

San Ramon Valley Unified School District



Stone Valley Middle School

2008-2009 School Accountability Report Card

**Shaun McElroy,
Principal**

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Principal's Message

Dedicated Staff and Parents,

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Stone Valley. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Stone Valley has a long-standing tradition for excellence. Stone Valley has been recognized as a California Distinguished school five times and A National Blue Ribbon School twice. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. Stone Valley takes pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at Stone Valley. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that children's learning is enhanced because Stone Valley is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology will be integrated into the educational program as we provide a balanced, quality education to all our students. We will explore research based educational trends in our efforts to continuously improve our effectiveness with children.

Shaun McElroy, Principal
smcelro@srvusd.net

Mission Statement

Stone Valley's mission is to promote physical, intellectual, emotional, and social development as measured by school, district, and state expectations. Our community support system will guide each student to achieve his/her full potential.

School Profile

Stone Valley Middle School: Grades 6-8

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

Six time award winner of the California Distinguished School

Two time award winner of the National Blue Ribbon School

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

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.9%
American Indian	0.1%
Asian	7.1%
Caucasian	82.6%
Filipino	1.6%
Hispanic or Latino	3.3%
Pacific Islander	0.1%
Multiple or No Response	4.2%

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, disaster and intruder drills on a regular basis. Reported disciplinary events have declined steadily for each of the past 7 years.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	27	37	27	968	1141	966
Suspension Rate	4.1%	5.3%	3.9%	3.9%	4.4%	3.6%
Expulsions	0	0	3	10	26	17
Expulsion Rate	0.0%	0.0%	0.4%	0.0%	0.1%	0.1%

The following is a list of climate enhancing programs at Stone Valley:

- Safe School Ambassadors
- Administrative Presentations
- WEB day leaders and regular follow-up events
- Discovery Center counseling
- Conflict resolution through admin./counseling
- Leadership events – every Wednesday
- Super S.T.A.R.'s – Student recognition program
- Intramural sports during lunch and after school

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 2009-10 enrollment at Stone Valley Middle School is 697.

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
6th	215	242	220
7th	221	224	248
8th	219	231	221

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		
07	08	09	07	08	09	07	08	09	07	08	09	
English	27	27	27	3	2	2	28	20	33	-	-	-
Mathematics	30	27	28	3	6	7	6	10	8	12	9	9
Science	27	28	29	7	6	4	5	13	12	12	9	8
Social Science	27	27	28	2	1	1	21	23	23	1	1	1

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 Unified 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 attended a two week summer workshop on the SRVUSD-adaptation of the New York Reading and Writing Project.

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

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

All SRVUSD middle schools have a minimum day each Wednesday to allow teachers time for staff development. Teachers meet as departments and as grade level teams.

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 1:700. 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

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. Our weekly parent newsletter, The Newsflash, is updated weekly on our website www.svms.srvusd.k12.net 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
- Parent/Teacher Association
- School Site Council
- Adopt-A-Family
- Stone Valley Ed Fund
- Community Food, Clothing and Book Drives
- Noon Duty Supervision
- Chaperoning Dances and field trips
- G.A.T.E. Parent events
- SRV Council of P.T.A.'s Parent Education Classes
- B.S.A.Eagle Scout Projects
- School wide book Fair
- Back to School Pizza Night
- Field Day
- Monthly Parent Education Events

For additional information about organized opportunities for parent involvement at Stone Valley Middle School, please contact Denise True at 925.855-5800.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Stone Valley Middle had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	30	28	29	1327
Without Full Credentials	0	4	3	60
Working Outside Subject	0	0	0	28

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		
	07-08	08-09	09-10
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	97.9%	2.1%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Library Information

The school's library, staffed by a full-time Certificated Librarian, who provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Computer workstations within the library are connected to the Internet so students are able to access resources and information online. Stone Valley Middle School has an online virtual library offering student friendly email, information sites, along with various student references to helpful online sites.

The school librarian conducts regular classes on information literacy and guides students through research projects.

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. School Loop, a 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.

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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

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	Prentice Hall	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005144Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046005144Textbooks_1.pdf

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the 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 some sort of heating device. For more information, please call the school office.

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki
Technology Director
San Ramon Valley USD
925.552.2951 (p)
925.820.1603 (f)

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 School office at 855-5800 or visit the Stone Valley Website www.svms.srvusd.net

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.)

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.

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: September 2009

Date Last Reviewed with Staff: October 2009

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.

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. For Stone Valley, this included playground asphalt repairs, emergency medical system upgrade and carpeting.

School Facility Conditions				
Date of Last Inspection: 06/15/2009				
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			

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	84	80	82	79	81	83	43	46	50
Mathematics	78	68	76	71	73	76	40	43	46
Science	82	82	82	79	83	85	38	46	50
History/Social Science	75	75	67	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	92	79	100	81
Filipino	73	55	*	*
Hispanic or Latino	68	64	82	64
Pacific Islander	*	*	*	*
Caucasian	82	77	81	67
Males	79	77	81	68
Females	86	75	83	66
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	41	38	43	35
Migrant Education	*	*	*	*

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

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	8	6	
All Students				
Actual Growth	12	-18	11	908
Caucasian				
Actual Growth	8	-19	15	910

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%



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	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th 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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.2%	27.5%	56.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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 2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,896
District	\$64,878
Percentage of Variation	1.56%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	1.72%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969* 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

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,292
From Restricted Sources	\$592
From Unrestricted Sources	\$4,700
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	338.43%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	14.73%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396

Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 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.

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