John F. Kennedy High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	John F. Kennedy High
Street	4300 Cutting Blvd.
City, State, Zip	Richmond, Ca, 94804-3399
Phone Number	510-231-1433
Principal	Felicia Phillips
E-mail Address	felicia.phillips@wccusd.net
County-District-School (CDS) Code	07617960733659

Last updated: 1/10/2019

## School Description and Mission Statement (School Year 2018—19)

We envision John F. Kennedy High School as the heartbeat of the South Richmond community: a place where parents are proud to send their children, where students want to learn, and where adults are supported to help students succeed. The mission of John F. Kennedy High School is to empower individuals to be successful in college, career, and as community members.

For more than 50 years, John F. Kennedy High School has served the families of Richmond. We are in the midst of a transformation, and we are focused on improving teaching and learning to support high levels of achievement for all students.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	199
Grade 10	256
Grade 11	194
Grade 12	232
Total Enrollment	881
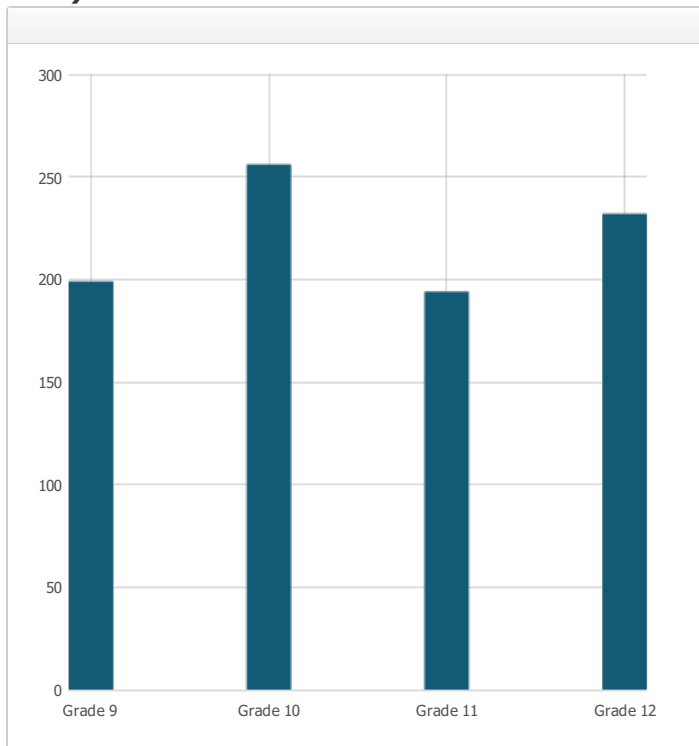
Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	23.5 %
American Indian or Alaska Native	0.1 %
Asian	5.0 %
Filipino	1.0 %
Hispanic or Latino	66.3 %
Native Hawaiian or Pacific Islander	1.2 %
White	2.0 %
Two or More Races	0.6 %
Other	0.3 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.0 %
English Learners	38.5 %
Students with Disabilities	14.3 %
Foster Youth	0.7 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	35	36	35	1211
Without Full Credential	5	10	10	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	0	10
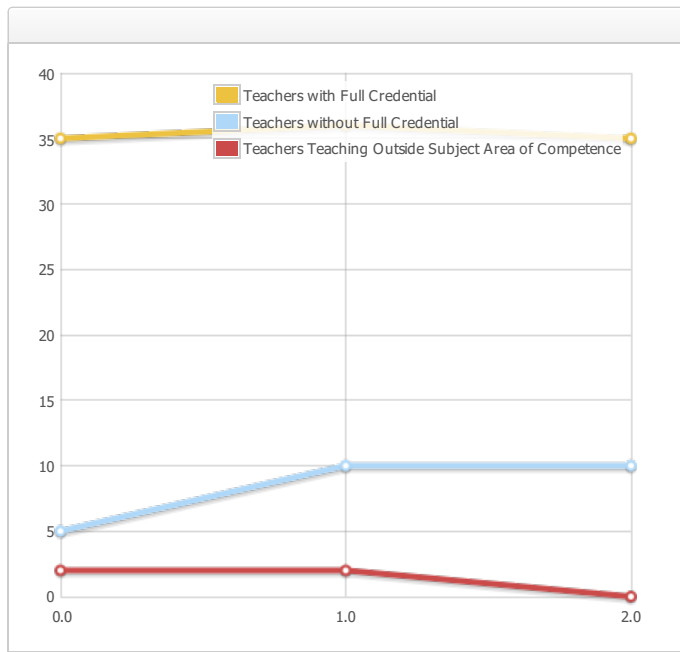
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
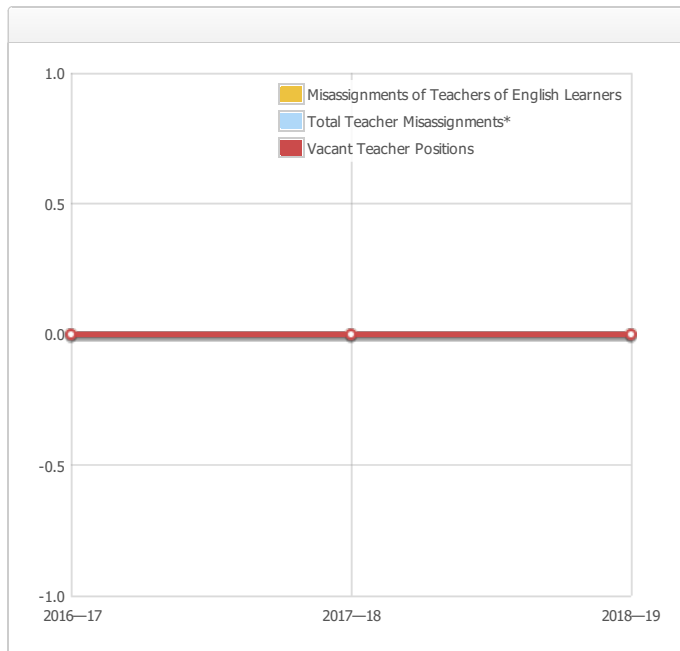
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Prentice Hall Literature (ELA grades 9-12), c2002 - adopted 2018 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 - adopted 2018 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018 Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004 - adopted 2018	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 - adopted 2018 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 6th ed., c2007 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 - adopted 2018 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 - adopted 2018 Prentice Hall Chemistry, c2007 - adopted 2018 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 - adopted 2018	Yes	0.0 %
History-Social Science	McDougal Littell Modern World History, (World History) c2006 - adopted 2018 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 - adopted 2018 McDougal Littell Magruders American Government, (American Government) c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018 Cengage: AP American Government, (AP American Government) 16th ed, c2019 - adopted 2018 Glencoe McGraw Hill: Understanding Psychology (Psychology, c2014 - adopted 2018 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 - adopted 2018 McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., 2011 - adopted 2018	Yes	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 - adopted 2018 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 - adopted 2018 Wiley: Nuevos Mundos, (Spanish for Spanish Speakers I-2) 3rd ed., c2012 - adopted 2018	Yes	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: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort 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: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace the ceiling tiles (Room 701) Replace the ceiling tiles in the hallway (Room 804) Repair rubber base and floor tiles (Room 804) Repair the walls (Weight room 704) Repair the folding benches on the south wall (Gym) Paint the ceiling by the custodial room (Cafeteria) Close the two holes in the ceiling closet (Cafeteria) Repair floor tiles (Rooms 122, 121, 219, 217, 215, 213, 211, 204, 209) Replace wood bench (Boys locker room) Paint south wall (Kitchen) Repair hole in wall in big room (Kitchen) Repair hole in wall by speaker (Room 706) Paint ceiling where light fixture was replaced (Girls locker room)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Install more plugs (Room 214) Repair floor plug (Room 205, 206) Check bell wires (Kitchen)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repair the doors at the front of the stage (Cafeteria) Sink faucet leaking (Room 204)
Safety: Fire Safety, Hazardous Materials	Good	Place an exit sign sticker above the exit door (Weight room 704, Room 706)
Structural: Structural Damage, Roofs	Good	Check roof for leaks at northend corner (Girls locker room)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repair the door (Conference room 407, room 804) Repair door closer (Room 214, 408

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair

Last updated: 6/24/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	14.0%	20.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	3.0%	1.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	153	74.27%	19.87%
Male	116	84	72.41%	18.07%
Female	90	69	76.67%	22.06%
Black or African American	44	38	86.36%	21.62%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	147	103	70.07%	15.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	197	148	75.13%	19.73%
English Learners	86	53	61.63%	1.92%
Students with Disabilities	23	17	73.91%	6.25%
Students Receiving Migrant Education Services				
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: 1/22/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	146	70.19%	.69%
Male	118	82	69.49%	1.23%
Female	90	64	71.11%	
Black or African American	44	35	79.55%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	149	100	67.11%	1.01%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	199	142	71.36%	.71%
English Learners	87	52	59.77%	
Students with Disabilities	24	16	66.67%	
Students Receiving Migrant Education Services				
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: 1/22/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners. Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports include:
- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation, and align them to the local economic and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD

teachers to ensure student success. Students may transfer schools in order to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at Kennedy High School:

Web Design II

Last updated: 1/8/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	123
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	37.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.0%

Last updated: 1/8/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	26.4%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.2%	12.2%	8.8%

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: 1/22/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

There are many ways that families can get involved at Kennedy. Parents and guardians can join one of our school governance committees, attend one of our many academic or athletic events, or volunteer on campus. We also have special outreach programs for parents of English Learners and for African American parents.

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	10.1%	17.8%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	87.3%	76.2%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	14.2%	7.5%	9.1%
Graduation Rate	76.0%	80.2%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
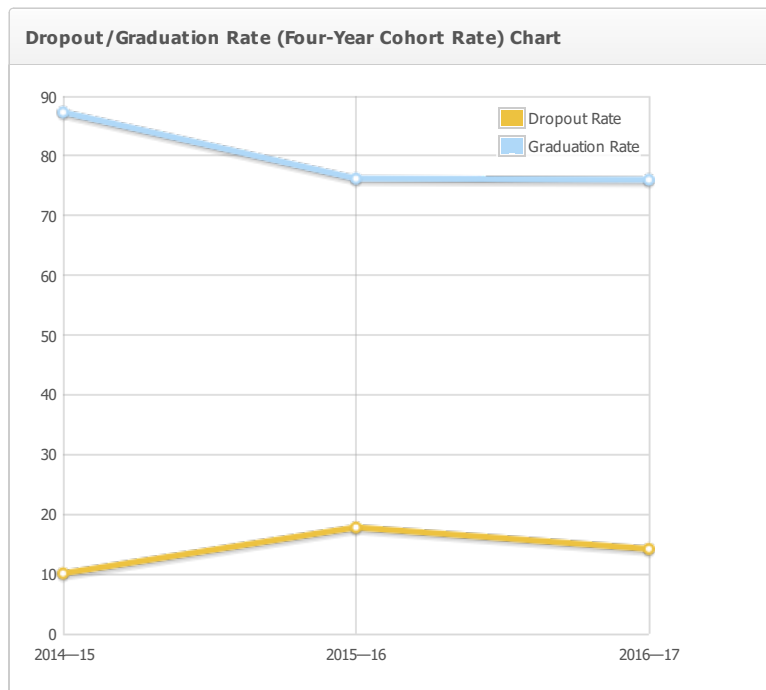
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	82.5%	85.0%	88.7%
Black or African American	76.8%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	100.0%	94.9%	94.9%
Filipino	100.0%	95.2%	93.5%
Hispanic or Latino	83.1%	83.6%	86.5%
Native Hawaiian or Pacific Islander	66.7%	94.4%	88.6%
White	100.0%	87.9%	92.1%
Two or More Races	100.0%	88.0%	91.2%
Socioeconomically Disadvantaged	89.1%	88.1%	88.6%
English Learners	63.4%	62.0%	56.7%
Students with Disabilities	45.5%	59.2%	67.1%
Foster Youth	50.0%	75.0%	74.1%

| Student Group	School	District	State

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	18.7%	15.2%	9.5%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
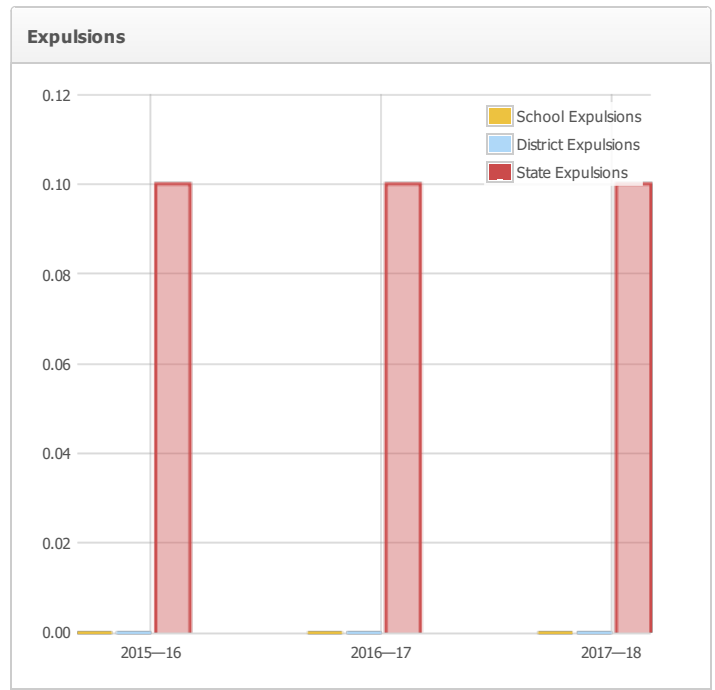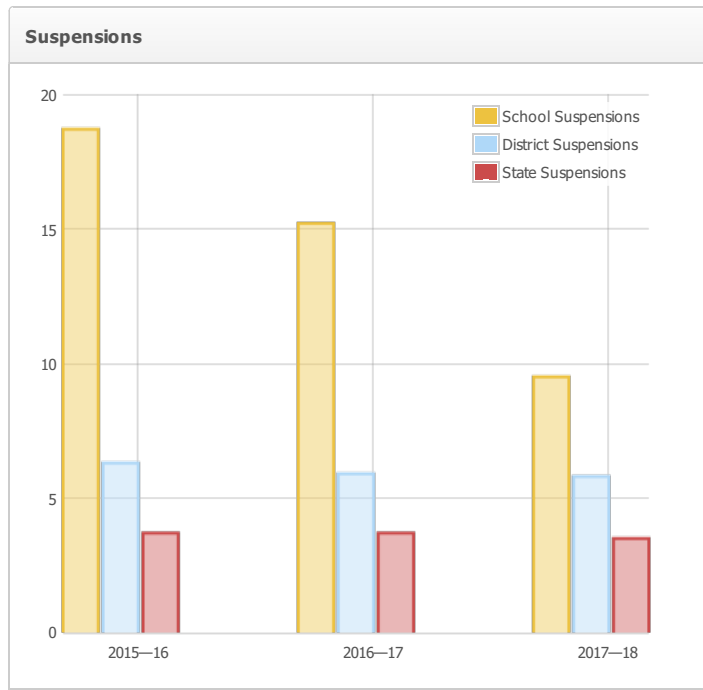
School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	9	14	19
Mathematics	28.0	9	17	12
Science	30.0	6	11	10
Social Science	35.0	3	3	20

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	23	12	16
Mathematics	29.0	10	8	15
Science	31.0	4	14	15
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	29	14	11
Mathematics	30.0	5	13	13
Science	32.0	4	4	17
Social Science	31.0	3	16	12

* 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: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	285.3
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	0.7	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)	3.0	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: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6566.0	$498.4	$6067.5	$68838.8
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-24.0%	1.7%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-8.0%	-15.9%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- SPORTS
- STREAMLINE BUILDERS KHS WELDING LAB PROJECT
- YMCA OF THE EAST BAY
- BAND
- NATIONAL EQUITY PROJECT COACHING FOR EQUITY INSTITUTE
- WEST CONTRA COSTA PUBLIC EDUCATION CONTRACT FOR BAY AREA CREATIVE
- CONTRA COSTA COMMUNITY COLLEGE DIST
- EB MAKER FAIRE BAY AREA
- WELDING SHOP
- CATHOLIC CHARITIES OF THE EAST BAY
- STUDY TRIPS
- ART

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
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 https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
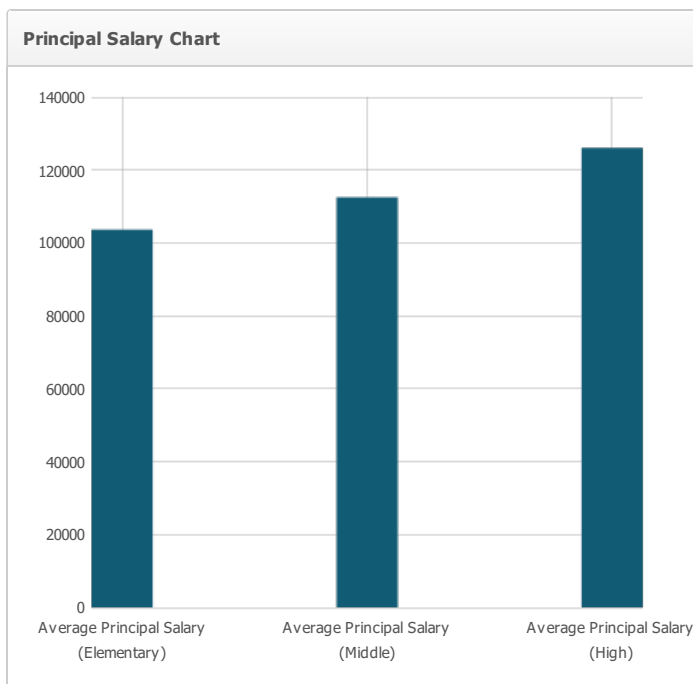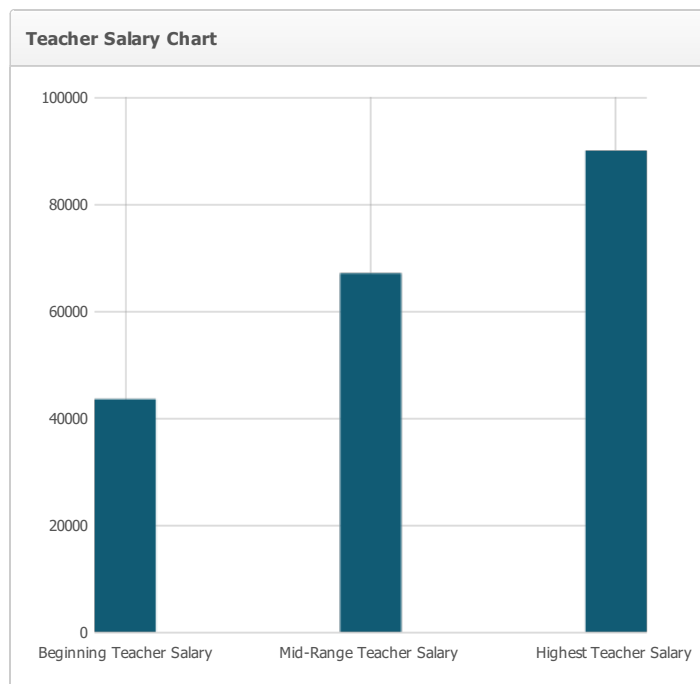
Last updated: 1/22/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	6	N/A
All Courses	15	23.9%

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

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

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Professional Development

At Kennedy, we believe that if we support teachers through professional development, provide a format and structure for strong effective department meetings combined with targeted coaching, we will then see teachers providing formative assessments, scaffolding, and opportunities for constructive conversations which will then prepare our students to SOAR.

In an effort to increase student engagement and improve student academic outcomes, during 2018-2019 there is a year-long faculty collaboration focus on planning and assessment. Teachers participate in professional learning sessions where they learn how to select and unpack power standards for their content area that they then use develop lesson plans and assessments. Teachers also have access to an instructional coaching for specific support in English Language Arts, English Language Development and Mathematics.

Professional learning opportunities are also offered to members of our school's Instructional Leadership Team, specifically related to leading adult learners.

Finally, we will expand professional development to teachers and other staff to include offerings related to building and sustaining a positive classroom and school climate, leveraging on- and off-campus expertise in restorative justice (RJ), social emotional learning (SEL), and positive behavioral intervention and supports (PBIS).

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