

John F. Kennedy High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 principal or the district office.

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	John F. Kennedy High School
Street	4300 Cutting Boulevard
City, State, Zip	Richmond, CA 94804-3399
Phone Number	(510) 231-1433
Principal	Phillip Johnson
E-mail Address	pjohnson1@wccusd.net
Web Site	http://www.wccusd.net/Domain/648
Grades Served	9-12
CDS Code	07-61796-0733659

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

John F. Kennedy High School strives to create an environment in which students feel valued, develop their unique abilities, achieve academic excellence, explore personal, academic and career paths, and acquire skills that will help them achieve success and personal fulfillment. Kennedy high school students will graduate with post-secondary plans will be productive members of society and will continue to be life-long learners.

We believe:

- All students can learn, but students learn better in small learning communities;
- All students should be exposed to a variety of multicultural experiences;
- All students should be exposed to a variety of academic, technological, and career opportunities;
- Professional development for faculty is essential;
- Emotional and social growth is an integral part of the curriculum; and
- Parental involvement is a strong component of a successful educational experience.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	259
Grade 10	243
Grade 11	191
Grade 12	172
Total Enrollment	865

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	26.7
Asian	4.2
Filipino	1.6
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	1.3
White	2.2
Two or More Races	0.3
Socioeconomically Disadvantaged	86.5
English Learners	36.6
Students with Disabilities	12.8
Foster Youth	0.6

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	43	45	31	31
Without Full Credential	3	3	7	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.6	6.4
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: 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)

Year and month in which data were collected: August 2015

Kennedy High School ensures that all students have books and supplies. The school uses research based interventions to address student need. The school works closely with community based organizations and local groups to ensure that students are exposed to a wide range of cultural, civic, and community based awareness projects. Through these networks students are exposed to an array of literature, hands-on activities, and performing arts activities that help shape their paths as stakeholders in this global society.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELA – Prentice Hall Literature: Timeless Voices ELD – National Geographic: Edge Intervention – Scholastic: Read 180 AP English Literature – MacMillan: Bedford Introduction to Literature & Norton: Norton Anthology of Poetry	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra – Prentice Hall: Algebra 1 Geometry – Key Curriculum Press: Discovering Geometry Algebra 2 – Key Curriculum Press: Algebra 2 Pre-Calculus – Glencoe McGraw Hill: Advanced Mathematical Concepts AP Calculus – Pearson: AP Calculus Probability & Statistics: McGraw Hill: Elementary Statistics: a Step-by-Step Approach AP Statistics – Pearson: AP Stats – Modeling the World	Yes	0%
Science	Biology – McDougal Littell: Biology AP Biology – Person: Campbell AP Biology Chemistry – Prentice Hall: Chemistry AP Chemistry – Holt McDougal: AP Chemistry Physics – Cambridge Physics Outlet: Foundation of Physics	Yes	0%
History-Social Science	US History – McDougal Littell: Americans – Reconstruction to 21 st Century AP US History – Bedford/St. Martin’s: America’s History World History – McDougal Littell: Modern World History AP World History – McGraw Hill: Traditions & Encounters AP Human Geography – Glencoe McGraw Hill: AP Human Geography Economics – Houghton Mifflin: Economics – Concepts and Choices American Government – Prentice Hall: Magruder’s American Government AP Government – Cengage: AP American Government Psychology – Glencoe McGraw Hill: Understanding Psychology	Yes	0%
Foreign Language	French 1-2 – EMC/Paradigm: T’es Branche Spanish 1-3 – Pearson Prentice Hall: Realidades Spanish 4 – EMC/Paradigm: Aventura 4 AP Spanish Language – Heinle: Cumbre Spanish for Spanish Speakers: Pearson Prentice Hall: Realidades	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

John F. Kennedy was a closed campus built in the mid 1960's. There is sufficient space for both students and teachers, including meeting space, to create a positive and effective learning environment. School facilities are cleaned daily. Repairs and safety concerns are given the highest priority, followed by work that impacts the educational program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Check broken thermostat
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Remove all graffiti; Repair broken lockers; Repair floor tiles
Electrical: Electrical		X		Adjust emergency light; Light switch plates need repaired/replaced; Broken plug plate; Replace plugs at 6000 molding at top plate; Replace clock teacher's room; Replace hallway ceiling tiles
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace the soap dispensers; Adjust drinking fountain; Repair sink leaks; Replace toilet paper holders; Replace urinal strainers; Install plug cover at floor clean-out; Repair urinal sensor boys locker room
Safety: Fire Safety, Hazardous Materials	X			Reinstall the fire alarm device cage; Replace fire extinguisher boxes gym
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Check all exterior doors and door closers; Adjust door holders; Replace mirror boys locker room; Remove and replace weather strip teacher's room; Door rubbing on threshold

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	21	32	44
Mathematics	6	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	185	165	89.2	48	28	19	2
Male	11		94	50.8	56	22	17	1
Female	11		71	38.4	38	35	23	3
Black or African American	11		41	22.2	44	32	22	0
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		8	4.3	--	--	--	--
Filipino	11		4	2.2	--	--	--	--
Hispanic or Latino	11		109	58.9	53	28	16	1
White	11		2	1.1	--	--	--	--
Two or More Races	11		1	0.5	--	--	--	--
Socioeconomically Disadvantaged	11		146	78.9	49	26	20	2
English Learners	11		47	25.4	74	19	0	0
Students with Disabilities	11		18	9.7	83	17	0	0
Foster Youth	11		--	--	--	--	--	--

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 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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	185	163	88.1	81	13	4	1
Male	11		93	50.3	83	12	4	1
Female	11		70	37.8	79	14	4	1
Black or African American	11		39	21.1	97	3	0	0
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		8	4.3	--	--	--	--
Filipino	11		4	2.2	--	--	--	--
Hispanic or Latino	11		109	58.9	81	14	4	1
White	11		2	1.1	--	--	--	--
Two or More Races	11		1	0.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		144	77.8	80	13	5	1
English Learners	11		47	25.4	96	2	0	0
Students with Disabilities	11		18	9.7	89	6	0	0
Foster Youth	11		--	--	--	--	--	--

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 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.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	20	29	20	46	48	46	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	20
Male	17
Female	26
Black or African American	12
Asian	9
Filipino	--
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	5
English Learners	5
Students with Disabilities	20
Foster Youth	--

Note: 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.

Career Technical Education Programs (School Year 2014-15)

PROGRAMS/CLASSES OFFERED:

Computer Science
 Computer System M & M 2 ROP
 Construction Technology

DigArt Design Web 1
 Digital Photography ROP
 Information System Design ROP
 Web Design II
 Welding
 Wood 1

These programs and classes are integrated with academic courses through the Common Core State Standards (CCSS), which are reinforced in the work students do through their English and Math classes. We have a team of teachers, including Math and English teachers, who are a part of our CTE programs and teach the CCSS which our CTE courses align with as well. Students are encouraged and instructed to use communication in various forms of the curriculum. CTE programs provide hands-on training which align with our goals and the CCSS goals to have students graduate with 21st century skills, preparing them for careers/jobs/college post-secondary. The school accepts all students in CTE courses and makes special provisions in the curriculum for special populations. For instance, the EL student population, are given explicit direct instructions and methods that they can understand, for example, SIOP strategies whereby all students can benefit from tangible instructions. When working with our SPED student population, teachers work closely with the students' case managers to make sure that they adhere to the students IEP and help them attain their goals. The evaluation method used is to keep track of the number of students who are successfully completing the courses and graduating. The school also keeps data on how many students reach/achieve the articulation agreement. Through our CTE programs students are further exposed to career training through their participation in career based programs, like field trips to local industries such as Chevron, Pixar, EA Sports, and Lawrence Berkeley Labs. With the support of the head of the Advisory Committee, Ron Whittier, our CTE programs are highly successful in preparing our students for post-secondary options.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	404
% of pupils completing a CTE program and earning a high school diploma	9.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.45
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	28.46

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	20	22	26	42	35	38	57	56	58
Mathematics	24	24	18	41	35	36	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	22	23	56	31	13
All Students at the School	74	17	9	82	16	2
Male	82	12	6	83	16	1
Female	64	23	13	80	17	3
Black or African American	76	15	9	86	11	3
Hispanic or Latino	71	19	10	79	20	2
Socioeconomically Disadvantaged	75	17	8	81	17	2
English Learners	97	3		95	5	
Students with Disabilities	100			100		

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	27.80	14.10	7.50

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.

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 (Most Recent Year)

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The English Learner Advisory Committee reviews all budgets and is afforded the opportunity for input, especially for the LEP and Title I budgets.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and one other staff member (Education Code Section 52852).

EAGLE PARENT CONNECTION: Founded by the Eagle Foundation, the Eagle Parent Connection provides parents an opportunity to meet on-site in order to network and outreach to other parents in the school community. The Eagle Parent Connection is composed of Kennedy High School parents, an administrator, and Eagle Foundation members. The goal of the Eagle Parent Connection is to enrich education and connect communities through a collaboration of staff, parents, students, alumni, and the community.

KENNEDY FAMILY LIAISON: The role of the family liaison is to connect parents to the school community and to school activities; furthermore, they establish a parent volunteer group that meets regularly on campus. The family liaison serves as a resource to our school. He/she effectively communicates to parents the instructional goals of the school, assists with and increases the school's parental involvement, creates an inviting environment, and helps establish opportunities for parents to be leaders or advocates for our students.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	34.30	29.40	33.10	18.20	13.30	14.60	13.10	11.40	11.50
Graduation Rate	61.11	62.94	64.64	75.72	79.88	77.68	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	72.35	80.04	84.6
Black or African American	66.67	76.99	76
American Indian or Alaska Native		100	78.07
Asian	83.33	91.43	92.62
Filipino	100	94.8	96.49
Hispanic or Latino	72.34	76.11	81.28
Native Hawaiian/Pacific Islander	83.33	84	83.58
White	60	82.55	89.93
Two or More Races		64.29	82.8
Socioeconomically Disadvantaged	54.55	60.08	61.28
English Learners	48.28	54.21	50.76
Students with Disabilities	74.1	77.49	81.36
Foster Youth	--	--	--

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	43.90	22.48	11.74	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.10	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Safety information is included in a student handbook. Faculty and staff receive training in the School Emergency Management System at the beginning of each academic school year. A comprehensive Safety Plan is maintained in the Principal's Office and is also a part of the CDE Coordinated Compliance Review records. The School Safety Plan was approved by the SSC. Kennedy is a closed campus with an entrance that is monitored by a site supervisor during school hours.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	12	10	15	27	14	11	19	29	13	10	23
Mathematics	29	5	6	15	28	11	8	21	32	5	9	18
Science	34		4	13	30	4	7	12	32	2	8	7
Social Science	29	7	11	18	29	6	11	13	30	6	9	14

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	434.5
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist	2.00	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8426.05	\$5674.72	\$2751.33	\$55340.87
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-71.4	-1.8
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-48.6	-24.2

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and Services available at Kennedy High school include:

ESEA-Title I
 Economic Impact Aid
 Sp Ed, IDEA Basic Local Entit 1
 Special Ed-E
 A/M/PE- Drama/Theatre
 A/M/PE- Dance
 Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	5	N/A
All courses	14	.5

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

School Safety information is included in a student handbook. Faculty and staff receive training in the School Emergency Management System at the beginning of each academic school year. A comprehensive Safety Plan is maintained in the Principal's Office and is also a part of the CDE Coordinated Compliance Review records. The School Safety Plan was approved by the SSC.

Kennedy is a closed campus with an entrance that is monitored by a site supervisor during school hours. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology.

In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. The school provides training throughout the year on safety procedures, explicit direct instruction, and creation of standards based lessons, the use of rubrics to ensure rigor, higher order thinking skills, academic vocabulary development, cultural diversity, and also vertical articulation. Furthermore, there is a particular focus and varying instructional techniques to increase engagement and critical thinking in the classroom. The staff, as a whole, meets weekly for collaboration and professional development (36 meetings total). There is additional professional development opportunities offered by district personnel throughout the year, concerning EL, ELD, and SIOPas well as some tailored to department specific instruction. The staff also utilizes informal assessments by the administration as well as peer assessments shared between teachers.