

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Camden Community Day	District Name	Campbell Union High
Principal	Karen Wagner	Superintendent	Dr. Rhonda E. Farber
Street	2223 Camden Ave.	Street	3235 Union Ave.
City, State, Zip	San Jose, CA 95124-	City, State, Zip	San Jose, CA 95124-2009
Phone Number	(408) 371-0960 ext. 2901	Phone Number	(408) 371-0960
FAX Number	(408) 558-3006	FAX Number	(408) 558-3006
Web Site		Web Site	http://www.cuhsd.org
E-mail Address	kwagner@cuhsd.org	E-mail Address	rfarber@cuhsd.org
CDS Code	43-69401-4330718	SARC Contact	Terry Peluso

School Description and Mission Statement

Camden Community Day School is one of two alternative school sites serving the Campbell Union High School District. It is located on the district property that can be accessed from Camden Avenue.

The school is staffed with four certificated teachers, one specializing in Special Education. A full time administrator/counselor and staff secretary are on site full time, and the principal, dean of students and guidance advisor from Boynton High School are assigned days to assist with the day to day needs of the students at the school.

The students who attend CCDS are students who have been expelled from one of the 6 other high schools in the district, students assigned by the court to group homes in the area, students returning from the Juvenile Justice system, or students assigned to the Special Day Class program there. The students are offered classes to meet the graduation requirements of the district and earn credits by their attendance and completion of assigned work.

It is the goal of the staff at Camden Community Day School to help their students stay academically current, while they guide them to learn and practice skills necessary to be successful at a comprehensive high school.

Opportunities for Parental Involvement

Contact Person Name	Carolina Lopez	Contact Person Phone Number	(408) 371-0960
----------------------------	-----------------------	------------------------------------	-----------------------

Camden Community Day School offers periodic meetings with counselors for parents and their students, and the school works closely with each parent to help him or her discover ways in which they can participate in their student's education on a daily basis.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	3
Grade 10	6
Grade 11	10
Grade 12	8
Total Enrollment	27

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	2	7.4	Hispanic or Latino	9	33.3
American Indian or Alaska Native	2	7.4	Pacific Islander	0	0.0
Asian	3	11.1	White (Not Hispanic)	11	40.7
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	March 2004	Date Last Discussed with Staff	March 2004
----------------------------	------------	--------------------------------	------------

All Campbell Union High School District schools have comprehensive safety plans that are updated, approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster, and incident procedures for the range of contingencies for which today's schools must prepare in order to assure the safety of students and staff. All school classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, badges are worn by employees, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication, and rapid response. School safety plan updates are approved by the Board in March of each year and were reviewed with staff in March of 2003.

School Programs and Practices that Promote a Positive Learning Environment

A safe and productive learning environment that is focused on learning is promoted from the time new students join us as 9th graders. Before their 9th grade year begins, new students are introduced to the school, to its academic and support programs and to campus life by sophomores as a part of the Link Crew Program. We provide tutorial opportunities on a daily basis, academic counseling services and a full program of activities tied to academic areas. Along with athletics, a rich program of social activities and student government and leadership programs, we also provide social/emotional counseling when needed and conflict resolution counseling and training, so that students can fully focus on their studies.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions			86	670	843	862
Rate of Suspensions			318	9.2	11	11.5
Number of Expulsions			3	54	68	67
Rate of Expulsions			11	.7	.9	.9

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

All Campbell Union High School District campuses are safe, clean and well-lighted facilities. Built in the middle 1950's to late 1960's, these buildings have been evaluated by architects and engineers to be more solidly built and sturdy than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas such as science and fine arts have been found to equal the best new designs of today, and require only refurbishment to remain vital.

This refurbishment is the focus of our modernization project and of our successful 1999 bond measure, which includes some new building. In full swing, these projects, which include new floors, electrical wiring, lighting, heating, furniture, audio-visual and performance and demonstration facilities, specialized learning areas and more, are in the process of turning our campuses into schools for the 21st Century.

Sports facilities, restrooms and cafeteria facilities have been regularly updated. A wide area network of multiple T1 cables connects all district campuses, where fiber optic cable connects every classroom to the Internet and to each other.

All areas of all campuses are regularly evaluated for trip-fall, environmental and other safety hazards, a state-of-the-art campus-wide and district wide fire, emergency and communication system is in place, and campuses are cleaned and maintained by both day and night custodial crews whose work is regularly evaluated by both school and district supervisors.

III. Academic Data

English-Language Arts	5				6		6	
Mathematics	0				0		0	
Science	0				0		0	
History-Social Science	0							

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	17	17	---	57	58	---	43	43
Mathematics	---	22	4	---	59	57	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					0		
Mathematics							

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	17				24		20	
Mathematics	5				6		6	

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	No	---	No	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	No	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	No	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	No	Yes
English Learners	---	n/a	n/a	---	n/a	No
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

No data are available for this section

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	66.7	---
All Schools in District	---	34.7
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	35.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	0	5	4
Teachers with Full Credential	0	3	2
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	2	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	2

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	2.6
Master's Degree plus 30 or more semester hours	0.0	18.9
Master's Degree	0.0	17.6
Bachelor's Degree plus 30 or more semester hours	25.0	45.2
Bachelor's Degree	75.0	15.4
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

Teachers are evaluated on a regular basis by the principal, vice principal, and dean. The evaluation agreement conforms with state mandates and the local collective bargaining contract agreement with the District's teachers' union. Evaluation focuses on self-improvement and increased skills in all teaching performance areas. Two district-wide professional development days are made available to all teachers, while an additional three days are provided to teachers new to the District. Multiple professional development opportunities are available to all teachers through District-offered courses, conferences and seminars, and site-specific offerings.

Substitute Teachers

The majority of the substitute teachers in the Campbell Union High School District are on a 30-day Substitute Permit. This definitely impacts the instructional program. There is definite shortage of fully qualified, credentialed substitute teachers due to the overall shortage of teachers applying for work as substitutes.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1.0
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	27.0

VII. Curriculum and Instruction

School Instruction and Leadership

The District's Mission Statement, as it appears in the Strategic Plan, states: CUHSD seeks to provide a challenging learning environment enabling students to exceed standards and expectations and to assume adult roles as positive, contributing citizens in a dynamic global society.

Based upon the State Frameworks and the State Board of Education-adopted content standards, the Campbell Union High School District has focused on standards-based instruction over the past several years. The core of the District's strategic plan centers on insuring that students meet the new State requirements, structuring support systems to help insure student success, and providing training for standards-based delivery. Most professional development offerings have been planned based upon this focus. These professional development opportunities include District and site offerings, as well as support of employees' attendance at conferences, workshops, and seminars.

At regular intervals, each of the district's six high schools participate in an accreditation process with the Western Association of Schools and Colleges (WASC). The central theme of the WASC process is a focus on learning. In the very lengthy and detailed preparation for the WASC accreditation, all aspects of the curriculum and school climate are examined at each site. All six high schools in the District are proud to be accredited by WASC.

In the spring of the year, each site determines its professional development calendar for the following school year. These calendars and accompanying budgets are then written into a school site plan; each plan is then approved by the District Board of Trustees. While standards-based instruction forms the backbone of most of the professional development offerings, the plans allow each site also to plan for site-specific activities (e.g., accreditation activities).

Focus standards have been developed in each of the four major content areas (history social science, science, English, and mathematics). These essential standards will be central to the

standards-based instruction which takes place in each classroom, along with the other standards that exist for each content area. These standards also will help to better prepare the District's students for the California High School Exit Exam and the STAR standards exam.

Department chairpersons from each high school in each content area meet on a monthly basis to discuss standards implementation, assessments, textbook adoptions and analysis of student work.

At the District level, a District Curriculum Advisory Committee, composed of teachers, administrators, classified employees, parents, and students meets five times throughout the school year to deal with standards implementation and new course proposals. The current focus of this Committee is the achievement gap and how to implement strategies throughout the District to close this gap, especially for the underrepresented student groups in the District.

Each school has a Curriculum Committee, as well as department meetings of teachers who meet on a regular basis to plan curriculum units, develop assessments, analyze student work, and to monitor the implementation of standards in each classroom. Teachers--and administrators--at each site and in departments help to ensure the quality of the instructional program by supporting one another. This support comes in various modes: informal meetings, classroom visits and informal observations, collaborative planning, and targeted professional development based upon observed need(s). The District's Peer Assistance and Review (PAR) consulting teachers work with all first year teachers in the areas of classroom management and curriculum implementation.

Along with District staff, each school monitors the progress of *all* students. This monitoring takes the form of examination of data on an ongoing basis. This data consists of assessments of both standardized and classroom assessments, along with the analysis of student work. Intervention and tutorial classes occur both before and after school and in summer school to assist especially those students who struggle academically. Other supports and interventions that are available for the District's special needs students include an English Learner program at three high schools for second language learners, a Title I program at two high schools for students who do not do well academically in math and or language arts, a special education program for students with disabilities, AVID (Advancement Via Individual Determination) for capable students who might otherwise not go on to college without the support of this program and an alternative high school for students who are not on track for high school graduation.

Equal access for all students is a goal of the District. Advanced Placement courses are open to all students who desire to enroll and understand the rigor of such courses, and a Middle College program, in partnership with West Valley College, exists for students who prefer a college environment to a comprehensive high school one.

Professional Development

Professional development days and collaboration days are made available to all teachers, with an additional three days being provided to teachers new to the District. Multiple professional development opportunities are available to all teachers through District-offered courses, conferences, and seminars. Site-specific offerings also are made available.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks and other instructional materials are kept up-to-date in direct proportion to designated funding. A textbook adoption program is in place which includes a District curriculum review and a textbook adoption cycle. For grades 9 through 12, all textbooks used in the four core areas (English/language arts, mathematics, history/social science, and science) are aligned with the State Board of Education-adopted content standards as approved by the local governing board.

Multi-media equipment, library collections, distance learning, and technology systems have been improved in quantity and quality. A variety of technology equipment, such as computer assisted instruction laboratories, computer programming, graphics computers and laser printers are available at each site.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Adequate textbooks available
Mathematics	Adequate textbooks available
Science	Adequate textbooks available
History/Social Science	Adequate textbooks available
Foreign Language	Adequate textbooks available
Health	Adequate textbooks available
Science Laboratory Equipment (grades 9-12)	Adequate equipment available

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported 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
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days

10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Total Number of Minimum Days

Camden Community Day School has no minimum days.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

No data are available for this section

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
44	0	0.0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
7	0	0.0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

No data are available for this section

Degree to Which Students are Prepared to Enter Workforce

All CUHSD high schools offer a challenging curriculum geared to respond to diverse student interest and need. To graduate, students must complete a program of study that exposes them to four years of English language arts, along with mathematics, history, the sciences, fine arts and physical education, as well as to a rich and varied selection of world languages, technology-based courses and other electives. This program of required and elective courses constitutes strong preparation for any post-secondary path a student could choose to pursue. Each year our graduates are accepted at the finest public and private universities in the state as the nation. Others choose to attend community colleges, are accepted by respected trade and apprenticeship programs or successfully enter the workforce.

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,635	\$37,434
Mid-Range Teacher Salary	\$59,899	\$61,368
Highest Teacher Salary	\$75,637	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$99,211	\$108,194
Superintendent Salary	\$140,000	\$154,991
Percent of Budget for Teacher Salaries	41.4	38.4
Percent of Budget for Administrative Salaries	6.6	5.3

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$47,198,982	\$6,643	\$6,977	\$6,822

Types of Services Funded

Among the types of services funded are teachers and other needed certificated and classified staff, staff development training, instructional programs, counseling and support programs, the purchase of textbooks, instructional materials, technology and software, special education and English language learner programs, athletic and activity programs, transportation, food services, maintenance of buildings and grounds, business services, and safety programs and equipment.