



Pine Valley Middle School

2010-2011 School Accountability Report Card

**Jason Law,
Principal**

**School Address:
3000 Pine Valley Rd.
San Ramon, CA
94583
(925) 479-7700**

**Steven Enoch,
Superintendent**

**District Address:
699 Old Orchard Dr.
Danville, CA
94526-4331
(925) 552-5500**

**www.srvusd.k12.
ca.us**

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 928 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 1999, 2004, and most recently in 2009. Our students consistently score high on state standardized tests. Our California Academic Performance Index (API) score was 916 in 2010-2011. Our staff includes Science teacher, Joell Marchese, the 2009 Contra Costa County/San Ramon Valley USD Teacher of the 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 after school. 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)

Data Sources

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

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

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 grade students.

Vision Statement:

In order to support the needs of our students, Pine Valley:

- 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 character, creativity, imagination, and personal goals.
- Recognizes that as a community of learners, students, parents and all staff have a responsibility to work collaboratively and collegially using technology to advance student achievement.
- Promotes acceptance, celebrates diversity and uniqueness, and encourages pride in school while contributing to the greater good of the community.
- Prepares students for their continuing education and the opportunities of the 21st Century.

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 2011-2012 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, 2005 and again in 2009 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	
2010-11	
	Percentage
African American	1.8%
American Indian	0.3%
Asian	19.1%
Filipino	3.5%
Hispanic or Latino	12.3%
Pacific Islander	0.1%
White	56.9%
Two or More	5.9%
None Reported	-

Discipline & Climate for Learning

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, campus beautification/work detail, Saturday School, and/or suspension.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	107	99	72	966	1086	940
Suspension Rate	11.5%	10.8%	7.6%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

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

- Academic Prep
- Trained Counselor Available Daily
- Study Skills, Math Lab, and Reading Intervention Classes
- W.E.B. – Where Everybody Belongs Student Orientation Program
- High School Equivalent French, Spanish and Math Classes
- Monthly Student Recognition Program Sponsored by the PTA: Student of the Month
- 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
- Annual Student Planned Activity Days – Day on the Green and Talent Show
- California Junior Scholarship Federation
- End of Year Student Awards Evening Program
- Semester Honor Roll Recognition
- Newcomers Lunch Meetings
- Geography Bee and Spelling Bee
- School Spirit Days
- After School Study Hall
- TUPE: Tobacco Use Prevention Education
- Super Pumas: Student Community Involvement Recognition
- Tri-Valley Science and Engineering Fair
- Family Bar-B-Q at Open House
- Math Tutoring
- Puma Pride Program
- Leadership Class
- Academic and Presidential Physical Fitness Awards
- Drama and Music Productions
- Band Performances at Disneyland
- PV Climate Committee
- SCIP Counseling Services Through Discovery Counseling Center
- Quest
- Book Fairs
- Joan Buchanan, Assembly Woman: Art Fair
- Alamo Danville Artists' Society

Enrollment By Grade

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

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
6th	304	292	315
7th	300	318	298
8th	324	304	329

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
6	-	-	32	-	-	-	-	-	7	-	-	1
By Subject Area												
English	31	29	28	1	-	2	16	-	22	6	-	1
Mathematics	28	30	29	4	-	2	13	-	15	5	-	5
Science	31	30	29	-	-	1	15	-	14	6	-	2
Social Science	31	30	29	-	-	1	15	-	20	5	-	1

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
- Ed1Stop Training
- GATE Certification Program
- Respect for All
- Differentiated Instruction
- Language Exclamation
- Mac Conference Training
- Computer and new Technology Training
- State Standards and Benchmarks
- No Child Left Behind (NCLB)
- Beginning Teacher Support (BTSA) Training
- CA School Nurse Organization Conference
- Positive Behavior Support for Students in the Classroom
- Creative Writing in the Classroom
- Curriculum, Instruction, and Assessment
- Using Promethean Planet Resources
- Good Teaching Conference
- Math Workshop Presented by UC Davis
- A+RISE (ELD Curriculum Support Program)
- Document Camera Training
- INSIDE - ELD State Curriculum Training
- Creative Inquiry, Interdisciplinary Arts
- CLAD
- KQED Science program
- GATE Training
- Prevent and Protect
- Let's Get Real Anti-Bullying
- Genesee
- Hands-On Math
- BTSA Training

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

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 School Office at 925-479-7700.

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 1:678. The table lists the support service personnel available at Pine Valley Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	1	.5
Counselor	2	1.16
English Language Development (ELD) Teacher	1	.167
Library Media Specialist	1	1.0
Music Teacher	1	.167
Nurse	1	0.2
Paraprofessionals	5	4.0
Physical Education Teacher	4	3.33
Psychologist	1	0.6
Resource Specialist	3	2.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	.5
Technology Technician	1	.75

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	36	42	36	1215
Without Full Credentials	6	1	0	2
Working Outside Subject	1	1	1	6

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

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Additional Internet Access/Public Libraries

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

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	96.7%	3.3%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

Parent Involvement

Pine Valley is a National PTA Parent Involvement School of Excellence. Countless hours, talent, and funds support our school and 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:

- Rotary Club Teacher Recognition
- Corporate Donations
- Girl Scout Silver Projects
- Contra Costa Food Bank Drive
- Lunchtime volunteers
- Dance support
- Student of the Month
- SRV Education Foundation Grant Awards
- Matching funds for Education Fund donations
- Super Pumas, Community Service Program
- Pine Valley Education Fund to Reduce Class Size and Technology Support
- Adopt-A-School (Cross-county sister school program)
- Driving to and from away games in After-School Sports
- School Site Council
- CASA and TUPE Liaison
- Student Election Support
- Eagle Scout Projects
- Classroom volunteers
- Red Ribbon Week
- Chaperoning field trips

For additional information about organized opportunities for parent involvement at Pine Valley Middle School, please contact Betsy Weber, PTA President, by email (Betsy@sanramonwebers.com).

Science Lab Equipment

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

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

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

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

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	2008	Yes	0.0%
8th	Mathematics	McDougal Littell	2000	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046097166Textbooks_1.pdf

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. The entire Pine Valley campus participated in the Great California Shakeout in October 2011.

Date of Last Review/Update: August 2011
Date Last Reviewed with Staff: August 2011

School Facilities

Pine Valley Middle School, which opened in 1977, completed a two-year, \$24 million modernization phase in 2008. 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 sit on sixteen acres and contain over 68,000 square feet of 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 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.

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.

Maintenance and Repair

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

Deferred Maintenance

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

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

School Facility Conditions				
Date of Last Inspection: 08/12/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Federal Intervention Program

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

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

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.3%	30.6%	38.8%

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

California Standards Test

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

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	81	85	84	83	83	84	49	52	54
Mathematics	75	80	77	76	78	78	46	48	50
Science	90	90	92	86	85	88	50	54	57
History/Social Science	78	81	85	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	84	77	92	85
African American/ Black	59	41	*	*
American Indian	*	*	*	*
Asian	91	93	98	92
Filipino	79	74	87	87
Hispanic or Latino	74	64	85	73
Pacific Islander	*	*	*	*
White	85	76	94	87
Males	79	76	92	86
Females	88	77	91	85
Socioeconomically Disadvantaged	52	64	67	37
English Learners	24	57	*	*
Students with Disabilities	50	48	78	55
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

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

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

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

Academic Performance Index

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

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

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

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

API School Results				Growth API						
	2008	2009	2010	School		District		State		
Group	08-09	09-10	10-11	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score	
Statewide	10	10	10							
Similar Schools	8	9	7							
All Students at the School				All Students at the School	935	916	22,060	922	4,683,676	778
Asian				Black or African American	17	756	468	819	317,856	696
Actual API Change				Asian	177	976	5,619	974	398,869	898
	19	10	-6	Filipino	33	909	651	920	123,245	859
Hispanic or Latino				Hispanic or Latino	116	859	1,819	868	2,406,749	729
Actual API Change				White	534	917	11,940	911	1,258,831	845
	36	1	-	Two or More Races	54	890	1,464	919	76,766	836
White				Socioeconomically Disadvantaged	39	794	796	822	2,731,843	726
Actual API Change				English Learners	57	866	1,599	906	1,521,844	707
	-	-	-11	Students with Disabilities	95	737	1,851	736	521,815	595
Actual API Change										
	17	15	-2							

Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$69,697
District	\$65,678
Percentage of Variation	6.11%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	0.70%

District Expenditures

In 2009-10, California spent an estimated \$8,826[^] per student which was below the national average of \$11,372.[^] The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

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

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

[^] California Budget Projection
* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,103
From Restricted Sources	\$661
From Unrestricted Sources	\$4,442
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	317.13%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-18.56%

District Revenue Sources

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

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

Board of Education

Contact Information:

Greg Marvel, Board President

125 Clover Hill Ct.
Danville, CA 94526
925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Ken Mintz, Board Vice President

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2014

Rachel Hurd, Board Clerk

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2014

Paul Gardner, Board Member

P.O. Box 837
Diablo, CA 94528
925-820-5279
pgardner@srvusd.net
Term expires in 2012

Denise Jennison, Board Member

223 Marigold Street
Danville, CA 94506
925-829-5554
bill@billclarkson.com
Term expires in 2014

Superintendent: Steven Enoch

(925) 552-2933
senoch@srvusd.net