

School Accountability Report Card School Year 2000–2001

School Information		District Information	
School	DANA MIDDLE SCHOOL	District	SAN DIEGO CITY SCHOOLS
Principal	Jerry Hooper	Superintendent	Alan D. Bersin
Address	1775 Chatsworth Ave. San Diego, CA 92107	Address	4100 Normal Street San Diego, CA 92103
Phone	(619) 225-3897	<i>For additional copies</i>	
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Web Site	edtech.sandi.net/dana/	Phone	(619) 725-5578
Email	jhooper@mail.sandi.net	Fax	(619) 725-5576
Enrollment	467 [as of October 2000]	Web Site	www.sandi.net/research/sarcs/
Grades Served	6	Email	pio@mail.sandi.net

School Description and Mission Statement

“The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.”

Dana Middle School, located in the Point Loma community, reopened in August 1998 as a sixth grade school. It had been closed as a school since 1983. In September 2001, we added fifth grade to complete our configuration as a 5–6 middle school. We draw from the eight feeder elementary schools in the Point Loma cluster. We also accept students on a space-available basis through the Volunteer Ethnic Enrollment Program (VEEP) and School Choice programs. Our current enrollment is approximately 930 students. A highly trained staff serves an ethnically diverse and bright population of students through a variety of programs including regular education, special education services, Gifted and Talented Education (GATE) seminar classes, and strategies for working with English language learners. We are proud of the extensive support we receive from an involved community. High expectations and a belief that all students can learn characterize our philosophy.

Opportunities for Parent and Community Involvement

Contact Person Name:	Steve Hossman	Contact Person Phone Number:	(619) 224-1561
<p>We are committed to connecting community resources to our school and invite all constituencies within our community to assist us in supporting the education of our students.</p> <p>The district held its first Parent Congress in October 2001. The Parent Congress is composed of a parent delegate from each school and is designed to provide information about student achievement, gather input from parents, and consult with them about educational issues. It will meet four times a year.</p> <p>Parent and community involvement are welcome and encouraged at Dana. Parents are active participants in our school site governance council and Dana Association. The governance council provides parents a forum for direct input into a range of issues relating to budget, curriculum, instruction, and facilities. The Dana Association raises tens of thousands of dollars each year through a variety of fundraising activities to support classroom programs, instruction, and capital outlay. Parents drive on field trips, tutor students, and organize weekly bake sales to support classrooms. Parents and community members interested in volunteering should call the school at (619) 225-3897.</p>			

I. Demographic Information

The percent of total is the number of students in an ethnic category divided by the school's enrollment as reported by the 2000–01 California Basic Educational Data System (CBEDS), multiplied by 100.

Racial/Ethnic Category	Number of Students	Percent of Total
African American	38	8.1
Asian	12	2.6
Filipino	10	2.1
Hispanic	135	28.9

Racial/Ethnic Category	Number of Students	Percent of Total
Indochinese	5	1.1
Native American	7	1.5
Pacific Islander	7	1.5
White (Not Hispanic)	253	54.2

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update:	October 1, 2001	Date Last Reviewed with Staff:	February, 2002
<p>All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.</p>			

School Programs and Practices that Promote a Positive Learning Environment

Dana School is committed to supporting a safe and respectful learning environment. We know that an atmosphere that supports learning is vital; therefore, students are expected to behave respectfully and expectations for behavior are clear and reviewed regularly. Weekly morning assemblies for each grade level provide a forum for reviewing positive and negative student behaviors and reiterating areas requiring improvement and areas of strength. A proactive stance is taken to assist students with adolescent issues such as interpersonal relations; drug, alcohol, and tobacco awareness; and family life education. Life Skills for Success classes address these problems and referrals are made to outside services or programs as needed. Our district counselors work closely with students, staff, and families to mitigate issues that might affect students academically or socially. The tardy policy is strictly enforced and follow-up on trancies is immediate and involves contact with parents, school police, and administration. A schoolwide discipline code is distributed and reviewed at the beginning of the year and revisited as needed during the school year. Parents are contacted immediately regarding ongoing discipline issues. Students are rewarded for appropriate behavior and academic achievement through awards assemblies and weekly drawings of tickets distributed by staff for following school rules. The result of these efforts is a school in which serious discipline issues are few in number and students are respectful to adults and each other. Our average daily attendance rate averages 95–98 percent.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's CBEDS enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	1999		2000		2001	
	School	District	School	District	School	District
Suspensions (number)	14	12,146	24	11,844	44	13,044
Suspensions (rate)	3.3	15.0	5.2	14.7	9.4	14.7
Expulsions (number)	0	431	0	350	0	443
Expulsions (rate)	0.0	0.3	0.0	0.3	0.0	0.3

School Facilities

Dana Middle School has been a school in transition since its reopening in 1998. Each year we find ourselves completing or planning the completion of remodeling or new construction to complete the build-out of the facility as a middle school. The campus is attractive, clean, and well maintained. Thanks to Proposition MM, construction on a boys' and girls' shower and locker room, multipurpose room, library extension, playground extension and remodel, and auditorium remodel will continue through February 2003. At that time, construction and renovation will be completed. While these projects have caused some inconvenience for students and staff, disruption to the instructional program has been mitigated wherever possible.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. The STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in Grades 2–11, and Science and History-Social Science in Grades 9–11; and the Stanford Achievement Test, Ninth Edition (SAT 9), which tests Reading, Language, Mathematics (Grades 2–11), Spelling (Grades 2–8), and Science and History-Social Science (Grades 9–11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Schoolwide

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6			47.3			30.8			31

Subgroups (more than 10 students per grade level with test results)

Data are provided for the current year. Subgroups include: male/female students, racial/ethnic groups, English learner/non-English learner students, socioeconomically disadvantaged /non-socioeconomically disadvantaged students, and students receiving Migrant Education Services. Socioeconomically disadvantaged students are those who are certified eligible to receive free or reduced-price meals.

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learner	Non-English Learner	Socioeconomically Disadvantaged	Non Socioeconomically Disadvantaged	Migrant Education Services
6	42.9	51.8	5.1	54.8	22.9	61.4	

“—” indicates N ≤ 10

Racial/Ethnic Groups (more than 10 students per grade level with test results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	36.7	66.7	—	21.1	—	—	—	61.5

“—” indicates N ≤ 10

Stanford Achievement Test, Ninth Edition (SAT 9)

Reading and mathematics results from the SAT 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6	69.2	58.9	66.5	45.1	47.0	47.5	44	46	47

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6	73.6	65.0	66.1	49.8	52.8	51.6	50	55	57

Subgroups (more than 10 students per grade level with test results)

Data are provided for the current year. Subgroups include: male/female students, racial/ethnic groups, English learner/non-English learner students, socioeconomically disadvantaged /non-socioeconomically disadvantaged students, and students receiving Migrant Education Services. Socioeconomically disadvantaged students are those who are certified eligible to receive free or reduced-price meals.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learner	Non-English Learner	Socioeconomically Disadvantaged	Non Socioeconomically Disadvantaged	Migrant Education Services
6	66.5	66.5	22.0	74.3	43.2	80.1	

“—” indicates N ≤ 10

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learner	Non-English Learner	Socioeconomically Disadvantaged	Non Socioeconomically Disadvantaged	Migrant Education Services
6	65.7	66.5	35.0	71.6	47.3	77.2	

“—” indicates N ≤ 10

Racial/Ethnic Groups (more than 10 students per grade level with test results)

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	58.1	83.3	—	38.8	—	—	—	81.3

“—” indicates N ≤ 10

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	53.1	91.7	—	42.7	—	—	—	78.0

“—” indicates N ≤ 10

District Assessment

Developmental Reading Assessment (DRA)

The DRA is used to identify students in grades K–3 who are reading below grade level and need support and intervention. The DRA is conducted during a one-on-one reading conference where a child reads specially selected texts to the teacher. The assessment is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. The DRA is used to identify students in need of support and intervention. Data reported are for all students—English-speaking and English learners.

Stanford Diagnostic Reading Test (SDRT)

Analytical Reading Inventory (ARI) and Informal Reading Inventory (IRI)

The SDRT is used to identify students in grades 4–11 who are reading below grade level and need support and intervention. The SDRT is administered in a group setting and assesses vocabulary, comprehension, and scanning skills. For students reading significantly below grade as measured by the SDRT, the ARI (grades 4–8) and IRI (grades 9–10) are used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6		74.1	83.2						

*comparable data not available

Academic Performance Index (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of 1 to 5 (see definition of statewide rank below) are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95 percent of their students in Grades 2–8 tested in STAR. High schools must have at least 90 percent of their students in Grades 9–11 tested.

Statewide Rank: Schools receiving an API 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: This is a comparison of each school with 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 schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/>, or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
Percentage Tested	97	99		Percentage Tested	99	99	
Base API Score	789	737		Growth API Score	737	771	
Growth Target	1	3		Actual Growth	-52	34	
Statewide Rank	9	7		Eligible for Awards	No	Yes	
Similar Schools Rank	10	4		Eligible for II/USP	No	No	

API Subgroups—Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
African American				African-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino				Filipino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic				Hispanic			
Base API Score	644	601		Growth API Score	601	642	
Growth Target	1	2		Actual Growth	-43	41	
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	860	814		Growth API Score	814	850	
Growth Target		#		Actual Growth	-46	36	

API Subgroups—Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
Base API Score	668	613		Growth API Score	634	648	
Growth Target	1	2		Actual Growth	-34	35	

“#” means the school scored at or above the interim statewide performance target of 800

“*” means the school is not awards eligible due to adult testing irregularities

IV. School Completion (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the distribution of classrooms by size based on CBEDS data.

Grade Level	1999				2000				2001			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	27.4	5	23	2	30.1	3	6	5	0.0	0	0	0
K-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are the number of teachers at the school in each category. All teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is only counted at one school.

	1998-1999	1999-2000	2000-2001
Total Number of Teachers	17	17	22
Full Credential (fully credentialed and teaching in subject area)	15	16	22
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	1	0	0
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	1	1	0
Teachers with Waivers (does not have credentials and does not qualify for an emergency permit)	0	0	0

Teacher Evaluations

The school site administrators (e.g., principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated yearly in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Permanent teachers receiving an overall evaluation of unsatisfactory in subject matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review program. As program participants they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Substitute Teachers

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. We try to place substitute teachers according to their areas of expertise, although by state law, credentialed teachers may substitute at any grade level and in any subject.

We also maintain a list of community substitutes who have demonstrated their effectiveness in a variety of classroom assignments at Dana and an awareness of our school's expectations and policies.

Counselors and Other Support Staff

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working full time. Two staff persons working half time also equal one FTE.

Title	FTE
Counselor	1.80
Librarian	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	1.00
Resource Specialist (Non-Teaching)	3.00
Other (Specify) Resource Teacher	0.30
Other (Specify) Peer Coach	1.00

Academic Counselors

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working full time. Two staff persons working half time also equal one FTE. The number of students per academic counselor is enrollment reported in CBEDS divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Students Per Academic Counselor
0.00	N/A

VII. Curriculum and Instruction

San Diego City Schools' Institute for Learning organizes all of the district's efforts to improve student achievement by supporting teaching and learning in the classroom. In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive set of prevention, intervention, and retention strategies directed toward providing all students with the best teaching, high quality instructional materials, the richest learning environment, and time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the San Diego City Schools' reform effort. Through the district's Institute for Learning, instructional leaders train, coach, support, and evaluate principals through monthly instructional conferences and school site visits. At the school, principals train, coach, support, and evaluate teachers through staff conferences and frequent classroom observations.

We also fund additional opportunities to capitalize on staff expertise in specific instructional strategies or curricula. Our goal is to broaden our site's capacity for leadership. Teachers with specific expertise or skills in a strategy are identified and supported by allowing other staff to observe and work with them. Our Instructional Council meets weekly to assess progress toward goals outlined in our site instructional work plan. This group, made up of department chairs, the principal, vice principal, peer coach/staff developer, and other staff, provides leadership in directing the school's work. The principal chairs this group and provides strong leadership in focusing professional development for the staff. We are aware that our students need a balanced curriculum. Students reading at or above grade level are offered a wide range of electives from which they may choose. Students needing additional support in reading are placed in three-hour literacy blocks and offered an extended-day reading program. Progress of our struggling readers is tracked monthly by teachers and reviewed by the principal. Our largest group of struggling readers is our English learner (EL) population. Overall, our test data indicate that more than half of our struggling readers in any given year make approximately two years growth in reading as measured on the SDRT.

Professional Development

Through the district's educational reform strategies and the Institute for Learning, teachers and administrators engage in ongoing professional development in literacy and mathematics instruction. Principals, supported by peer coaches/staff developers and, for secondary schools, site literacy and/or mathematics administrators, conduct staff conferences and coach teachers at the school site. During summer and intersession breaks, and throughout the school year, teachers are encouraged to attend district professional development institutes to learn and practice instructional strategies.

Dana Middle School provides extensive training for all staff in specific literacy strategies aimed at helping students make meaning from any text they read. Rather than use site funds for a second peer coach/staff developer, we have invested that money (at the site's discretion) in providing opportunities for staff to engage in extended professional development activities, developing leadership capacity to capitalize on staff expertise, and developing instructional programs and materials. This work is directed by the site instructional council under the leadership of the principal. Curriculum departments work closely together to develop agenda that focus more specifically on the broader instructional goals of the school. Site funding provides resources for work conducted outside the regular workday.

Teachers in the district attended a total of three mandatory staff development days in school year 2000–2001 as well as in 1999–2000. In 1998–1999, they attended two such days.

Quality and Currency of Textbooks and Other Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. In 2000–01, teachers and students in elementary schools used newly adopted textbooks and materials in social studies. This school year, a broad-based committee is reviewing mathematics materials for Grades K–8 for implementation next year. In 2002–03, K–6 literacy materials will be reviewed for implementation in 2003–04.

State funds specifically designated for library materials and equipment were provided in 2000–01 to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction,

non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

We invest thousands of dollars each year to build classroom libraries that can meet the needs of students at all reading levels. Other materials purchased with site funds are carefully selected to support the needs of our students in specific content areas. With the addition of another grade level, we have been able to fund state-of-the-art materials and equipment for our students and teachers. The Proposition MM work done at our site will complete our facility in 2003. The accompanying current and past renovations will provide our community with what is essentially a new school.

Instructional Minutes (School Year 2000–2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
6	62,310	54,000

Total Number of Minimum Days

All district schools meet or exceed state requirements for annual instructional minutes. In 2000–01, our school had 39 shortened days for students. In 2001–02, our school had a weekly modified day for students. The extra time on these days was used for professional development, parent consultation, and teacher planning. Instructional time was added to the other four days of the week to make up the required number of instructional minutes per week. Our number of instructional minutes per week exceeds the required minimum.

VIII. Post-Secondary Preparation (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999–2000)

Statewide Data Category Used for Comparison (type and size of district from Management Bulletin 01-02):		
	District Amount	State Average For Districts in the Same Data Category
Beginning Teacher Salary	\$31,349	\$32,678
Mid-Range Teacher Salary	\$47,635	\$50,891
Highest Teacher Salary	\$63,738	\$62,446
Average Principal Salary	\$84,104	\$82,126
Superintendent Salary	\$165,000	\$144,995
Percent of Budget for Teacher Salaries	41.4	42.9
Percent of Budget for Administrative Salaries	3.8	4.9

Additional Compensation for Administrators

In 1999–2000, the district superintendent received benefits equivalent to \$67,117. Benefits included a performance bonus, car allowance, retirement, Social Security, Medicare, unemployment insurance, Worker’s Compensation, life insurance, vision plan, and dental and medical insurance.

For the same year, principals in the district received variable benefits equivalent to 11.816 percent of their base salary plus fixed benefits equivalent to \$4,520. Variable benefits included retirement, Medicare, unemployment insurance, Workers’ Compensation, and life insurance. Fixed benefits included vision, dental, and medical insurance. The monetary equivalent of a district principal’s benefits package ranged from \$12,029 to \$19,780.

Expenditures

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$892,043,165	\$6,566	\$5,758	\$5,705

*ADA—one full year of student attendance

Types of Services Funded

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Integration—district voluntary integration effort to address the racial/ethnic isolation of students
4. Gifted and talented education—specialized learning assistance for students with high ability, achievement, or potential
5. Special projects—monies from agencies (e.g. federal, state) earmarked for specific services
6. Transportation
7. Maintenance and operations
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.