

School Accountability Report Card School Year 2000–2001

School Information		District Information	
School	SILVER GATE ELEMENTARY	District	SAN DIEGO CITY SCHOOLS
Principal	Karen Mitchell	Superintendent	Alan D. Bersin
Address	1499 Venice Street San Diego, CA 92107	Address	4100 Normal Street San Diego, CA 92103
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Enrollment	532 [as of October 2000]	Web Site	www.sandi.net/research/sarcs/
Grades Served	K–5	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.”

Silver Gate Elementary School is located in Point Loma, an older, well-established area of San Diego. The neighborhood is economically diverse, with ever increasing ethnic diversity. The school, built in 1952, consists of three permanent buildings and five portables, one used as the library/media center and others for class size reduction.

Our enrollment for the school year 2001–02 is 430 students. The fifth graders moved to a middle school, which left us a K–4 campus.

Opportunities for Parent and Community Involvement

Contact Person Name:	Kelly Ballantyne	Contact Person Phone Number:	(619) 224-2387
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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.

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.

Silver Gate’s parents volunteer as readers, tutors, or chaperones at school events. They serve on various committees including the school site council/site governance team (SSC/SGT), PTA, and Friends of Silver Gate Foundation

Silver Gate has partnerships with McDonald’s, U.S. Navy, San Diego Port District, and Discovery Channel. Their employees tutor our students, help at school events, and serve as valuable resources to our teachers.

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 System (CBEDS), multiplied by 100.

Racial/Ethnic Category	Number of Students	Percent of Total
African American	75	14.1
Asian	16	3.0
Filipino	9	1.7
Hispanic	128	24.1

Racial/Ethnic Category	Number of Students	Percent of Total
Indochinese	9	1.7
Native American	13	2.4
Pacific Islander	3	0.6
White (Not Hispanic)	279	52.4

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update:	January 18, 2002	Date Last Reviewed with Staff:	January 24, 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

Silver Gate staff believes that all students learn in a positive, supportive, quality environment. The staff strives to provide academic excellence through a program balancing basic skills, critical thinking, enrichment, and utilization of community resources. Fostering positive attitudes of students about themselves and others helps students develop a better understanding of, and relationship with, people of diverse backgrounds, cultures, and ethnicities.

The campus is peaceful and orderly, which enhances learning. These school programs and practices promote mutual respect and responsible behavior:

- Positive rewards including lunch with the principal
- "Caught Doing Something Good"
- The Perfect Attendance Class Program reward time
- Bus behavior awards
- Perfect attendance certificates
- Coupons to Midway McDonald's and other local businesses

Silver Gate continually reassesses its discipline policy, refining and ensuring it meets current student needs. It is Silver Gate's goal to minimize instructional time lost to discipline problems.

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)	16	12,146	14	11,844	3	13,044
Suspensions (rate)	3.0	3.3	2.6	3.6	0.6	3.9
Expulsions (number)	0	431	0	350	0	443
Expulsions (rate)	0.0	<0.05	0.0	<0.05	0.0	<0.05

School Facilities

Emergency procedures are reviewed to promote student and staff safety. Disaster supplies are available in each room. There is occasional nighttime and weekend vandalism, graffiti, litter, and misuse of property.

Silver Gate looks forward to Proposition MM renovation over the next two years, including major repairs, improved access for the physically disabled, technology upgrades, additional library facilities, and a new lunch court shelter.

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
2			48.1			36.1			32
3			55.8			33.4			30
4			60.3			35.0			33
5			64.8			30.7			28

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
2	41.9	56.5	—	52.0	21.4	57.5	
3	46.8	64.6	—	61.6	36.4	66.1	
4	56.4	64.1	—	63.9	50.0	65.4	
5	67.4	61.9	—	70.0	36.0	76.2	

“—” 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)
2	—	—	—	66.7	—	—	—	46.4
3	40.0	—	—	48.0	—	—	—	65.3
4	58.3	—	—	54.5	—	—	—	67.6
5	50.0	—	—	25.0	—	—	—	85.7

“—” 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
2	65.8	78.9	80.0	49.6	56.5	55.3	44	49	51
3	71.1	79.3	70.5	47.0	51.8	48.7	41	44	46
4	63.2	76.8	78.2	42.4	48.4	48.6	41	45	47
5	70.5	65.7	79.5	44.3	44.4	46.6	42	44	45

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
2	69.7	79.5	83.3	56.5	63.5	61.4	49	57	58
3	74.7	81.6	69.1	56.7	63.9	60.6	48	56	59
4	70.8	70.1	74.4	46.3	55.8	52.0	44	51	54
5	67.5	63.8	75.6	47.0	50.5	52.5	45	50	54

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
2	82.5	76.7	—	82.5	56.3	87.0	
3	66.0	75.0	—	76.7	51.5	80.6	
4	82.1	74.4	—	83.3	61.5	86.5	
5	82.6	76.2	—	85.0	52.0	90.5	

“—” 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
2	86.7	78.8	—	84.5	61.1	90.0	
3	66.0	72.3	—	72.9	59.4	74.2	
4	76.9	71.8	—	76.4	65.4	78.8	
5	78.7	72.1	—	81.7	50.0	85.9	

“—” 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)
2	—	—	—	88.2	—	—	—	82.9
3	—	—	—	64.0	—	—	—	79.6
4	75.0	—	—	72.7	—	—	—	88.2
5	66.7	—	—	45.8	—	—	—	100.0

“—” 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)
2	—	—	—	84.2	—	—	—	89.7
3	—	—	—	64.0	—	—	—	77.1
4	58.3	—	—	72.7	—	—	—	79.4
5	46.2	—	—	54.2	—	—	—	90.7

“—” 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
K		85.7	84.9						
1		83.3	84.4						
2		92.4	97.4						
3		89.0	94.9						
4		*	85.5						
5		82.3	94.0						

*comparable data not available

California Fitness Test

The percentage of students in Grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Percentage of students meeting fitness standards

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	37.2	30.0	45.5	21.4	21.4	21.4	21.3	20.9	21.9

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	100		Percentage Tested	100	100	
Base API Score	769	807		Growth API Score	807	820	
Growth Target	2	#		Actual Growth	38	13	
Statewide Rank	9	9		Eligible for Awards	Yes	No	
Similar Schools Rank	9	10		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	683			Growth API Score	753		
Growth Target	2	1		Actual Growth	70		
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	647	692		Growth API Score	692	763	
Growth Target	2	1		Actual Growth	45	71	
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	852	877		Growth API Score	877	871	
Growth Target		#		Actual Growth	25	-6	

API Subgroups—Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
Base API Score	630	694		Growth API Score	716	723	
Growth Target	2	1		Actual Growth	86	29	

“#” 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	19.8	4	0	0	20.3	3	1	0	19.0	5	0	0
1	19.5	4	0	0	18.5	4	0	0	19.0	4	0	0
2	19.5	4	0	0	19.8	5	0	0	19.6	5	0	0
3	19.3	6	0	0	18.5	6	0	0	19.7	6	0	0
4	29.3	1	2	1	26.8	1	3	0	25.0	1	2	0
5	28.7	1	0	2	27.5	1	3	0	25.5	1	1	0
6	0.0	0	0	0	0.0	0	0	0	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	26.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and Grades 1-3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Students in Grades K-3 Participating in the Class Size Reduction Program			
Grade Level	1999	2000	2001
K-3	100.0		
K		100.0	100.0
1		100.0	100.0
2		100.0	100.0
3		100.0	100.0

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	26	29	23
Full Credential (fully credentialed and teaching in subject area)	25	26	20
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	1	3	3
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	0	0	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.

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	0.50
Librarian	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.60
Resource Specialist (Non-Teaching)	0.60
Other (Specify)	0.00
Other (Specify)	0.00

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.

Our curriculum is aligned with state-adopted frameworks and guidelines. Silver Gate has a variety of programs to reach the needs of our diverse population. There are numerous mentor quality teachers on site, with special skills that are shared with others.

Many of the teaching staff assume leadership roles within the school and district as key planners, committee chairpersons, and district curriculum representatives.

Teachers seek professional development through university courses, conferences, workshops, and institutes. This enables them to bring the best of current teaching practices to our school.

All elementary schools have implemented a three-hour literacy block where three hours daily is spent engaged in literacy activities and lessons as guided by the San Diego Literacy Framework.

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.

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.

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
K	58,125	36,000
1	57,540	50,400
2	57,540	50,400
3	57,540	50,400
4	57,540	54,000
5	57,540	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. The extra time on these days was used for staff development, parent consultation, and teacher planning.

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.