



Stone Valley Middle School

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Shaun McElroy, Principal



School Accountability Report Card

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School Profile

Stone Valley Middle School: Grades 6-8

Date Established: 1950 (K-8), 1971 (2-8), 1989 (6-8)

Enrollment 2006-2007: 684

Stone Valley Middle School is located in Alamo, east of Interstate 680. Attendance is determined and established by school district boundaries.

Discipline & Climate for Learning

Stone 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.

A nurse is on campus one day per week. The school safety plan is updated annually and is reviewed by law enforcement and fire department representatives. Staff provides campus-wide supervision before and after school, at lunch and morning break. Fire drills are held on a monthly basis. Additionally, Stone Valley practices fire, duck and cover and intruder drills on a regular basis.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.1%
American Indian	0.0%
Asian	6.3%
Caucasian	84.3%
Filipino	0.9%
Hispanic	2.0%
Multiple or No Response	5.5%

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	28	37	27	1085	943	968
Suspension Rate	3.92%	5.43%	4.12%	20.88%	17.46%	17.18%
Expulsions	1	0	0	10	5	10
Expulsion Rate	0.14%	0.00%	0.00%	0.19%	0.09%	0.18%

Enrollment By Grade

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

The total 2006-07 enrollment at Stone Valley Middle School was 655. 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	225	223	215
7th	239	225	221
8th	250	234	219

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion.

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	25	26	27	8	9	3	30	26	28	-	-	-
Mathematics	29	30	30	6	4	3	11	6	6	7	9	12
Science	29	28	27	5	4	7	8	14	5	11	6	12
Social Science	26	27	27	7	4	2	20	21	21	1	1	1

School Facilities

The Stone Valley staff and community members are working with the SRVUSD facilities department to create a new master plan for the future. The master plan includes modernization of existing facilities and new construction. The administrative office and the gymnasium are not part of any future construction plans.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board approved \$53,784 for HVAC replacement at Stone Valley, and \$36,000 for roof repairs around the district.

School Facility Conditions				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

Stone 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. A nurse is on campus one day per week.

The school safety plan is updated annually and is reviewed by law enforcement and fire department representatives. Staff provides campus-wide supervision before and after school, at lunch and morning break. Fire drills are held on a monthly basis. Additionally, Stone Valley practices fire, duck and cover and intruder drills on a regular basis.

A committee has designed a crisis and disaster management plan. Evacuation routes are placed in each room on campus. Students are not allowed to leave campus without parent permission.

The campus is closed to all outsiders, visitors are required to sign in the office with an adult, and wear a visitors badge.

School resource officer is available to the school Monday through Thursday each week.

- Date of Last Review/Update: October 2007
- Date Last Reviewed with Staff: January 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 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&rn=8384091.

Additional Internet Access/Public Libraries

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

Curriculum Development

Each Wednesday, students are released 38 minutes early to facilitate staff development meetings. An annual calendar is developed by the staff development committee and approved through the school site council in alignment with the school plan (single plan for student achievement).

School staff meetings are held each month where staff is provided with current curricular issues for discussion.

All staff are required to have their course syllabus approved by an administrator. Each will include the California State curriculum content standards and the local school district goals and objectives at its core.

The principal and assistant principal meet with the school guidance counselors each week to discuss student progress and behavior.

The school site council meets monthly to address underperforming students needs and to monitor the school plan.

Edline web based grade reporting system is available to parents twenty four hours per day/ seven days per week to enable parents to monitor their student's grades/progress on a weekly basis.

The school's resource specialist, speech therapist and psychologist are available for students with identified learning disabilities and to handle student assessments.

Special Education Curriculum: The counseling office acts as a liaison to students and parents to obtain special education services.

The Student Success Team (SST) is a group that meets to discuss specific students having difficulty and recommends strategies to teachers and parents.

Our counseling office provides information on personal and social services available in the community.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Stone Valley Middle had 30 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	34	30	30	1214
Without Full Credentials	1	1	0	46
Working Outside Subject	0	0	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	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	5	0	1



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	90.40%	9.60%
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.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with site and district colleagues. San Ramon Valley School District offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Additionally, all English language arts teachers have attend a two week summer workshop on the SRVUSD-adaptation of the New York reading and wrtiing project.

All district middle schools have either a late start or early dismissal schedule for staff development.

New teachers are supported through the Begining Teacher Support sand Assessment (B.T.S.A.) program for the first two years as a teacher.

Counseling & Support Staff

It is the goal of Stone 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 1:640.** The table lists the support service personnel available at Stone Valley Middle.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	2	1.67
Resource Specialist Assistant	1	1.25
Speech/Language/Hearing Specialist	1	0.8

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>.

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	52.8%
School (Boys)	46.7%
School (Girls)	60.4%

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%

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math						Science			Social Science		
	6			7			8			6			7			8			8		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07	
All Students																					
School	80	78	81	81	87	88	72	76	83	83	75	79	73	84	80	68	82	64	76	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	77	73	78	78	87	83	65	73	80	84	79	81	75	84	83	74	84	64	80	77	
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	84	85	83	84	87	95	78	81	88	81	69	78	71	85	75	59	80	63	73	72	
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	
Asian																					
School	79	91	94	93	100	92	92	80	93	93	82	94	79	100	92	87	100	92	87	93	
District	87	86	88	90	91	91	83	86	89	90	84	91	84	93	84	88	92	79	83	89	
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62	
Hispanic																					
School	*	*	*	62	*	*	*	62	*	*	*	*	54	*	*	54	*	*	69	*	
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	80	79	81	81	87	88	73	80	83	82	76	79	75	85	80	67	82	63	77	74	
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	60	63	63	11	53	62	25	17	*	73	69	56	17	73	62	11	*	25	39	*	
District	40	40	46	30	47	41	26	27	34	38	39	43	21	42	30	30	43	29	34	34	
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10	

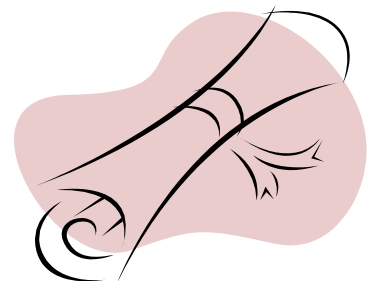
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data 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

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	6	6	7	
All Students				
Actual Growth	17	22	12	916
Caucasian				
Actual Growth	17	22	8	916

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.

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).

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%

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.

Parent Involvement

The Stone Valley Middle School parent/community support is a vital part of our total school program. Whether it is volunteering time, talent or funds, our parents and local businesses are always there to help.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	75	82	78	82	90	89
District	79	79	80	82	86	86
State	46	46	47	49	50	51
Males						
School	73	83	74	83	89	92
Females						
School	77	82	83	81	91	85
Asian						
School	79	92	77	93	100	100
Hispanic						
School	69	*	*	69	*	*
Caucasian						
School	76	82	77	83	90	89
Students with Disabilities						
School	17	47	62	11	87	85

**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	Math	English - Language Arts	Math
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Math	English - Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Our weekly parent newsletter, The Newsflash, is updated weekly on our website www.svms.srvusd.k12.ca.us and the monthly Roar is also available on the school website to keep parents abreast of all activities.

Other activities include:

- Super S.T.A.R. Program
- School Site Council
- Noon Duty Supervision
- Chaperoning Dances and field trips
- G.A.T.E. Parent events
- Community Food, Clothing and Book Drives
- SRV Council of P.T.A.'s Parent Education Classes
- B.S.A.Eagle Scout Projects
- Back to School Pizza Night
- Parent/Teacher Association
- Adopt-A-Family
- Stone Valley Ed Fund
- Field Day
- School wide book Fair

For additional information about organized opportunities for parent involvement at Stone Valley Middle School, please contact Denise True at 925.552.5640.

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	\$54,181
District	\$58,670
Percentage of Variation	7.66%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	9.75%

District Expenditures

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

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

Our district of 24,670* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,207
From Restricted Sources	\$505
From Unrestricted Sources	\$4,702
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	346.11%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	4.88%

[^] NEA

* 06-07 CBEDS

District Revenue Sources

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

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

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS [^] NEA Ed Stats

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Stone Valley Middle at 552-5640.

