

# John F. Kennedy High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	John F. Kennedy High
<b>Street</b>	4300 Cutting Boulevard
<b>City, State, Zip</b>	Richmond, Ca, 94804-3399
<b>Phone Number</b>	510-231-1433
<b>Principal</b>	Phillip Johnson, Principal
<b>E-mail Address</b>	<a href="mailto:PJohnson1@wccusd.net">PJohnson1@wccusd.net</a>
<b>Web Site</b>	<a href="https://www.wccusd.net/Domain/648">https://www.wccusd.net/Domain/648</a>
<b>County-District-School (CDS) Code</b>	07617960733659

*Last updated: 11/21/2017*

### School Description and Mission Statement (School Year 2017-18)

The mission of John F. Kennedy High School is to empower individuals to be successful in college, career, and as community members.

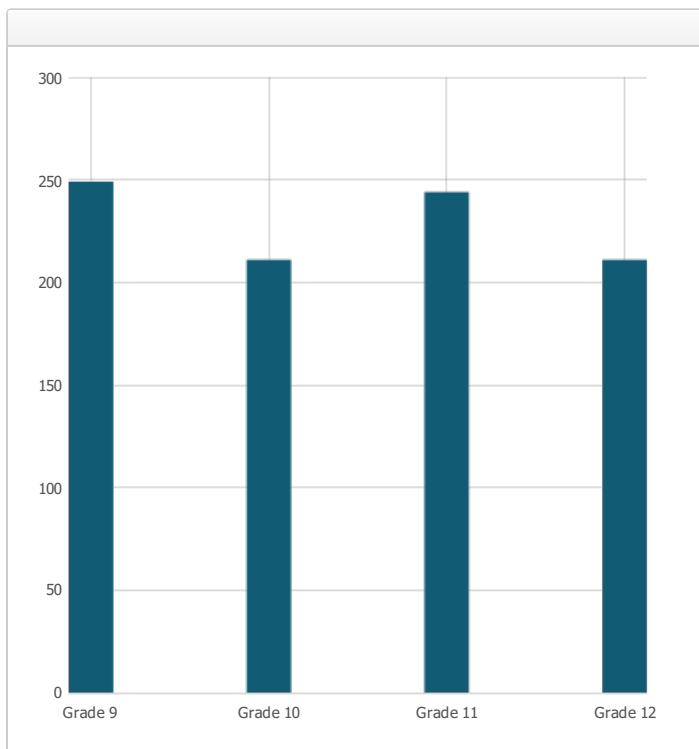
We believe:

- 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.

*Last updated: 1/10/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	249
Grade 10	211
Grade 11	244
Grade 12	211
<b>Total Enrollment</b>	<b>915</b>



Last updated: 1/25/2018

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	25.7 %
American Indian or Alaska Native	0.0 %
Asian	5.1 %
Filipino	1.3 %
Hispanic or Latino	63.3 %
Native Hawaiian or Pacific Islander	1.0 %
White	2.2 %
Two or More Races	0.8 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.1 %
English Learners	36.4 %
Students with Disabilities	13.7 %
Foster Youth	0.9 %

Last updated: 1/25/2018

## A. Conditions of Learning

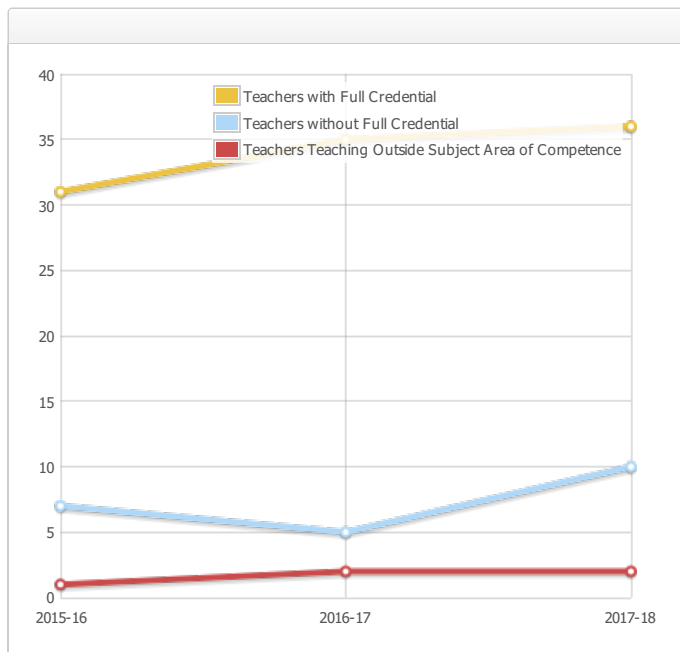
### State Priority: Basic

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

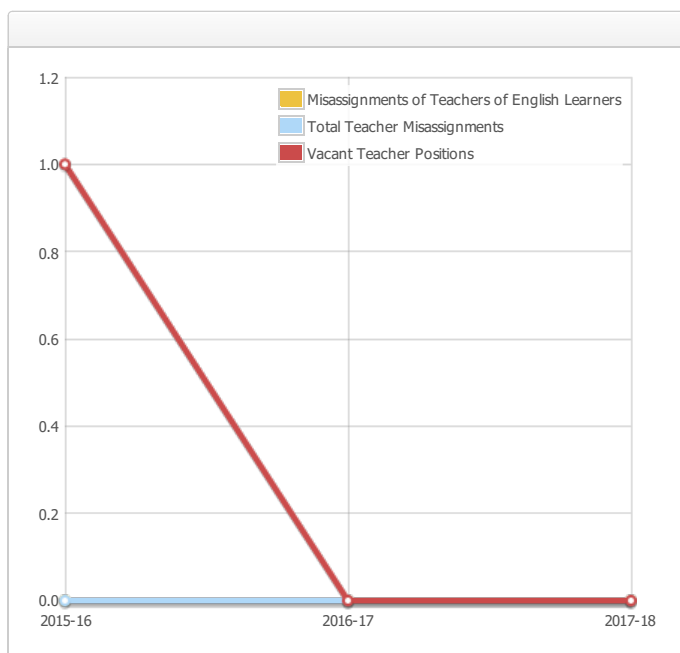
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	35	36	1192
Without Full Credential	7	5	10	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	2	14



Last updated: 1/25/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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.

Last updated: 1/19/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: October 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Pearson: Prentice Hall Literature (ELA grades 9-12), c2002 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Bedford/St. Martin's: St. Martin's Guide to Writing, (AP English Language) 7th ed., c2004 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 6th ed., c2007		0.0 %
Science	McDougal Littell Biology, c2008 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004		0.0 %
History-Social Science	McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruder's American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government) 13th ed, c2013 Glencoe McGraw Hill: Understanding Psychology (Psychology, c2014 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., 2011		0.0 %
Foreign Language	EMC T'es Branche, (French 1-4) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 Wiley: Nuevos Mundos, (Spanish for Spanish Speakers 1-2) 3rd ed., c2012		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 10/16/2018

## School Facility Conditions and Planned Improvements

WCCUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/23/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>The following action/s was/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	<p>Interior surfaces appear to be clean, safe, and functional.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Poor	<p>The following action/s was/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>The following action/s was/will be taken to ensure:</p> <p>The fire sprinklers appear to be in working order (e.g., there are no</p>

		<p>missing or damaged sprinkler heads).                      Emergency alarms appear to be functional.                      Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Good	<p>The following action/s was/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings &amp; floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff.                      Exterior doors and gates are functioning and do not pose a security risk.</p>

**Overall Facility Rate**

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
----------------	------

*Last updated: 1/23/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	17%	14%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	3%	3%	25%	25%	36%	37%

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.

*Last updated: 1/25/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	251	238	94.82%	13.92%
Male	156	147	94.23%	10.88%
Female	95	91	95.79%	18.89%
Black or African American	58	54	93.10%	15.09%
American Indian or Alaska Native	0	0		
Asian	12	12	100.00%	8.33%
Filipino	--	--	--	
Hispanic or Latino	168	159	94.64%	15.09%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	238	226	94.96%	13.33%
English Learners	114	108	94.74%	1.85%
Students with Disabilities	33	32	96.97%	6.45%
Students Receiving Migrant Education Services	0	0		
Foster Youth	--	--	--	--

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.

*Last updated: 1/25/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	251	237	94.42%	2.98%
Male	156	147	94.23%	2.05%
Female	95	90	94.74%	4.49%
Black or African American	58	53	91.38%	0.00%
American Indian or Alaska Native	0	0		
Asian	12	12	100.00%	8.33%
Filipino	--	--	--	
Hispanic or Latino	168	159	94.64%	3.16%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	238	225	94.54%	3.14%
English Learners	114	108	94.74%	1.89%
Students with Disabilities	33	32	96.97%	3.13%
Students Receiving Migrant Education Services	0	0		
Foster Youth	--	--	--	--

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.

*Last updated: 1/25/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	20.0%	17.0%	46.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/25/2018*

**Career Technical Education Programs (School Year 2016-17)**

List of CTE programs:
AP Environmental Science ROP Publications

*Last updated: 12/4/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	201
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	14.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.0%

*Last updated: 1/25/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	32.2%

# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	25.5%	13.2%	4.3%

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.

Last updated: 1/25/2018

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

**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

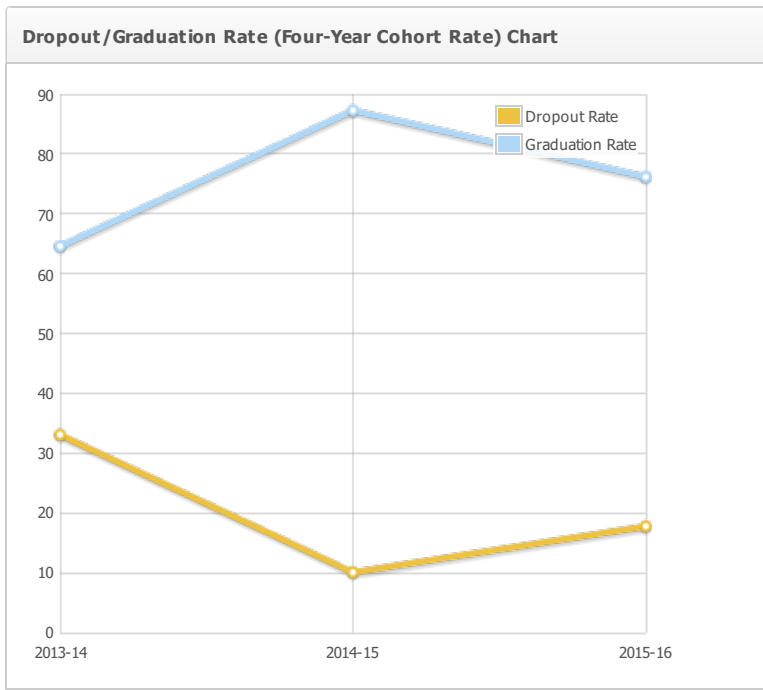
# State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	33.1%	10.1%	17.8%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	64.6%	87.3%	76.2%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%



Last updated: 1/25/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	81.7%	84.9%	87.1%
Black or African American	77.8%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	90.0%	94.7%	94.4%
Filipino	100.0%	97.2%	93.8%
Hispanic or Latino	82.9%	83.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	25.0%	84.5%	91.0%
Two or More Races	100.0%	93.8%	90.6%
Socioeconomically Disadvantaged	84.0%	85.0%	85.5%
English Learners	59.2%	60.9%	55.4%
Students with Disabilities	42.9%	61.4%	63.9%
Foster Youth	0.0%	68.8%	68.2%

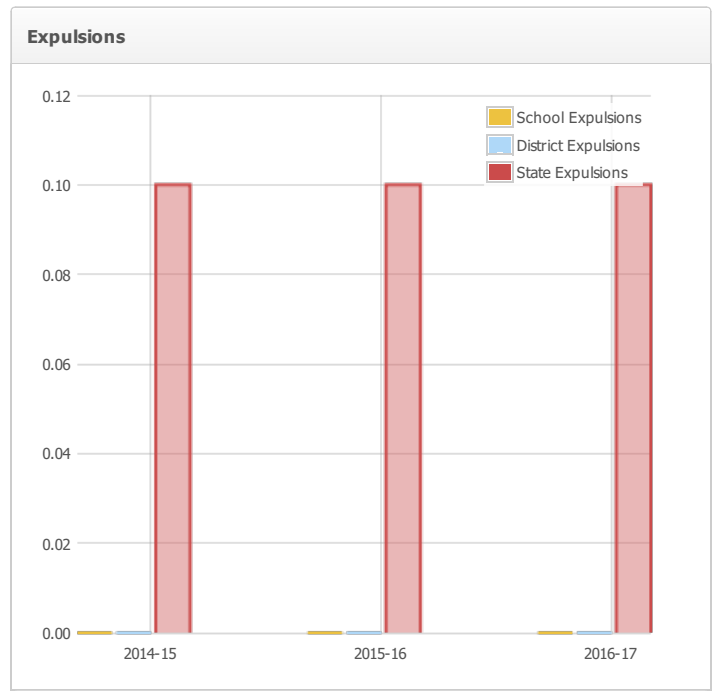
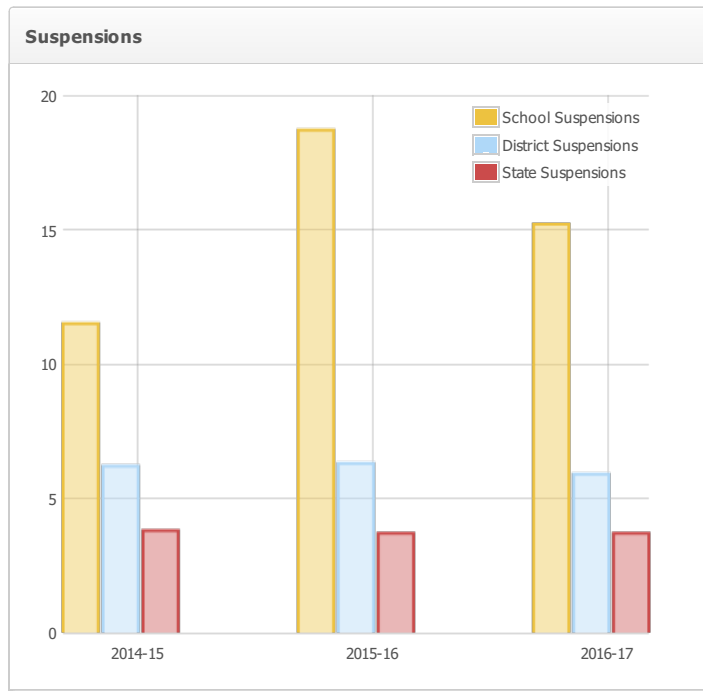
# State Priority: School Climate

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	11.5%	18.7%	15.2%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2018

## School Safety Plan (School Year 2017-18)

Last revised 11/9/2017 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018



## 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.

### Federal Intervention Program (School Year 2017-18)

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	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

*Last updated: 1/25/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	13	10	23	29.0	9	14	19	26.0	23	12	16
Mathematics	32.0	5	9	18	28.0	9	17	12	29.0	10	8	15
Science	32.0	2	8	7	30.0	6	11	10	31.0	4	14	15
Social Science	30.0	6	9	14	35.0	3	3	20	35.0	3	4	19

\* 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.

Last updated: 1/25/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	434.5
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/19/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17557.8	\$7050.2	\$10507.6	\$60535.9
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	3.9%	-1.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	46.1%	-26.8%

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

Last updated: 1/18/2018

**Types of Services Funded (Fiscal Year 2016-17)**

- ACCELERATE - TARGETED SCHOOL SUPPORT
- COLLEGE GOING CULTURE
- EXTRA CURRICULAR SITE ALLOCATION
- FULL SERVICE COMMUNITY - WHOLE CHILD
- INFORMATION TECHNOLOGY ACADEMY
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL CLIMATE-WHOLE CHILD
- SCHOOL SUPPORT - EXTRA CURRICULAR
- SECONDARY CLASS SIZE REDUCTION
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

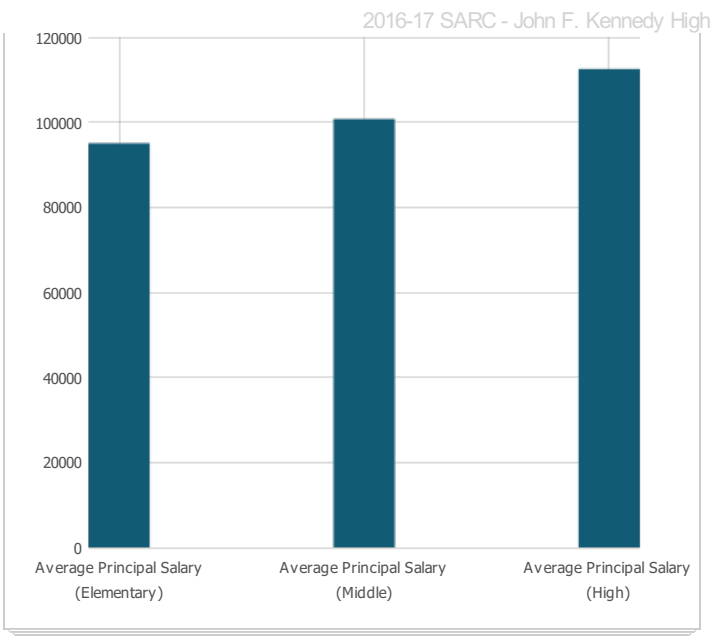
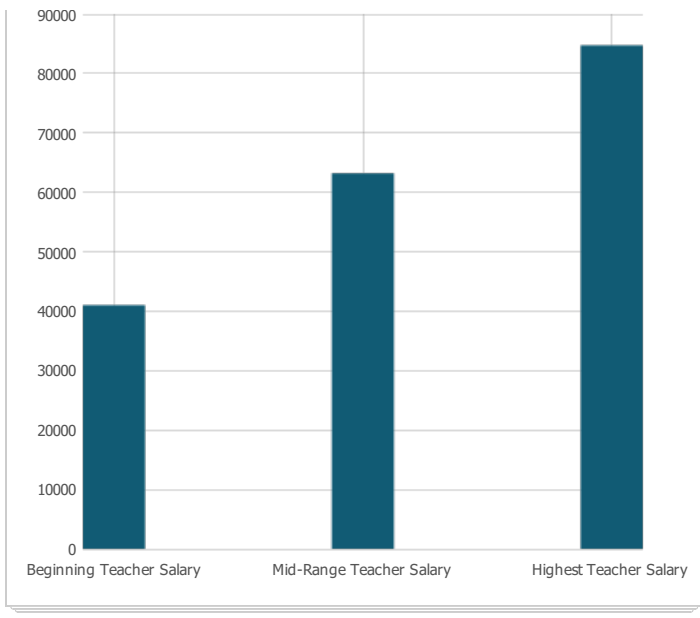
*Last updated: 1/18/2018***Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 1/25/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	10	20.4%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/25/2018*

**Professional Development**

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 designated and integrated English Language Development, 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. Each teacher has one 90-minute prep period each day which may be utilized for instructional planning and professional development. Faculty engage in weekly collaboration sessions every Wednesday afternoon as part of the regular workday (36 sessions).

There is additional professional development opportunities offered by district personnel throughout the year, tailored to specific professional needs such as technology use and updated assessment preparation. The staff also utilizes informal assessments by the administration as well as peer assessments shared between teachers. For the 2017-2018 school year new teachers have been targeted to receive additional training and support through a TOSA hired specifically to support new teachers. This support will help with teacher retention.

*Last updated: 1/10/2018*