



# Los Cerros Middle School

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Lisa Ward, Principal



## School Accountability Report Card

### Board of Education

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<http://srvusd.k12.ca.us>

### School Profile

Los Cerros Middle School, established in 1966, is located in Danville and serves 6-8 grade students in the Northern San Ramon Valley. Los Cerros has been awarded the National Blue Ribbon and is a California Distinguished School.

### Discipline & Climate for Learning

#### Basic Philosophy

At Los Cerros School, we believe that students are here to learn and mature to the best of their ability. Students, therefore, belong in class or other designated areas to perform tasks in a safe, orderly, and positive environment. Since it is the responsibility of the school to safeguard the health and safety of each student, policies must be established to ensure acceptable standards of behavior. It is our belief that these policies must stem from the people who will be affected by them, (staff, parents, students) and that the disciplinary process necessary for carrying out the policies must be clearly understood and consistently enforced. Further, it is our intent to encourage student responsibility and to change any misbehavior at the lowest possible level, as soon as possible. Therefore, the following disciplinary procedures will be followed at Los Cerros:

**Step 1 Warning:** Reinforcement of school rules and regulations within the classroom. Possible consequences: discussion, name on board, seat change, lunch duty, detention.

**Step 2 Teacher Contact:** Notification to parents by phone, email or discipline notice. Additional consequences: possible referral to administration that may assign after school detention.

**Step 3 Administration Contact:** Notification to parents by phone email and/or discipline notice. Consequences: additional detention, class suspension, conference with parents, Saturday School, school suspension or restricted student activities and possible involvement of law enforcement.

**Step 4 Conference with Parents:** Consequences: Student placed on behavior contract, class dropped, suspension, or transfer to alternative program, school expulsion, and possible involvement of law enforcement.

Generally, when a student repeats a given misbehavior, the penalty increases. It should be noted that certain offenses or combination of offenses may lead to expulsion or transfer to an alternative program if other means of correction fail to bring about a change in behavior or if the student's presence on campus constitutes a danger to others. There are some offenses, which are so severe, however, that an immediate penalty is assigned, the student's past record notwithstanding. (This could include police contact.)

These policies also apply to students' behavior before and after school, including their conduct on the trails since many students are picked up on these areas. For detailed information, contact the school office, consult the APIP (annual Parent Information Packet) or see the district Board Policies at [srvusd.net](http://srvusd.net).

### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.6%
American Indian	0.3%
Asian	5.1%
Caucasian	84.8%
Filipino	0.8%
Hispanic	3.5%
Multiple or No Response	4.8%

### Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	67	24	47	1085	943	968
Suspension Rate	8.69%	3.36%	7.51%	20.88%	17.46%	17.18%
Expulsions	1	0	0	10	5	10
Expulsion Rate	0.13%	0.00%	0.00%	0.19%	0.09%	0.18%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	28	28	27	1	1	2	38	33	31	3	-	-
Mathematics	28	28	27	5	4	4	17	14	16	5	7	3
Science	31	30	27	1	-	2	13	15	21	10	8	-
Social Science	29	30	27	-	-	1	25	22	20	5	4	2

## 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 2005/2006 enrollment at Los Cerros Middle School was 714. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
6th	245	200	208
7th	276	226	193
8th	250	288	225

## Curriculum Development

Many classroom teachers participate on the school site as curriculum leaders and/or student advisors/coordinators. A large percentage have made visitations to other schools' programs, attended conferences and workshops, met with teachers from the high school and feeder schools on articulation days, and have spent staff development days with consultants working in the areas of professional development. At the district level, Los Cerros teachers are involved in the following: mentors, GATE, writing assessment, textbook selection, literature selection, curriculum development, technology, foreign language, math, science, and social studies task forces.



## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007.

Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-8th	Foreign Language	McDougal Littell	2004	Yes
7th-8th	Foreign Language	Prentice Hall	2004	Yes
6th-8th	History/Social Studies	McDougal Littell	2006	Yes
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes
6th-8th	Mathematics	McDougal Littell	2000	Yes
8th	Mathematics	McDougal Littell	2001	Yes
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes
6th-8th	Science	Prentice Hall	2001	Yes

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=42495&type=d&termREC\\_ID=&id=6&rn=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091).

### Additional Internet Access/Public Libraries

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



## Counseling & Support Staff

It is the goal of Los Cerros 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 1:714.** The table lists the support service personnel available at Los Cerros Middle.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Librarian	1	1.0
Library Media Assistant	1	.45
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	2	1.17
Resource Specialist Assistant	1	1.0
Speech/Language/Hearing Specialist	1	0.5

## School Facilities

Current enrollment of over 650 students who are housed in 36 classrooms. The school continues to be well-maintained upgrading with landscaping, benches, parking lot and blacktop resurfacing. In 2001 the school completed a major modernization phase and added a new gymnasium in addition to a campus wide renovation updating facilities for the entire campus.

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

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

## Safe School Plan

Our school Safety Plan has established procedures for "duck and cover," secure campus, and fire drills with posted evacuation routes from the buildings. A committee has designed a disaster and crisis management plan. Each classroom is equipped with an emergency bag containing first aid supplies. In addition, the school maintains a 72-hour supply of food, water and medical supplies for extended emergencies.

Student pedestrians and bike riders have clearly defined campus entry and exit procedures. Students are not allowed to leave campus without a pass or written permission from parents. Teacher supervision is done before and after school. Los Cerros provides adult monitoring during lunches to improve the supervision of students and campus.

- Date of Last Review/Update: 5/30/08
- Date Last Reviewed with Staff: 5/28/08

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

For the 2006-07 school year, Los Cerros Middle had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
	Fully Credentialed	35	30	30
Without Full Credentials	0	0	1	46
Working Outside Subject	1	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	8	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>8</b>	<b>0</b>	<b>0</b>
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.

School	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.50%	6.50%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

## Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

## Physical Fitness

In the spring of each year, middle schools in the district are required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

#### 7th Grade

##### School

School Overall	61.5%
School (Boys)	48.0%
School (Girls)	78.0%

##### District

District Overall	46.0%
District (Boys)	41.4%
District (Girls)	51.2%

##### State

State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%

## California Standards Test (CST)

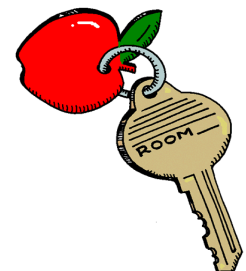
### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science			Social Science		
	6			7			8			6			7			8		8						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07				
<b>All Students</b>																								
School	83	76	84	83	84	88	83	80	81	80	76	79	74	86	84	80	87	71	71	67				
District	79	80	79	80	82	84	77	79	81	78	76	77	69	79	74	76	82	69	74	76				
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35				
<b>Males</b>																								
School	83	71	79	80	79	85	80	73	80	82	76	75	70	87	82	81	89	71	76	72				
District	77	78	78	76	78	81	74	74	78	81	77	77	69	80	77	78	84	72	76	77				
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36				
<b>Females</b>																								
School	84	80	88	86	89	91	86	87	83	77	75	82	76	84	86	79	84	71	69	62				
District	82	83	81	84	87	87	80	84	85	76	74	76	70	78	72	74	80	66	71	73				
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33				
<b>Asian</b>																								
School	77	73	89	91	80	*	79	88	71	81	91	83	88	73	*	84	86	82	78	79				
District	87	86	88	90	91	91	83	86	89	90	84	91	84	93	84	88	92	79	83	89				
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62				
<b>Hispanic</b>																								
School	100	*	*	67	*	*	*	53	100	92	*	*	27	*	*	63	100	*	58	73				
District	68	68	63	66	69	66	62	59	75	70	67	50	51	66	58	64	72	52	62	69				
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21				
<b>Caucasian</b>																								
School	84	75	84	85	84	87	84	85	82	80	74	79	77	86	83	82	86	72	73	67				
District	80	79	80	80	83	85	79	80	80	78	75	76	69	79	74	75	82	69	74	74				
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52				
<b>Students with Disabilities</b>																								
School	55	28	46	36	*	56	35	25	*	55	33	46	16	*	38	43	*	26	39	*				
District	40	40	46	30	47	41	26	27	34	38	39	43	21	42	30	30	43	29	34	34				
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10				

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

## Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	8	7	
<b>All Students</b>				
Actual Growth	23	11	2	911
<b>Caucasian</b>				
Actual Growth	28	12	-1	910

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*

## CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7	7	7	7	7	7
	05	06	07	05	06	07
<b>All Students</b>						
School	82	88	85	84	89	89
District	79	79	80	82	86	86
State	46	46	47	49	50	51
<b>Males</b>						
School	80	90	82	84	91	90
<b>Females</b>						
School	83	87	89	83	87	89
<b>Asian</b>						
School	82	87	*	97	93	*
<b>Hispanic</b>						
School	53	*	*	67	*	*
<b>Caucasian</b>						
School	85	89	84	85	88	89
<b>Students with Disabilities</b>						
School	44	*	56	32	*	50

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



## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate).

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

## Parent Involvement

Los Cerros has two primary parent organizations, the PTA and the Academic Boosters. Both organizations support the school through fundraisers, purchase of technology, and teacher and student recognition projects.

All parents of Los Cerros students are welcome to attend the monthly PTA meetings. These meetings are a great way to meet other parents while learning about student and parent activities at Los Cerros. The Principal's report is presented at each meeting as well as a briefing on School Board and local Legislative activities directly affecting education in our school district. The Academic Boosters organize the yearly donation drive to support small class sizes.

More than 5,000 volunteer hours are spent annually helping in such areas as the library, the school's main office, and in monitoring the campus. During all lunches parents are present to assist with supervision and maintaining a safe campus. Parents are also essential in providing chaperones during extracurricular events such as promotion activities, dances, and field trips.

Parents also serve on the school's Site Council and help administer the School Improvement Project (SIP) funds.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,007
District	\$58,670
Percentage of Variation	9.09%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	6.62%

## District Expenditures

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

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

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,655
From Restricted Sources	\$572
From Unrestricted Sources	\$5,084
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	382.52%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	2.85%

<sup>^</sup> NEA

\* 06-07 CBEDS

## District Revenue Sources

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

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

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Los Cerros Middle School Office Manager at 925-552-5620.

