

John F. Kennedy High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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 | Tipawan McGee |
| Email Address | tipawan.mcgee@wccusd.net |
| School Website | www.wccusd.net/kennedy |
| County-District-School (CDS) Code | 07617960733659 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | West Contra Costa Unified School District |
| Phone Number | (510) 231-1100 |
| Superintendent | Dr. Kenneth Chris Hurst |
| Email Address | chris.hurst@wccusd.net |
| District Website | www.wccusd.net |

2023-24 School Description and Mission Statement

At the historic John F. Kennedy High School, students explore some of the most exciting careers of the 21st century. Students are exposed to a college-preparatory curriculum, complete with A-G, Dual Enrollment and AP courses. Students choose to enroll in our CTE programs that include Woodshop, Welding lab, Visual and Performing Arts. Students can also enroll in our renowned Information Technology Academy or Health Academy, either way all students are placed on a path to college and career success. Kennedy is a full service Community School, complete with a Health Center to address the social, emotional and health needs of all students.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 180 |
| Grade 10 | 237 |
| Grade 11 | 223 |
| Grade 12 | 183 |
| Total Enrollment | 823 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 42.3% |
| Male | 57.6% |
| American Indian or Alaska Native | 0.4% |
| Asian | 4% |
| Black or African American | 17.9% |
| Filipino | 0.6% |
| Hispanic or Latino | 73% |
| Native Hawaiian or Pacific Islander | 1.2% |
| Two or More Races | 1.1% |
| White | 1.8% |
| English Learners | 49.6% |
| Foster Youth | 0.2% |
| Homeless | 5.5% |
| Socioeconomically Disadvantaged | 78.1% |
| Students with Disabilities | 14.1% |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 33.00 | 82.67 | 1159.10 | 82.56 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 2.65 | 62.20 | 4.43 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.90 | 9.90 | 106.60 | 7.60 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 49.60 | 3.54 | 12115.80 | 4.41 |
| Unknown | 1.90 | 4.75 | 26.30 | 1.87 | 18854.30 | 6.86 |
| Total Teaching Positions | 39.90 | 100.00 | 1403.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 39.40 | 82.37 | 1150.10 | 75.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 59.40 | 3.90 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 6.90 | 14.54 | 171.60 | 11.27 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.15 | 50.30 | 3.30 | 11953.10 | 4.28 |
| Unknown | 1.40 | 2.92 | 91.20 | 5.99 | 15831.90 | 5.67 |
| Total Teaching Positions | 47.80 | 100.00 | 1522.80 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.80 | 0.00 |
| Misassignments | 3.10 | 6.90 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 3.90 | 6.90 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.1 | 18.2 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6 | 2.9 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | November 2023 | |
|---|---|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 Pearson: Prentice Hall Literature (ELA grade 12), c2002 - adopted 2018 | Yes | 0% |

| | | | |
|-------------------------------|---|-----|----|
| | <p>California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing 11 & 12), c2020 - adopted 2020</p> <p>National Geographic: Edge, (ELD) c2014 - adopted 2014</p> <p>Bedford/St. Martin's: St. Martin's Guide to Writing (AP English Language) 7th ed., c2004 - adopted 2018</p> <p>MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018</p> | | |
| Mathematics | <p>Pearson Algebra 1, c2015 - adopted 2017</p> <p>Pearson Envision Algebra 2, c2015 - adopted 2018</p> <p>Pearson Envision Algebra 2, c2015 & Glencoe McGraw Hill Advanced Mathematical Concepts, c2006 (Algebra 2/Precalculus) - adopted 2022</p> <p>Cengage: Financial Algebra: Advanced Algebra with Financial Applications, 2nd ed, c2018 - adopted 2020</p> <p>Pearson Envision Geometry, c2015 - adopted 2018</p> <p>Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018</p> | Yes | 0% |
| Science | <p>McGraw Hill Inspire Biology, c2020 - adopted 2022</p> <p>McGraw Hill Inspire Chemistry, c2020 - adopted 2022</p> <p>Savvas Conceptual Physics, c2009 - adopted 2022</p> <p>Bedford, Freeman, Worth Environmental Science for AP, c2023 - adopted 2023</p> <p>Paxton/Patterson: Health Science Careers (Body Systems for Health Sci Careers), c2020 - adopted 2021</p> <p>Savvas: Emergency medical responder: First on Scene, 11th ed, (Health Science Emergency Medicine), c2019 - adopted 2019</p> | Yes | 0% |
| History-Social Science | <p>McDougal Littell Magruder's American Government (American Government) c2006 - adopted 2018</p> <p>Cengage: AP American Government (AP American Government) 13th ed, c2013 - adopted 2018</p> <p>Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023</p> <p>Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018</p> <p>McDougal Littell Modern World History (World History) c2006 - adopted 2018</p> <p>Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018</p> <p>Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023</p> | Yes | 0% |
| Foreign Language | <p>EMC Paradigm T'es Branche (French 1), c2014 - adopted 2014</p> <p>Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022</p> <p>Vista Higher Learning Imagina (Spanish 4), 5th ed, c2022 - adopted 2022</p> <p>Vista Higher Learning Temas (AP Spanish Language), 2nd ed, c2019 - adopted 2022</p> <p>Vista Higher Learning Galeria (Spanish for Spanish Speakers 1-2), c2019 - adopted 2022</p> <p>Ind Published El Lazarillo de Tormes: Ilustrado (AP Spanish Literature), c2017 - adopted 2023</p> | Yes | 0% |

| | | | |
|---|-----|-----|-------|
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0.0 % |

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.

Year and month of the most recent FIT report

July 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | Tennis shoe room 305 - Ceiling tile has a circular stain which would be a small water heater above the grid leaking. Boiler - Boiler needs to be reset on the west side of the gym (PE) at the intersection of the basketball courts and solar panel area. |
| Interior: Interior Surfaces | | | X | Tennis shoe room 305 - Paint over the ceiling tile that has a circular stain. Screen print room 605 - Back third of the floor tiles "crinkle" when walked on. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | | X | Main office - Lights are out in room 104. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Main office - Sink handle is broken. |
| Safety: Fire Safety, Hazardous Materials | X | | | Main office - Fre extinguisher is dated 2021. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Room 703 - Door doesn't lock. 100 wing - Ground level east side exit door to the parking lot needs the door closer adjusted. |

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 15 | 19 | 32 | 32 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 1 | 4 | 21 | 22 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 202 | 46 | 22.77 | 77.23 | 18.60 |
| Female | 77 | 21 | 27.27 | 72.73 | 36.84 |
| Male | 125 | 25 | 20.00 | 80.00 | 4.17 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 5 | 41.67 | 58.33 | -- |
| Black or African American | 28 | 10 | 35.71 | 64.29 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 150 | 27 | 18.00 | 82.00 | 16.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 104 | 18 | 17.31 | 82.69 | 5.88 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 171 | 39 | 22.81 | 77.19 | 21.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 26 | 7 | 26.92 | 73.08 | -- |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 202 | 97 | 48.02 | 51.98 | 4.30 |
| Female | 77 | 45 | 58.44 | 41.56 | 9.09 |
| Male | 125 | 52 | 41.60 | 58.40 | 0.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 9 | 75.00 | 25.00 | -- |
| Black or African American | 28 | 17 | 60.71 | 39.29 | 6.25 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 150 | 65 | 43.33 | 56.67 | 3.23 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 104 | 41 | 39.42 | 60.58 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 171 | 85 | 49.71 | 50.29 | 4.88 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 26 | 7 | 26.92 | 73.08 | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 3.48 | -- | 18.49 | 20.56 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 316 | 5 | 1.58 | 98.42 | -- |
| Female | 127 | 3 | 2.36 | 97.64 | -- |
| Male | 188 | 2 | 1.06 | 98.94 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 16 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 40 | 2 | 5.00 | 95.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 243 | 3 | 1.23 | 98.77 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 188 | 3 | 1.60 | 98.40 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 276 | 4 | 1.45 | 98.55 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 34 | 2 | 5.88 | 94.12 | -- |

2022-23 Career Technical Education Programs

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 specific subjects 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 initiative at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can 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 economy 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 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:

Pathway: IT

- Digital Arts Designs for the Web 1
- InfoSystems Design & Management 1
- Web Design 2
- InfoSystems Design & Management 2

Pathway: Welding

- Welding I
- Welding II

Pathway: Health

- Body Systems for Health Science Careers

Pathway: Woodworking

- Intro to Building & Construction Trades
- Construction Tech

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 489 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.78 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 28.79 |

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 93.5 | 93.5 | 93.5 | 93.5 | 93.5 |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Kennedy High School, plans, coordinates, and implements family engagement activities such as:

School Governance including the School Site Council, English Learner Parent Advisory Committee and African American Parent Advisory Committee

Family Orientation, Back-to-School Night & Open-House

Coffee with the Principal

Parent Workshops, Family and Community Events.

Financial Aid Workshops/Cash For College Night

Athletic and Honor Roll Awards Assemblies Quarterly

2023-24 Opportunities for Parental Involvement

Career, College & Community Resource Fair

The School Site Council (SSC), ELAC and the African American Parent Advisory Council meet monthly and participate in the school decisions related to the education of their children. Families are encouraged to participate in school decision making through participation in the AAPAC, ELAC and SSC.

Coffee with the principal is designed to have dialogue with school stakeholders and community members to provide feedback and share concerns, challenges and celebrations for all school members to foster student success.

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 14.7 | 26.7 | 27.5 | 5.8 | 8.1 | 9.3 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 76.9 | 59.5 | 65.1 | 84.1 | 85.5 | 85 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 189 | 123 | 65.1 |
| Female | 79 | 60 | 75.9 |
| Male | 109 | 62 | 56.9 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | 30 | 23 | 76.7 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 148 | 92 | 62.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | 114 | 64 | 56.1 |
| Foster Youth | -- | -- | -- |
| Homeless | 18 | 9 | 50.0 |
| Socioeconomically Disadvantaged | 177 | 117 | 66.1 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 17 | 7 | 41.2 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 969 | 899 | 383 | 42.6 |
| Female | 405 | 376 | 168 | 44.7 |
| Male | 561 | 521 | 214 | 41.1 |
| Non-Binary | 3 | 2 | 1 | 50.0 |
| American Indian or Alaska Native | 3 | 3 | 1 | 33.3 |
| Asian | 36 | 34 | 7 | 20.6 |
| Black or African American | 170 | 158 | 81 | 51.3 |
| Filipino | 6 | 6 | 2 | 33.3 |
| Hispanic or Latino | 709 | 657 | 266 | 40.5 |
| Native Hawaiian or Pacific Islander | 11 | 10 | 4 | 40.0 |
| Two or More Races | 15 | 13 | 8 | 61.5 |
| White | 19 | 18 | 14 | 77.8 |
| English Learners | 473 | 453 | 195 | 43.0 |
| Foster Youth | 4 | 3 | 3 | 100.0 |
| Homeless | 61 | 57 | 35 | 61.4 |
| Socioeconomically Disadvantaged | 843 | 793 | 337 | 42.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 132 | 123 | 73 | 59.3 |

C. Engagement

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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 8.18 | 7.53 | 0.01 | 3.97 | 4.81 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 | 0.02 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 7.53 | 0 |
| Female | 5.93 | 0 |
| Male | 8.73 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 8.33 | 0 |
| Black or African American | 17.65 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 4.65 | 0 |
| Native Hawaiian or Pacific Islander | 9.09 | 0 |
| Two or More Races | 13.33 | 0 |
| White | 21.05 | 0 |
| English Learners | 5.29 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 9.84 | 0 |
| Socioeconomically Disadvantaged | 7.59 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 16.67 | 0 |

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27 | 10 | 20 | 8 |
| Mathematics | 29 | 3 | 14 | 7 |
| Science | 28 | 4 | 14 | 7 |
| Social Science | 31 | 2 | 15 | 11 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 20 | 20 | 9 |
| Mathematics | 26 | 17 | 11 | 8 |
| Science | 27 | 7 | 11 | 6 |
| Social Science | 25 | 12 | 20 | 3 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | 16 | 25 | 6 |
| Mathematics | 25 | 8 | 16 | 6 |
| Science | 25 | 9 | 10 | 6 |
| Social Science | 26 | 11 | 19 | 6 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 274.33 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.7 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 9438.92 | 2862.99 | 6575.93 | 80949.09 |
| District | N/A | N/A | 5516.63 | \$77,994 |
| Percent Difference - School Site and District | N/A | N/A | 17.5 | 3.7 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -59.4 | -8.2 |

Fiscal Year 2022-23 Types of Services Funded

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

ALLIANCE GRAPHICS
AMAZON
AMERICAN STAGE TOURS
B & H PHOTO VIDEO INC
BAY AREA COMMUNITY RESOURCES
BENJAMIN CARPENTER
BLICK ART MATERIALS LLC
BLOOKET LLC
BOOKSOURCE
BSN SPORTS LLC
CATHOLIC CHARITIES OF THE EAST BAY
CDW GOVERNMENT
CRUSADER FENCE CO INC
D HARRIS TOURS INC
FIRST STUDENT INC
FOLLETT CONTENT SOLUTIONS LLC
FOOD MAXX
GLENN F GILMORE
JESSICA PETRILLI
JW PEPPER AND SONS INC
KARINA SORIANO- PONCE
KBA DOCUMENT SOLUTIONS, LLC
LAUREL HERMES
LUCKY
MICHAELS TRANSPORTATION
NEW LIFE MOVEMENT
NOREDINK CORP
PANERA BREAD COMPANY
PATHFUL, INC.
PINOLE FOOD VENTURES, INC
POSITIVE PROMOTIONS
RAZOR SPARROW LLC
SCHOOL SPECIALTY LLC
SIERRA PACIFIC TOURS
SOUTHERN COMPUTER WAREHOUSE INC
SOUTHWEST SCHOOL & OFFICE SUPPLY
STREAMLINE BUILDERS
ULINE INC
US BANK
WARD'S MEDIA TECH, INC
WCCUSD CENTRAL LIBRARY SERVICES
WCCUSD REVOLVING CASH FUND
WILLIAM HEYWARD

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$50,922 | \$55,550 |
| Mid-Range Teacher Salary | \$79,887 | \$80,703 |
| Highest Teacher Salary | \$103,799 | \$109,418 |
| Average Principal Salary (Elementary) | \$124,259 | \$137,703 |
| Average Principal Salary (Middle) | \$129,831 | \$143,760 |
| Average Principal Salary (High) | \$145,277 | \$159,021 |
| Superintendent Salary | \$270,000 | \$319,443 |
| Percent of Budget for Teacher Salaries | 28.46% | 30.35% |
| Percent of Budget for Administrative Salaries | 5.12% | 4.87% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|----|
| Percent of Students in AP Courses | 10 |
|--|----|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 4 |
| Fine and Performing Arts | 0 |
| Foreign Language | 2 |
| Mathematics | 0 |
| Science | 2 |
| Social Science | 2 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 10 |

Professional Development

Our Professional Learning Team and Instructional Leadership Team work in collaboration to establish the professional learning needs of staff. We use data and research based practices to develop, monitor, lead and inform the professional learning plan which includes professional development on and off-site, content specific conference attendance, coaching and collaboration provided by District Personnel. Our Collaborative Professional Learning Plan focuses on the following areas:

1. Race and Equity/Antiracism
2. Culture and Climate
3. Standards Based Instruction/Assessments
4. Language and Literacy strategies (EOs & SELs)
5. Special Education Policy & Procedures
6. Collaborative & Shared Decision Making

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 33 | 30 | 22 |