John F. Kennedy High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

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	www.wccusd.net/Page/2371
CDS Code	07-61796-0733659

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	214
Grade 10	240
Grade 11	229
Grade 12	175
Total Enrollment	858

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	25.3
American Indian or Alaska Native	0
Asian	5.5
Filipino	1.7
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.9
White	2.1
Two or More Races	0.7
Socioeconomically Disadvantaged	88
English Learners	32.6
Students with Disabilities	12.5
Foster Youth	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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	45	31	35.17	35.17
Without Full Credential	3	7	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	2	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.0	10.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

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 activites that help shape their paths as stakeholders in this global society.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014 Houghton Mifflin Harcourt, (Intervention gr 9-12) Read 180 / 2011 MacMillan, Bedford Introduction to Literature (AP Eng Literature) / 2013 Perma-Bound, various novels (African American Lit) / 2005	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Glencoe, Adv. Mathematical Concepts (Pre-Calculus) / 2006 Glencoe, Elementary Statistics (Probability & Statistics) / 2007 Pearson, AP Calculus / 2007	Yes	0%
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004 Pearson, AP Biology / 2011 Holt McDougal, AP Chemistry / 2012	Yes	0%
History-Social Science	Glencoe, World Geography and Cultures / 2007 McDougal Littell, Modern World History / 2006 McDougal Littell, The Americans (US History) / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruders American Government / 2006 Glencoe McGraw Hill, Understanding Psychology / 2014 Glencoe McGraw Hill, AP Economics / 2012 Houghton Mifflin Harcourt, AP American Government / 2013 Glencoe McGraw Hill, AP Human Geography / 2010 Bedford St. Martin's, America's History (AP US History) / 2014 McGraw Hill, Traditions & Encounters (AP World History) / 2011	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, Aventura (Spanish 4) / 2014 Heinle, Cumbre (AP Spanish Language) / 2014 EMC/Paradigm, T'es Branche (French 1-4) / 2014	Yes	0%
Health			0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repair bleacher in gym Repair bookcases in the library Repair ceiling tiles in room 701, drama room 805, 800 wing hallway Repair/replace lockers in the boys locker room Repair bottom boots of lockers in the girls locker room Replace broken floor tiles in 100 wing classrooms, 200 wing classrooms
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Clean the diffusers in the front office
Electrical: Electrical	X			Replace the wall plate in the girls gym restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Replace the wall plate in the girls gym restroom Replace the broken dispensers and hand towel holders in the boys gym restroom
Safety: Fire Safety, Hazardous Materials	X			Replace the fire extinguisher boxes in the gym Check and replace the used fire extinguisher in the kitchen
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair the door bumpers in the gym Replace the gate in the front office Striker plates missing in the science building

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] 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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	22	17	33	35	44	48
Mathematics	6	3	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	238	213	89.5	17.1
Male	11	139	124	89.2	14.6
Female	11	99	89	89.9	20.7
Black or African American	11	60	58	96.7	10.3
Asian	11	12	12	100.0	8.3
Hispanic or Latino	11	149	129	86.6	20.5
Socioeconomically Disadvantaged	11	210	196	93.3	17.1
English Learners	11	94	76	80.8	1.3
Students with Disabilities	11	24	20	83.3	

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 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.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	238	211	88.7	2.9
Male	11	139	124	89.2	2.5
Female	11	99	87	87.9	3.5
Black or African American	11	60	58	96.7	3.5
Asian	11	12	12	100.0	8.3
Hispanic or Latino	11	149	127	85.2	2.4
Socioeconomically Disadvantaged	11	210	193	91.9	3.2
English Learners	11	94	77	81.9	
Students with Disabilities	11	24	20	83.3	

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 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.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	20	17	48	46	40	60	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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	268	234	87.3	16.7
Male	164	141	86.0	16.3
Female	104	93	89.4	17.2
Black or African American	64	57	89.1	12.3
Asian	14	13	92.9	23.1
Hispanic or Latino	173	151	87.3	17.9
Socioeconomically Disadvantaged	246	222	90.2	17.1
English Learners	93	76	81.7	4.0
Students with Disabilities	40	34	85.0	11.8

Note: 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.

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 2015-16)

CLASSES OFFERED:

*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

* denotes classes in our CTE program, the Information Technology Academy

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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	483
% of pupils completing a CTE program and earning a high school diploma	8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.45
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.9

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	23.3	20	8.4

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 (School Year 2016-17)

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	29.40	33.10	10.10	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	62.94	64.64	87.34	79.88	77.68	84.74	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	90	88	86
Black or African American	91	87	78
American Indian or Alaska Native	0	20	78
Asian	100	100	93
Filipino	100	95	93
Hispanic or Latino	91	85	83
Native Hawaiian/Pacific Islander	75	72	85
White	67	90	91
Two or More Races	0	85	89
Socioeconomically Disadvantaged	50	56	66
English Learners	69	63	54
Students with Disabilities	50	46	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	22.5	11.7	18.7	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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 in August. 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.

Federal Intervention Program (School Year 2016-17)

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	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	14	11	19	29	13	10	23	28	9	16	18
Mathematics	28	11	8	21	32	5	9	18	19	32	17	8
Science	30	4	7	12	32	2	8	7	19	22	16	3
Social Science	29	6	11	13	30	6	9	14	21	19	13	11

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	322
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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7742.81	2895.11	4847.69	60470.03
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-24.4	-7.1
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-14.6	-20.3

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and Services available at Kennedy High School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
IASA-TITLE I BASIC
SP ED IDEA BASIC LOCAL ENTITL
CPA - CALIF PARTNRSHP ACADEMY
SPECIAL ED - E
ONGOING & MAJOR MAINT ACCOUNT
SPRINT PROJECT CONNECT GR-KHS
ABATEMENT ACCOUNT
PARCEL TAX
MRAD
ROC P
MISC DONATIONS
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 2015-16)

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	4	N/A
All courses	11	.11

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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). In the 2016-2017 school year, three additional contract days were provided for site-based teacher professional development. There is additional professional development opportunities offered by district personnel throughout the year, tailored to specific professional needs such as, . The staff also utilizes informal assessments by the administration as well as peer assessments shared between teachers.