

# Calistoga Elementary School

1327 Berry St. • Calistoga, CA 94515 • (707) 942-4398 • Grades K-6

Jane Bunting, Principal

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<http://ces.calistogaschools.org/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Calistoga Joint Unified School District

1520 Lake St.

Calistoga, CA 94515

(707) 942-4703

[www.calistogaschools.org](http://www.calistogaschools.org)

#### District Governing Board

Jeff Maxfield, President

Julie Elkeshen, Clerk

Marty Hunt, Trustee

Marco DiGiulio, Trustee

Indira Lopez, Trustee

#### District Administration

Dr. Esmeralda Mondragon

**Superintendent**

Craig Wycoff

**Calistoga High School Principal**

David Kumamoto

**Calistoga Junior High School and  
Palisades Continuation High School  
Principal**

Jane Bunting

**Calistoga Elementary School  
Principal**

Nicole Lamare

**Calistoga Elementary School Vice  
Principal**

John Mauro

**Director of Human Resources &  
Payroll**

Jenna Burrows

**Director of Business Services**

### School Description

The mission of Calistoga Elementary School is to provide each student with a rich and high quality education in a safe, supportive environment that promotes self discipline, motivation and excellence in learning. The Calistoga teaching team and support staff joins with parents and the Calistoga community in assisting our students to become independent, self supporting adults who will succeed in and responsibly contribute to the global community. We provide academic excellence in a nurturing environment.

Calistoga offers a rigorous academic program as well as a very rich extra curricular program. Our goal is to provide high quality curriculum and instruction to all of our students so they are able to meet or exceed the state's content and performance standards. The Calistoga teaching staff is highly trained. The CES teaching staff works collaboratively offering academic continuity throughout the grades. English/Language Arts, Math and English Language Development are our areas of emphasis. We have a new Social Studies curriculum, hands on science, and an outdoor education component for students in the fourth through sixth grades.

Calistoga administers site assessments in academic content areas as well as state standardized tests. The faculty at CES uses student performance data to refine teaching strategies, determine appropriate interventions as well as enrichment experiences for students.

Calistoga Elementary School offers enrichment opportunities through our Gifted and Talented program, Engage, and Art docents in the classrooms. Calistoga Elementary School has a fully equipped computer lab for students to learn state of the art technology. Students are involved in gardening, ballet folklorico, and chess. We offer academic support through individualized tutoring in reading, writing and math. After school programs include the Boys and Girls club, Think Tank, (students are able to get additional assistance with home work). Calistoga Elementary school also provides child care before and after school for families who need it.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (707) 942-4398 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	65
Grade 2	63
Grade 3	73
Grade 4	79
Grade 5	62
Grade 6	61
<b>Total Enrollment</b>	<b>486</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	.41
White	12.76
Two or More Races	.21
Socioeconomically Disadvantaged	69.34
English Learners	55.56
Students with Disabilities	6
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Calistoga Elementary School	13-14	14-15	15-16
With Full Credential	25	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Calistoga Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Calistoga Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Textbooks and Instructional Materials Year and month in which data were collected: 10/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Reading, Houghton Mifflin (K-6)/ Adopted on 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Harcourt School Publishers (K-5)/ Adopted on 2008 Pearson Scott Foresman (6)/ Adopted on 2014 DreamBox, Know-re,Kahn Academy <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Pearson Scott Foresman (K-6)/ Adopted on 2008 Discovery Science Tech Book (3-6)/ Adopted on 2013 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Harcourt School Publishers (K-6) Adopted on 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Calistoga has completed a modernization project resulting in beautiful state-of-the- art classrooms equipped with technology, new furniture, and photovoltaic lighting. The library was also modernized, which includes natural lighting conveying a bright and cheerful atmosphere. The library is aesthetically pleasing with a modern appeal a calm and open space conducive to reading, studying, and small group lessons. With the modernization, a Wet Lab was created for science and art lessons, and a self-contained media center was added to the library, allowing for classes to work with a mobile technology lab and to host guest presentations. A brand new fire alarm system was also installed over the Summer of 2015.

Calistoga Elementary School was built in 1956. In addition to 28 regular classrooms, there is a band room, a science/art room, a cafeteria/multipurpose room, a media room, and a dedicated technology class- room. Two conference rooms are available for parent and staff meetings.

Student safety is emphasized at CES. Student supervision begins 30 minutes before the school day begins. CES hosts an after-school program for students in grades K-6 until 6 p.m. daily.

The school facilities are kept in excellent condition. A dedicated two-person custodial staff, two groundskeepers and maintenance personnel assure a clean and safe school grounds with facilities in top physical repair.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 09/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 13: 2. A/C IS NOT WORKING CORRECTLY Room 15: 2. HVAC UNIT IS LOUD/ DISRUTIVE TO TEACHING/LEARNING ( PER TEACHER)
<b>Interior:</b> Interior Surfaces	X			Family Center Offices: 4. WATER STAIN CEILNG TILE/ CEILING TILE MISSING AND LOOSE Room 20: 4.CARPET WAVEY/ TORN / TRIP HAZARD Room 26 Special Ed: 4. WATER STAIN CEILNG TILE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Room 14: 7. OUTLET COVER IS MISSING Room 8: 7. LIGHTS ARE NOT WORKING CORRECTLY (PER TEACHER)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 24: 10. FIRE EXTINGUSHER IS NOT MOUNTED (SITTING ON FLOOR)
<b>Structural:</b> Structural Damage, Roofs	X			Parking Lots: 12. TRIP HAZARD CRACKS AND HOLES THROUGHOUT Playgrounds Area: 12. TRIP HAZARD CRACKS AND HOLES THROUGHOUT 14. NORTH WALKWAY @ RMs 1-6 ASPHALT IS IN VERY POOR CONDITION Room 9: 13. GUTTER HAS HOLE @ ENTRY
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen: 14. TRIP HAZARD ON ASPHALT WALKWAY SOUTH EXIT P-Day Care: 14. ASPHALT WALKWAY HAS CRACKS/ TRIP HAZARD/ NOT IN USE/ NO ENTRY Playgrounds Area: 12. TRIP HAZARD CRACKS AND HOLES THROUGHOUT 14. NORTH WALKWAY @ RMs 1-6 ASPHALT IS IN VERY POOR CONDIT
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	32	37	44
Math	35	29	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	34	58	40	41	48	36	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.50	11.30	48.40

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	36
All Student at the School	40
Male	39
Female	41
Filipino	--
Hispanic or Latino	44
Native Hawaiian or Pacific	--
White	--
Socioeconomically Disadvantaged	--
English Learners	9
Students with Disabilities	37
Students Receiving Migrant Education Services	--
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	71	100.0	37	44	10	10
	4	79	79	100.0	42	38	9	9
	5	64	63	98.4	25	35	22	17
	6	64	62	96.9	6	35	42	16
Male	3		37	52.1	32	41	11	16
	4		44	55.7	50	32	5	9
	5		33	51.6	33	39	15	12
	6		27	42.2	0	52	33	15
Female	3		34	47.9	41	47	9	3
	4		35	44.3	31	46	14	9
	5		30	46.9	17	30	30	23
	6		35	54.7	11	23	49	17

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	5		1	1.6	--	--	--	--
	6		3	4.7	--	--	--	--
Hispanic or Latino	3		60	84.5	43	45	8	3
	4		63	79.7	43	40	8	6
	5		54	84.4	20	39	24	17
	6		44	68.8	7	36	50	7
Native Hawaiian or Pacific Islander	4		1	1.3	--	--	--	--
	5		1	1.6	--	--	--	--
White	3		8	11.3	--	--	--	--
	4		12	15.2	33	33	17	17
	5		4	6.3	--	--	--	--
	6		14	21.9	0	29	21	50
Socioeconomically Disadvantaged	3		56	78.9	41	46	11	2
	4		63	79.7	43	40	11	3
	5		51	79.7	25	37	22	16
	6		53	82.8	8	36	47	9
English Learners	3		44	62.0	55	39	7	0
	4		39	49.4	56	36	3	0
	5		22	34.4	59	32	9	0
	6		6	9.4	--	--	--	--
Students with Disabilities	3		8	11.3	--	--	--	--
	4		7	8.9	--	--	--	--
	5		5	7.8	--	--	--	--
	6		5	7.8	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.8	--	--	--	--
	4		5	6.3	--	--	--	--
	5		3	4.7	--	--	--	--
	6		3	4.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	71	71	100.0	21	34	37	8
	4	79	79	100.0	30	46	14	4
	5	64	63	98.4	35	33	24	8
	6	64	62	96.9	15	39	21	26
<b>Male</b>	3		37	52.1	19	24	41	16
	4		44	55.7	34	39	18	5
	5		33	51.6	45	24	27	3
	6		27	42.2	11	33	22	33
<b>Female</b>	3		34	47.9	24	44	32	0
	4		35	44.3	26	54	9	3
	5		30	46.9	23	43	20	13
	6		35	54.7	17	43	20	20
<b>Filipino</b>	5		1	1.6	--	--	--	--
	6		3	4.7	--	--	--	--
<b>Hispanic or Latino</b>	3		60	84.5	23	35	38	3
	4		63	79.7	33	46	11	2
	5		54	84.4	30	39	24	7
	6		44	68.8	16	45	23	16
<b>Native Hawaiian or Pacific Islander</b>	4		1	1.3	--	--	--	--
	5		1	1.6	--	--	--	--
<b>White</b>	3		8	11.3	--	--	--	--
	4		12	15.2	17	42	25	17
	5		4	6.3	--	--	--	--
	6		14	21.9	7	21	7	64
<b>Socioeconomically Disadvantaged</b>	3		56	78.9	27	36	36	2
	4		63	79.7	32	49	10	2
	5		51	79.7	35	35	24	6
	6		53	82.8	15	45	23	17
<b>English Learners</b>	3		44	62.0	32	39	30	0
	4		39	49.4	54	28	8	0
	5		22	34.4	73	23	5	0
	6		6	9.4	--	--	--	--
<b>Students with Disabilities</b>	3		8	11.3	--	--	--	--
	4		7	8.9	--	--	--	--
	5		5	7.8	--	--	--	--
	6		5	7.8	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		2	2.8	--	--	--	--
	4		5	6.3	--	--	--	--
	5		3	4.7	--	--	--	--
	6		3	4.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement

Parents are always invited to visit or assist in their child's classroom. Calistoga Elementary School has many opportunities for parent involvement. There are several active parent organizations that meet on a regular basis once a month. Participation in these meetings is open to all parents, however, the school community elects the parent officers and representatives. In addition, CES has informal parent groups who meet monthly, and all parents are welcome. Calistoga Elementary School has an active English Language Advisory Council, which meets on the first Wednesday of each month at 6:30 p.m. The School Site Council meets five times during the school year. The Coffee and Conversation parent group meets on the first Friday of each month at 8:40 a.m. We also now have an active PTA committee.

Community organizations also support Calistoga Elementary School. Reading Aloud Program, a reading program for Calistoga Elementary School classrooms incorporating volunteer readers from the Calistoga community, is coordinated through the Soroptimist Club of Calistoga. The program is offered to grades K-6. The Calistoga Education Foundation provides classrooms with financial support allowing students to benefit educationally from special programs, field trips, and guest presenters. Parents and community members assist with homework help and after-school tutorial time as well.

For more information on how to become involved at the school, please contact Principal Jane Bunting at (707) 942-4398.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

The School Safety Plan is reviewed annually. The plan addresses the response to earthquake, fire, intruders, and weapons on campus. It highlights inter-agency collaboration for crisis response and pro- active planning for natural disasters. Drills and simulations support school preparedness and take place on a monthly basis.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and School Site Council in February 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	1.66	0.58
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.86	6.24	2.17
Expulsions Rate	0.12	0.12	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	24	21	1		1	2	3	4			
1	18	20	22	4	2	1		1	3			
2	20	25	21	3		3	1	3	3			
3	21	20	18	2	3	4	1	1	4			
4	21	21	26	1	1		2	2	3			
5	28	21	21		1	1	2	2	3			
6	24	29	21				2	2	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Professional Development provided for Teachers

Two professional development days are provided to teachers prior to the start of school in August, followed by an additional three embedded professional development days scheduled during the school year. In addition, a modified day each week allows collaboration and planning time for instructional teams. Instructional minutes on the four unmodified days are extended to assure students are provided full instructional time each week. Teachers also attend conferences, workshops, trainings and present best practices to one another at staff meetings and during collaboration time to support effective Common Core implementation.

For the most recent three-year period, we had 5 days each year dedicated to staff and professional development.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	58157	\$38,953
Mid-Range Teacher Salary	83443	\$57,103
Highest Teacher Salary	101031	\$74,127
Average Principal Salary (ES)	128125	\$90,225
Average Principal Salary (MS)		\$98,146
Average Principal Salary (HS)	136325	\$97,758
Superintendent Salary	202493	\$117,803
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	6%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Certificated teachers
- Basic literacy and advanced college prep instructional program
- Music, art, drama and elective course programming
- Academic counseling services
- Personal counseling services
- Staff development
- Classified support staff
- Instructional aides
- Textbooks and instructional materials
- Special Education programs
- Maintenance
- Educational technology
- Home-to-school transportation
- Library services
- Summer school
- District utilities
- Advanced Placement
- Honors and Gifted Programming
- Program for English Language Learners
- School Safety and Violence Prevention
- Supplemental counseling
- After-school tutoring
- Interscholastic athletic program

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5422.43	462.59	4959.84	\$87951.8
District	♦	♦	5134.18	87951.8
State	♦	♦	\$5,348	\$59,460
Percent Difference: School Site/District			-3.4	0.0
Percent Difference: School Site/ State			-7.3	47.9

\* Cells with ♦ do not require data.