



San Ramon Valley
UNIFIED SCHOOL DISTRICT

Stone Valley Middle School

2010-2011 School Accountability Report Card

**Shaun McElroy,
Principal**

**School Address:
3001 Miranda Ave.
Alamo, CA
94507-1646**

(925) 855-5800

**Steven Enoch,
Superintendent**

**District Address:
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Principal's Message

As principal, I have the unique privilege of presenting 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

Winner California Business Education "Best Schools" Award

Winner California Department of Education Physical Fitness Award

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

2010-11

	Percentage
African American	0.3%
American Indian	-
Asian	5.8%
Filipino	0.8%
Hispanic or Latino	8.5%
Pacific Islander	0.2%
White	77.7%
Two or More	6.7%
None Reported	-

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.

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

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	27	17	26	966	1086	940
Suspension Rate	3.9%	2.5%	4.0%	3.6%	3.9%	3.2%
Expulsions	3	0	0	17	8	14
Expulsion Rate	0.4%	0.0%	0.0%	0.1%	0.0%	0.0%

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:								
	09	10	11	1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
6	-	-	21	-	-	4	-	-	4	-	-	-
By Subject Area												
English	26	26	26	2	-	2	17	-	16	-	-	-
Mathematics	28	28	25	6	-	5	2	-	6	8	-	7
Science	27	27	30	4	-	-	10	-	14	3	-	2
Social Science	27	26	27	1	-	1	15	-	16	-	-	-

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.

Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
6th	220	224	205
7th	248	226	226
8th	221	239	224

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

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 one staff development day annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

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 an adjusted 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 1:660. 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

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	29	33	27	1215
Without Full Credentials	3	0	0	2
Working Outside Subject	0	0	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	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	95.9%	4.1%
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

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.stonevalley.schoolloop.com 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.

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

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	Prentice Hall	2008	Yes	0.0%

For a complete list, visit 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 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.

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.

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.

Date of Last Review/Update: September 2011

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.

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: 9/14/2011				
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			

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

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	82	85	84	83	83	84	49	52	54
Mathematics	76	82	81	76	78	78	46	48	50
Science	82	84	91	86	85	88	50	54	57
History/Social Science	67	78	86	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	81	91	86
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	90	90	*	*
Filipino	*	*	*	*
Hispanic or Latino	77	76	75	79
Pacific Islander	*	*	*	*
White	85	81	93	86
Males	83	82	90	89
Females	86	81	92	82
Socioeconomically Disadvantaged	71	71	*	*
English Learners	*	*	*	*
Students with Disabilities	42	48	43	44
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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%

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			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	6	7	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	11	17	5
White			
Actual API Change	15	17	7



	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	648	927	22,060	922	4,683,676	778
Asian	38	961	5,619	974	398,869	898
Hispanic or Latino	55	883	1,819	868	2,406,749	729
White	503	930	11,940	911	1,258,831	845
Two or More Races	44	941	1,464	919	76,766	836
Socioeconomically Disadvantaged	13	830	796	822	2,731,843	726
English Learners	14	724	1,599	906	1,521,844	707
Students with Disabilities	70	727	1,851	736	521,815	595

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	10.3%	22.0%	55.6%

**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		
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	\$68,761
District	\$65,678
Percentage of Variation	4.69%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-0.65%

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	\$5,462
From Restricted Sources	\$844
From Unrestricted Sources	\$4,618
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	333.62%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-15.34%

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.



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

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Term expires in 2012

Ken Mintz, Board Vice President

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Rachel Hurd, Board Clerk

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Term expires in 2014

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Term expires in 2012

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Term expires in 2014

Superintendent: Steven Enoch

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