

# Kennedy Middle School

2521 Goodwin Ave. • Redwood City, CA 94061 • (650) 482-2409 • Grades 6-8

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
(650) 482-2200  
www.rcsdk8.net

#### District Governing Board

Hilary Paulson, President  
Maria Diaz-Slocum, Vice President  
Dennis McBride, Clerk  
Janet Lawson, Member  
Alisa MacAvoy, Member

#### District Administration

Dr. John Baker  
**Superintendent**  
Dr. Linda Montes  
**Executive Director, Educational Services, Grades TK-5**  
Wendy Kelly  
**Executive Director, Educational Services, Grades 6-8**  
Wael Saleh  
**Chief Business Official**  
Leslie Crane  
**Director of Human Resources**

### MISSION STATEMENT

To improve student achievement.

### Kennedy Middle School Core Values

All students will have options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.

### SCHOOL PROFILE

With a commitment to excellence, Kennedy Middle School engages, encourages and empowers students in challenging and creative learning opportunities while preparing them for their futures in high school and beyond. Kennedy offers an array of programs to support middle school students' social, emotional, physical and academic needs. Our programs, such as AVID (Advancement Via Individual Determination), Cornell notes, or WIN (What I Need) are aimed at supporting students in a traditional middle school setting by supporting their learning needs in a way that focuses on self-monitoring and mindfulness. Upon completing the Kennedy program, our graduates will be well-prepared for any high school or secondary learning experience.

Kennedy Middle School is committed to empowering our students with the foundation of knowledge and skills they need to reach their fullest potential in a positive learning environment.. Kennedy's extracurricular activities, Spanish and Mandarin language programs, and academic and social supports ensure that Kennedy students succeed in every aspect of their lives. Future coders, mathematicians, journalists, environmentalists, or avid readers can find an extracurricular activity to suit any of their interests. Optional trips to the Grand Canyon, learning about law and participating in a mock trial, leadership on the Student Council, socializing at dances, and participation in after school sports and our performing arts program are also available to students. Kennedy also provides Spanish Immersion and Mandarin Immersion Program that students from Adelante and John Gill Schools can continue their language immersion experience in their social studies classes. We support students and families with a number of resources, including our after-school program, Think Together, Mondays through Fridays until 6 p.m. The Kennedy Family Center provides fresh fruits and vegetables through the Second Harvest Food Bank, counseling, financial resources, school supplies, and more. Kennedy Middle School flourishes because of its close-knit partnership of students, staff, parents and community.

## 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	2
Grade 6	217
Grade 7	228
Grade 8	244
<b>Total Enrollment</b>	<b>691</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	2.3
Filipino	1.4
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	1.9
White	16.1
Two or More Races	2.5
Socioeconomically Disadvantaged	61.2
English Learners	27.8
Students with Disabilities	15.8
Foster Youth	0.1

## 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			
Kennedy Middle School	14-15	15-16	16-17
With Full Credential	35	36	34
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
Redwood City School District	14-15	15-16	16-17
With Full Credential	♦	♦	369
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kennedy Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	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

2015-16 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	97.6	2.4
High-Poverty Schools	97.0	3.0
Low-Poverty Schools	99.5	0.5

\* 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 2016-17)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2016-2017 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2016 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2016-17).

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Pearson Literature for California &amp; Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted 2009</p> <p>Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

Kennedy Middle School was originally constructed in 1952 and is currently comprised of 54 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, the administrative support area, a playground, and new athletic fields. During the 2005-06 school year, a rock-climbing wall was installed in the gymnasium for student use during physical education. A new dance studio was also constructed and opened in fall of 2006.

The school was completely modernized in 1995, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by February 2002 and included the construction of a new cafeteria/gymnasium, and the complete remodeling of two classrooms, the library/media center, and the administrative support area.

Measure B projects have been completed at variable times over the past three years and have included/will include: the purchase and installation of a sound system for the gymnasium, and video equipment for the television studio; replacement of window coverings, roofing, and perimeter fencing; rebuilding of the play field and all restrooms in older buildings; resurfacing of the playground areas, parking lot, and areas between classroom buildings; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements. The following chart displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 316: Remount security sensor to ceiling/wall
<b>Interior:</b> Interior Surfaces	X			Annex 4: Replace missing ceiling wall tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Rm 313: Remove TV bracket, mount fire extinguisher Rm 531: Remove TV bracket
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rm 636: Adjust drinking fountain
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Portable 3: Illegal extension cords Portable 4: Illegal extension cords Rm 101: Illegal extension cords Rm 102: Mount fire extinguisher to strap on wall, illegal daisy chained extension cords Rm 103: Illegal extension cord Rm 105: Blocked HVAC vent Rm 107: Need longer surge protectors Rm 313: Remove TV bracket, mount fire extinguisher Rm 314: Install cord protectors Rm 315: Install longer surge protector and cord protector Rm 317: High storage Rm 418: Illegal extension cords Rm 420: Install cord protectors Rm 421: High storage Rm 528: High storage Rm 529: High storage Rm 533: High storage Rm 534: HVAC blocked - clear items Rm 637: High storage, missing fire extinguisher Rm 638: Install cord protectors Rm B2: Needs longer surge protectors Rm B3: Illegal extension cords

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/1/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	69	54	42	55	49	46	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	28	36	39	43	44	48
<b>Math</b>	20	29	31	36	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	250	239	95.6	42.3
Male	125	119	95.2	46.2
Female	125	120	96.0	38.3
Hispanic or Latino	206	199	96.6	36.7
White	25	21	84.0	66.7
Socioeconomically Disadvantaged	128	122	95.3	26.2
English Learners	81	78	96.3	5.1
Students with Disabilities	46	44	95.7	34.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	6	223	218	97.8	43.3
	7	234	226	96.6	35.1
	8	248	242	97.6	29.5
Male	6	118	116	98.3	32.8
	7	107	102	95.3	26.5
	8	125	121	96.8	28.1
Female	6	105	102	97.1	55.5
	7	127	124	97.6	42.5
	8	123	121	98.4	30.8
Hispanic or Latino	6	151	146	96.7	35.2
	7	165	159	96.4	26.3
	8	205	201	98.0	23.9
White	6	51	51	100.0	62.8
	7	40	39	97.5	66.7
	8	25	23	92.0	63.6
Socioeconomically Disadvantaged	6	69	65	94.2	35.4
	7	84	80	95.2	21.5
	8	127	123	96.8	16.4
English Learners	6	47	42	89.4	2.4
	7	49	46	93.9	2.3
	8	81	79	97.5	
Students with Disabilities	6	35	35	100.0	5.7
	7	30	29	96.7	3.6
	8	44	43	97.7	4.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	6	223	218	97.8	35.5
	7	234	229	97.9	35.8
	8	234	229	97.9	35.8
Male	6	118	116	98.3	31.0
	7	107	105	98.1	37.1
	8	107	105	98.1	37.1
Female	6	105	102	97.1	40.6
	7	127	124	97.6	34.7
	8	127	124	97.6	34.7
Hispanic or Latino	6	151	146	96.7	26.2
	7	165	162	98.2	27.2
	8	165	162	98.2	27.2
White	6	51	51	100.0	54.9
	7	40	39	97.5	69.2
	8	40	39	97.5	69.2
Socioeconomically Disadvantaged	6	69	65	94.2	18.5
	7	84	81	96.4	23.5
	8	84	81	96.4	23.5
English Learners	6	47	42	89.4	
	7	49	48	98.0	2.1
	8	49	48	98.0	2.1
Students with Disabilities	6	35	35	100.0	2.9
	7	30	29	96.7	6.9
	8	30	29	96.7	6.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Parents play an important role at Kennedy Middle School through active participation and involvement in the School Site Council, English Language Advisory Committee (ELAC), Parent Teacher Association (PTO) and other support committees. Parents are encouraged to volunteer at school events and in classrooms.

Kennedy Middle School is very proud of the strong support it receives from community school partnerships with Peninsula Covenant Church, John Gardner Center at Stanford University, and the County Office for Human Services.

Parents who wish to participate in Kennedy Middle School's committees, school activities, or become a volunteer may contact the school at (650) 482-2409, or visit the website at <http://www.rcsdk8.net/kennedy>

### 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 Site Safety Plan is evaluated and revised annually in the fall by the School Site Council. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: Anti-Bullying plan, G.R.E.A.T program with the Redwood City Police Department and proactive programs such as Cougar Paws and Character Themes of the month to support kids doing well! The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake and lock down drills are held every month alternately. We have also parked CERT trailer filled with first aid, generators, and other emergency preparedness items and water storage in case of a major disaster.

Safety of students and staff is a primary concern of Kennedy Middle School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must receive prior authorization for classroom visits.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	11.8	12.5	5.1
Expulsions Rate	0.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.2	3.6	2.3
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	84.6	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.6
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	23	23	23	20	9	9	21	11	11	12	3	3
Mathematics	24	26	26	9	4	4	14	8	8	1	6	6
Science	30	30	30	2	1	1	7	9	9	8	6	6
Social Science	24	28	28	7	2	2	12	12	12	3	3	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

The Redwood City School District provides a robust array of trainings for general education and special education teachers. In 2015-16, professional growth opportunities and trainings included the following topics: Next Generation Science Standards, Common Core Standards, Early Literacy trainings, Technology Integration, Digital Safety in the Classroom, Assessment development, Fitness, Social and Emotional Learning, English Language Development, preparation for the 6-8 Math Adoption and K-5 Math curriculum, and Working with Special Needs Students. Additional support offered to new teachers included participation in the two year Beginning Teacher Support and Assessment program and the Peer Assistance and Review Program for seasoned teachers.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

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FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,777	\$44,573
Mid-Range Teacher Salary	\$71,567	\$72,868
Highest Teacher Salary	\$91,036	\$92,972
Average Principal Salary (ES)	\$119,441	\$116,229
Average Principal Salary (MS)	\$119,441	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$190,746	\$201,784
Percent of District Budget		
Teacher Salaries	34%	39%
Administrative Salaries	7%	5%

\* 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

#### Federal Funding:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

#### State Funding:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education

### 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 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9223.332511	3471.03800	5752.294510	75986.87013
District	♦	♦	\$5,150	\$72,410
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			8.8	7.2
Percent Difference: School Site/ State			1.2	7.4

\* Cells with ♦ do not require data.