



# John F. Kennedy Elementary

999 North Crawford • Dinuba, CA 93618 • (559) 595-7300 • Grades K-6

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<http://jfk.dinuba.k12.ca.us/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Dinuba Unified School District**

1327 E. El Monte Way  
Dinuba, CA 93618  
(559) 595-7200  
dusd.dinuba.k12.ca.us

### District Governing Board

Bev Keel-Worrell  
Miriam Cendejas  
Mary Villarreal  
Ron Froese  
Sandra Kizirian

### District Administration

Joe Hernandez, Ed.D.  
**Superintendent**  
Marti Kochevar  
**Assistant Superintendent**  
Peggy Garispe  
**Chief Business Official**  
Vicky Armstrong  
**Chief Academic Officer**

### District Mission

"Empower each student to succeed  
in life."

### District Vision

"End generational poverty through  
education."

### **A Message from the Principal:**

Kennedy Elementary School opened its doors in August 2013 as a Transitional Kindergarten - 6th grade elementary school. I invite you to explore the Kennedy Elementary Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Kennedy Elementary provides a warm, stimulating environment where students are actively involved in learning academics and positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff. Instruction is based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work, our students will be challenged to reach their maximum potential.

## 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	79
Grade 2	60
Grade 3	80
Grade 4	82
Grade 5	90
Grade 6	63
<b>Total Enrollment</b>	<b>524</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1.5
Filipino	0.6
Hispanic or Latino	95.6
Native Hawaiian or Pacific Islander	0.2
White	1.9
Socioeconomically Disadvantaged	90.1
English Learners	43.5
Students with Disabilities	8.8
Foster Youth	1.1
Homeless	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for John F. Kennedy	17-18	18-19	19-20
With Full Credential	25	22	27
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	283
Without Full Credential	◆	◆	27
Teaching Outside Subject Area of Competence	◆	◆	8

### Teacher Misassignments and Vacant Teacher Positions at John F. Kennedy Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All adopted text books are aligned with state standards for each content area.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 8/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	All in good condition. Go Math is the adopted Mathematics Curriculum. Adopted in 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	All in good condition. TWIG Science Curriculum, TWIG Education Inc. Adopted in 2019, (TK-6). <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

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

The Kennedy Elementary campus was built in 2004. It is a beautiful facility with some great design concepts. The administration building and the Library building are located at the entrance of the campus. The library also contains two adjoining classrooms. There are four pod structures, each holding four classrooms connected by a center workroom, which has common teaching facilities for that pod. There are a total of 19 academic classroom on the Kennedy Campus. The Kennedy Center, our multipurpose/performing arts room, is also our cafeteria and is used for special events throughout the district. It has three adjoining classrooms, as well as, a stage for inside events and an outdoor stage for daily morning assembly.

Each year Kennedy is subject to Williams inspections by TCOE. Each year our school has passed the inspection for facility safety and academic materials.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	20: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 33: 4. CEILING TILE HAS A HOLE. 40: 4. RUBBER MOLDING IS MISSING. 43: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. 9. THREE FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	STAFF ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLE IS BROKEN.
<b>Electrical:</b> Electrical	Good	14: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. 21: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 23: 7. ONE LIGHT PANEL IS OUT. 31: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		K1: 7. ONE LIGHT DIFFUSER IS MISSING. LOUNGE: 7. ONE LIGHT PANEL IS OUT.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	11: 9. FAUCET HAS A LOW FLOW. 12: 9. FAUCET HAS A LOW FLOW. 13: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. 14: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. 21: 7. ONE LIGHT PANELS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 22: 9. FAUCET HAS A LOW FLOW. 24: 9. DRINKING FOUNTAIN HANDLE BROKEN AND IS LOOSE AT THE BASE. 30: 9. DRINKING FOUNTAIN HAS NO FLOW. 31: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 41: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 44: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. 9. THREE FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING. GIRLS REST ROOM (MPR): 9. TWO FAUCETS HAVE AN EXTREMELY LOW FLOW. GIRLS REST ROOM (NEAR 33): 9. TWO FAUCETS LEAK AT HANDLE. K2: 9. DRINKING FOUNTAIN HAS A LOW FLOW. L1: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. NURSE: 9. FAUCET LEAKS AT DIFFUSER. 10. PLUG IN AIR FRESHENER. PLAY FIELDS: STAFF ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLE IS BROKEN.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	NURSE: 9. FAUCET LEAKS AT DIFFUSER. 10. PLUG IN AIR FRESHENER.
<b>Structural:</b> Structural Damage, Roofs	Good	BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. 9. THREE FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	38	43	45	50	50
Math	31	32	31	34	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.1	20.2	13.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	323	320	99.07	38.44
Male	177	174	98.31	31.03
Female	146	146	100.00	47.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	307	304	99.02	37.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	293	291	99.32	37.80
English Learners	159	157	98.74	35.67
Students with Disabilities	35	33	94.29	3.03
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	320	99.07	31.56
Male	177	174	98.31	29.89
Female	146	146	100.00	33.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	307	304	99.02	31.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	293	291	99.32	32.30
English Learners	159	157	98.74	29.94
Students with Disabilities	35	33	94.29	3.03
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

Our School Site Council, which includes parent members, and our ELAC provide advice and guidance for the school administration. We encourage parents to participate at special events, such as the Read Across America Week, parent nights centered on helping children to be successful in school, parent conferences, Eagle Boosters, parent volunteers, field trips, as well as programs and celebrations throughout the school year. We offer various workshops for parents ranging from helping with homework, discipline at home, how to navigate parent/teacher conferences, and more. We are starting a new series of workshops that will be facilitated by parents and teachers. Attending Parenting Partners workshops is a great way to stay involved with your child's education. In addition to Parenting Partners workshops, we have invited all of our Kennedy families to join us monthly for informational sessions covering drug awareness, bullying, online libraries for the family, fire safety in the home, positive discipline, reading with children, and math games for the whole family. These sessions are scheduled one per month in the school library. Our Eagle Boosters Club is a parent driven fundraising group which has goals to support students and staff by funding events and activities that are not supported through the regular school budgets.

If you would like more information about parent engagement opportunities and events, please contact Mrs. Estrada at (559) 595-7300.

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The first goal of Kennedy Elementary is to ensure a safe campus. We have adopted, and are trained in, the district safety plan and have modified the procedures to meet the needs of the Kennedy campus. The staff and students participate in monthly emergency drills. Administrative staff members supervise our campus before, during, and after school. Classified and certificated personnel also supervise during the break and lunch periods. We have implemented a Positive Behavior Intervention Supports program identifying how students are expected to behave throughout the school. Kennedy's EAGLE expectations are to Eagerly Learn, Act Responsibly, Give Respect, Listen Attentively, and Exhibit Excellence. These expectations are the same for staff and students. The PBIS program shows students what it looks like to practice those expectations, and has put into place opportunities for students to be recognized for positive behavior. Kennedy has been recognized by the State of California as a "Gold Medal" school for our Positive Discipline programs. This year we expect to reach "Platinum" status. Kennedy has a school-wide anti-bullying policy. The Student Agenda/Handbook includes the Positive Behavior expectations, rewards, and the steps to correct inappropriate behavior.

Kennedy has added a crossing guard to assist students coming to and from school at our busiest crosswalk. Staff supervise the pick-up area each day after school. Our site is fenced and there is one open gate at the front of the campus where all visitors must enter. Classroom doors are locked during the day, and the School Resource Officer is available if needed.

Staff have developed a Code System for emergency response regarding student behavior. Support staff, including the psychologist, Special Education teachers and staff, County staff (IRC), and administrators are all connected via group text for immediate response in classrooms and on campus when necessary. Kennedy has reduced the number of student suspensions significantly over the last 5 years, due to having these processes in place.

The Kennedy Elementary School Safety Plan is updated every year with the input from staff, students, teachers, parents, SSC, and ELAC. It is then approved by the School Site Council and the School Board.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.5	5.9	5.6
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.7	8.2
Expulsions Rate	0.3	0.2	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		3		21	1	3		23	1	2	
1	26		3		29		2		26		3	
2	28		3		24		3		30		2	
3	26		3		26		3		27		3	
4	24		2		29		3		27		3	
5	28		3		30		2		30		3	
6	30		3		29		3		32		2	
Other**	24		1									

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

The 2018-2019 Goals of Kennedy Elementary are aligned with the District Action Plan and meet LCAP requirements. Specific goals include standards based instruction and interventions for all students to ensure academic success in Language Arts and Mathematics. Our top academic goal is that all students read at or above grade level standard. Additional focus is on English Language Learners and providing instruction in English based on fluency levels aimed at producing gains of at least 1 level per school year. Interventions are based on RTI2 and behavior is taught and monitored through a comprehensive PBIS structure.

Professional development is directly related to the goals and includes weekly PLC collaboration, common planning time for grade levels, district provided math and ELA common core training, student engagement strategies, and a full time academic coach available to support all staff with instructional practices and planning. Kennedy employs two certificated teachers who provide academic support in small group settings. These two teachers lead a staff of six Instructional Assistants who also provide academic support in small groups. Professional development for our academic support team is provided by site, District, and County level coaches on an ongoing basis, with emphasis on reading instruction and interventions.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,417	\$49,084
Mid-Range Teacher Salary	\$71,897	\$76,091
Highest Teacher Salary	\$96,141	\$95,728
Average Principal Salary (ES)	\$115,466	\$118,990
Average Principal Salary (MS)	\$121,240	\$125,674
Average Principal Salary (HS)	\$140,350	\$137,589
Superintendent Salary	\$179,747	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	6%	6%

\* 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/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,709	\$543	\$5,166	\$69,692
District	N/A	N/A	\$9,266	\$77,881.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-56.8	-10.6
School Site/ State	-82.1	-12.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

Student Body funds are raised through sales/fundraiser activities. These funds are used for field trips, academic awards and recognitions, community service projects, and student activities. We use state and federal money to improve student learning, to train teachers, and to purchase school-wide programs and materials that serve the needs of our students.

We receive Federal and State program funds from LCAP, Title I, Title II, and State Lottery.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.