this campus are the men and women who give their lives to the education of young people... The Pine Valley staff. Teachers and support staff serve on many committees and spend several hours outside of the classroom securing grants for additional funding which directly impact students. Pine Valley has strong library and technology programs where teachers and students get support from our library media teacher and technology coordinator. This collaboration makes lessons and projects more meaningful and better prepares our students for the 21st Century. The many intervention programs here on campus are possible because of the efforts made, not just during the school day, but before and after. From office staff to custodial staff, the adults on this campus find ways to connect and support students. It is the Puma way and the basis of our school motto... Puma Pride!

Jason Law, Principal
(Email jlaw@srvusd.net)

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 eight middle schools in the San Ramon Valley Unified School District, Pine Valley Middle School, established in 1977, enrolls sixth, seventh, and eighth grade students. The 2008-2009 student enrollment total was 928. 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	
2007-08	
	Percentage
African American	1.7%
American Indian	0.4%
Asian	17.7%
Caucasian	60.9%
Filipino	2.9%
Hispanic or Latino	8.4%
Pacific Islander	0.2%
Multiple or No Response	7.7%

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
- Semester 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 Pride Program
- Leadership Class
- Presidential Awards
- Drama and Music Productions
- Band Recognition at Disneyland
- Art Fair
- PV Climate Committee
- TAG - Teen Activities Group

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, and 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	95	114	88	943	968	1141
Suspension Rate	10.1%	12.6%	9.6%	4.0%	3.9%	4.4%
Expulsions	0	1	0	5	10	26
Expulsion Rate	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%

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	28	28	29	4	4	2	44	42	41	-	1	-
Mathematics	31	30	30	2	3	4	11	15	14	11	11	12
Science	30	31	31	-	1	-	24	22	22	4	6	14
Social Science	29	30	30	1	-	1	32	31	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 2008/2009 enrollment at Pine Valley Middle School was 928.

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	308	300	293
7th	297	314	310
8th	334	293	314

School Facilities

Pine Valley Middle School, which opened in 1977, recently completed a two-year, \$24 million modernization phase. This construction project was made possible by the voter-approved Measure A School Construction Bond passed in 2002. The Pine Valley campus and surrounding playing fields sits on sixteen acres and contains over 68,000 square feet of new and state-of-the-art educational space. The new campus was built to accommodate 900 students. All classrooms have modern amenities such as LCD projectors and speakers and 11 internet/data drops, Voice Over Internet Protocol phone systems and Berbee Digital clock and speaker systems. Among the specialty classrooms on campus are five fully equipped science labs, a learning center, a home economics lab and a career technical classroom.

We have use of a full-sized community gymnasium and Boone Acres Community Park during school hours. Adjacent to the gym are new locker rooms and coaches' offices. The new library building has two fully furnished computer labs in addition to two arts and crafts rooms. The multi-purpose building is equipped with motorized curtains and accordion doors on the stage, an automated projection screen, LCD projector and sound system; the rear of the stage has a roll-up door that opens to the outdoor inner courtyard and amphitheatre.

School Facility Conditions				
Date of Last Inspection: 06/16/2008				
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			

Staff and students at Pine Valley make a concerted effort to maintain a high level of cleanliness and take pride in keeping a safe and orderly campus.

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. No specific projects were earmarked for this school, but 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.

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.

Our staff and student body conduct monthly emergency drills outlined in our emergency plan. These include monthly fire drills, semi-annual earthquake and shelter in place drills.

Date of Last Review/Update: August 2008

Date Last Reviewed with Staff: August 2008

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=&rn=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.)



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, fume hoods, and acid and flammable chemical storage cabinets. In addition, labs have all required safety items including eye wash stations, fire blanket shower, goggles, 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). 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			
All Students																								
School	76	72	74	74	69	80	77	73	75	71	73	72	75	62	70	80	81	89	78	75	70			
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			
Males																								
School	74	76	73	66	63	78	76	65	69	70	77	75	74	64	75	86	80	85	82	76	71			
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			
Females																								
School	81	68	76	82	77	81	78	81	81	71	68	69	76	59	64	74	81	93	72	75	69			
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			
African American																								
School	*	*	*	47	*	*	*	62	*	*	*	*	33	*	*	*	46	*	*	62	*			
District	69	57	62	60	62	63	54	63	55	49	39	50	45	60	36	54	49	53	54	51	51			
State	29	29	33	29	32	35	27	27	31	23	24	26	22	22	24	21	25	35	19	20	22			
Asian																								
School	86	90	83	83	80	91	84	85	72	82	94	88	94	78	91	95	93	92	84	85	75			
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			
Filipino																								
School	91	60	*	*	*	93	*	67	*	55	60	*	*	*	64	*	58	*	*	67	*			
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			
Hispanic or Latino																								
School	62	54	52	65	44	62	57	70	56	69	54	57	61	48	56	77	91	79	67	87	59			
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			
Caucasian																								
School	76	72	74	76	71	79	80	71	79	71	71	68	76	60	69	79	79	90	78	72	71			
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			
Students with Disabilities																								
School	39	29	24	33	38	24	37	47	27	32	29	21	33	24	33	37	53	54	38	41	31			
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.

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.

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

7th Grade

School

School Overall	26.7%
School (Boys)	26.3%
School (Girls)	27.1%

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.

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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	9	8	
All Students				
Actual Growth	18	-14	19	897
Asian				
Actual Growth	33	-5	-2	944
Caucasian				
Actual Growth	12	-17	22	895

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 the 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		
	06	07	08	06	07	08
All Students						
School	81	73	78	80	81	86
District	79	80	81	86	86	85
State	46	47	49	50	51	52
Males						
School	75	69	80	82	81	89
Females						
School	88	78	77	78	80	82
Socioeconomically Disadvantaged						
School	*	58	*	*	83	*
African American						
School	60	*	*	47	*	*
Asian						
School	92	78	89	96	90	98
Filipino						
School	*	*	87	*	*	80
Hispanic or Latino						
School	70	59	58	83	69	73
Caucasian						
School	82	74	78	79	82	86
Students with Disabilities						
School	44	35	33	39	56	48

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

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	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

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 three 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
- Achieve/Data-Director Training
- Safe School Ambassadors
- Computer and new Technology Training
- Rachel McClellan - Understanding Math Concepts
- Ed1Stop Training
- GATE Certification Program
- "Writing Intensive" Workshop
- Language! Training
- Working with Gifted Students - Roger Taylor
- New York Reading and Writing Project
- Prevent and Protect
- Respect for All
- Let's Get Real Anti-Bullying
- Differentiated Instruction
- State Standards and Benchmarks
- No Child Left Behind (NCLB)
- Beginning Teacher Support (BTSA) Training
- Teachers Curriculum Institute (TCI)
- CA School Nurse Organization Conference
- The Next Step Institute (Facilitated By The Exploratorium)
- The American Wilderness Leadership School
- Asilomar Conference
- Discipline With Dignity

All district teachers meet qualifications established by the California Commission of Teacher Credentialing.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 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
	05-06	06-07	07-08	07-08
Fully Credentialed	36	35	35	1270
Without Full Credentials	3	4	5	64
Working Outside Subject	1	0	1	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
Total Misassignments of Teachers	0	0	0
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	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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.

Curriculum Development

Pine Valley has one principal and two assistant principals dedicated to instruction and leadership. Pine Valley staff share in leadership through the Principal's 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 at least 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 For Pupil Achievement. 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
- Math Task Force
- GATE Advisory Council
- Assessment Task Force
- Curriculum Council
- District Technology Committee
- District Health Committee
- Teacher Leader Program
- District Literacy Leadership Team
- Science Task Force
- District Library Task Force
- District Climate Committee
- Science Adoption
- BTSA

Counseling & Support Staff

It is the goal of Pine Valley Middle School 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 1:555. The table lists the support service personnel available at Pine Valley Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Band/Music Director	1	.5
Counselor	1	.5
English Language Development (ELD) Teacher	1	.167
Librarian	1	1.0
Library Media Specialist	1	1.0
Nurse	1	0.2
Paraprofessionals	6	4.125
Physical Education Teacher	5	3.327
Psychologist	1	0.5
Resource Specialist	1	1.5
Resource Specialist Assistant	1	1.5
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	.5
Technology Technician	1	.75



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	\$67,035
District	\$64,728
Percentage of Variation	3.56%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	3.11%

District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486[^] per student which was far below the national average of \$9,100.[^] The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* 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.

^ NEA

* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,724
From Restricted Sources	\$461
From Unrestricted Sources	\$4,263
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	12.82%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	19.57%

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	Gifted and Talented Education (GATE)
School Safety and Violence Prevention Act	Tobacco-Use Prevention Education (TUPE)
School & Library Improvement Program Block Grant (SIP)	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 V: Innovative Programs
Community Based English Tutor, RS 6285	Art, Music & PE, RS 6761
Title IV, Part A: Safe & Drug-Free Schools and Communities	Career Technical Education, RS 6377
Instructional Materials Realignment, RS 7156	Instructional Materials ELL, RS 7157
Selected grants from the San Ramon Valley Education Foundation	Teacher Credentialing Block Grant, RS 7392
Professional Development Block Grant, RS 7393	School Site Discretionary Block Grant, RS 7396
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students	Peer Assistance and Review, RS 7271

Data Sources

Data within the SARC was provided by the 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.

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

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 Office at 925-479-7700.