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	8281 Walker Street
City, State, Zip	La Palma, CA 90623-2123
Phone Number	(714) 220-4101
Principal	Jennifer Brown-Interim Principal
E-mail Address	brown_j@auhsd.us
Web Site	http://kennedy.auhsd.us/
CDS Code	30664313033115

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

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

School Mission Statement:
John F. Kennedy High School's Mission is…

To ENGAGE students in school, community, and global activities which encourage passion, empathy, and open mindedness.

To EDUCATE students in a rigorous and diverse curriculum that fosters critical thinking, creativity, collaboration, and communication.

To EMPOWER students to be inquirers who work in conventional and innovative ways to be successful in their life pursuits.

Highlights:
John F. Kennedy High School is one of nine comprehensive high schools in the Anaheim Union High School District. Kennedy opened its doors in 1964, and has a current enrollment of approximately 2,400 students in grades nine through twelve. It was the first school in the United States to be named after President John F. Kennedy. Kennedy is the only high school in the small city of La Palma, and the school became a California Distinguished School in 2013. Go Irish!

John F. Kennedy High School offers the only International Baccalaureate (IB) program in the Anaheim Union High School District. This year, there are 130 juniors and seniors enrolled in the program. Last year, 48 seniors earned the IB diploma. Based on current enrollment, over 600 students will be eligible to take Advanced Placement exams in this school year. The 543 Kennedy students who took AP exams last year had a pass rate of 57.1 percent. Additionally, 99.5% of Kennedy seniors from 2016 completed all requirements for graduation in 2016.

Demographic Information:
John F. Kennedy High School has 2,433 students, of which approximately 45% participate in the free and reduced meal program, and 8% are English Learners. The demographic profile also indicates the following: 38% Hispanic, 18% White, 23% Asian, 11% Filipino, 4% African American, and 1% Pacific Islander and 4% identify as mixed.

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

Grade Level	Number of Students
Grade 9	671
Grade 10	638
Grade 11	627
Grade 12	497
Total Enrollment	2,433

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.4
Asian	23.1
Filipino	11.3
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.3
White	18.3
Two or More Races	5
Socioeconomically Disadvantaged	46.4
English Learners	7.5
Students with Disabilities	8.3
Foster Youth	0.2

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	84	86	88	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	2	1	3	59

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	2	1	3
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.

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	99.5	0.5
All Schools in District	98.0	2.0
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	97.0	3.0

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: September 2016

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in Septemberr 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement/International Baccalaureate courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	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)	All science labs at Kennedy High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white board/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Kennedy High School opened in 1964. The 47.4 acre site includes 80 regular classrooms. Twenty-six of these are rooms, which are designed for specific programs (i.e. computer labs, science lab, choral music, etc.). The site includes a multi-purpose room, a media center, a performing arts center, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure 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. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

A large modernization and construction project, completed about 7 years ago, yielded a new practice gym, expansion of the library, a new auditorium, and some new science classrooms. The modernization portion of the Kennedy project, which included 12 campus buildings and support facilities, such as the kitchen, was completed in conjunction with the new facilities project.

The most recent site inspection was completed on September 15, 2016.

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: September 15, 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 15, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Mechanical and custodial doors near lounge need replacement. Repair work is in progress.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 15, 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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	75	72	44	47	44	48
Mathematics	45	46	29	29	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	618	606	98.1	72.3
Male	11	302	295	97.7	67.7
Female	11	316	311	98.4	76.7
Black or African American	11	17	17	100.0	76.5
American Indian or Alaska Native	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	11	137	133	97.1	85.0
Filipino	11	67	67	100.0	85.1
Hispanic or Latino	11	234	229	97.9	60.4
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	115	113	98.3	74.1
Two or More Races	11	43	43	100.0	74.4
Socioeconomically Disadvantaged	11	287	280	97.6	65.6
English Learners	11	45	41	91.1	7.3
Students with Disabilities	11	58	55	94.8	18.5
Foster Youth	11	--	--	--	--

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	619	607	98.1	45.6
Male	11	302	295	97.7	46.4
Female	11	317	312	98.4	44.9
Black or African American	11	17	17	100.0	35.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	137	133	97.1	75.9
Filipino	11	68	68	100.0	55.9
Hispanic or Latino	11	234	228	97.4	28.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	115	114	99.1	39.5
Two or More Races	11	43	43	100.0	48.8
Socioeconomically Disadvantaged	11	287	280	97.6	42.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**11**	45	41	91.1	14.6
Students with Disabilities	**11**	58	55	94.8	7.3
Foster Youth	**11**	--	--	--	--

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)	67	67	63	61	56	51	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	614	603	98.2	63.4
Male	319	314	98.4	60.5
Female	295	289	98.0	66.4
Black or African American	29	28	96.6	50.0
Asian	158	155	98.1	76.8
Filipino	75	75	100.0	68.0
Hispanic or Latino	203	200	98.5	51.5
White	121	119	98.4	65.6
Two or More Races	23	21	91.3	66.7
Socioeconomically Disadvantaged	280	274	97.9	58.0
English Learners	38	36	94.7	2.8
Students with Disabilities	51	49	96.1	30.6

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)

John F. Kennedy High School has ten career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2015-16 school year, courses were offered in the following career industry sectors: Arts, Media & Entertainment; Education, Child Development, and Family Services; Business & Finance; Health Science & Medical Technology; Hospitality, Tourism, and Recreation; Information and Communication Technologies; Marketing, Sales, and Service; and Public Services.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	579
% of pupils completing a CTE program and earning a high school diploma	96.5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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	99.54
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	51.2

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	10	27.5	55

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)

John F. Kennedy High School encourages parental involvement and offers a variety of opportunities for interested parents. Parent involvement opportunities include participation in PTSA, School Site Council, Booster Clubs, Discipline Committee, WASC process, coffee talks with the principal, English Learner Advisory Committee (ELAC), and a parent education series in Spanish. Parent representatives also serve on the District-level English Learner Advisory Committee (DELAC), and the Superintendent's Advisory Committee. Kennedy also offers opportunities for parent/community volunteers to work in the library and various offices. Each year, we host the Green Band from Japan. The Green Band members are high school students in Japan who play in the Rose Parade every year and stay with Kennedy families in the area.

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	0.70	3.10	1.00	8.60	8.60	7.30	11.40	11.50	10.70
Graduation Rate	98.06	96.71	97.98	84.34	84.81	87.31	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	99	86	86
Black or African American	96	86	78
American Indian or Alaska Native	100	69	78
Asian	99	96	93
Filipino	100	94	93
Hispanic or Latino	98	83	83
Native Hawaiian/Pacific Islander	100	82	85
White	100	87	91
Two or More Races	96	90	89
Socioeconomically Disadvantaged	84	63	66
English Learners	55	53	54
Students with Disabilities	89	80	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	2.1	2.6	2.8	5.4	5.4	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The school safety plan is reviewed and updated on an annual basis. The plan was shared with the staff prior to the beginning of each school year. Kennedy High School's policy packet and AUHSD Parent Handbook are great resources for key information regarding school safety. In addition, Kennedy has a Discipline Committee that meets monthly with teachers to discuss current safety and school trends. The La Palma Police Deparment meets anuually with the school site to discuss current trends and lock down procedures. We meet with community members quarterly and provide input to city wide concerns. Additionally, we have a Positive Behavioral Interventions and Supports (PBIS) system to help with school safety, student discipline, and appropriate responses to behaviors.

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
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	100.0

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	36	5	48	28	29	10	49	28	29	10	49
Mathematics	29	20	11	44	28	22	12	44	28	22	12	44
Science	31	14	11	39	30	11	20	33	30	11	20	33
Social Science	28	17	17	32	29	17	14	36	29	17	14	36

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	4	608
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist	0	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	$9,256	$2,071	$7,185	$92,184
District	N/A	N/A	$8,344	$90,749
Percent Difference: School Site and District	N/A	N/A	-13.9	1.6
State	N/A	N/A	$5,677	$77,824
Percent Difference: School Site and State	N/A	N/A	26.6	18.5

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

Types of Services Funded (Fiscal Year 2015-16)

Kennedy High School receives ?supplemental funding through Title II and the Local Control Funding Formula (LCFF) for the following programs: International Bacclaurette Diploma Program, English learners, Special Education, Career Technical Education, Visual and Performing Arts Programs and professional development.Kennedy High School also supports interventions through a Multi-Tiered System of Support model where First Best Instruction is emphasized. LCFF funds provide additional educational opportunities and interventions to English Learners and students who are at risk of falling below grade level. Also funded through LCFF are: parent education programs, support materials, including computer software, hardware, and peripherals, and LCFF funds are also used to support after-school academic tutoring in math. Title II funds are used to provide teaching staff professional development in educational practices to best serve our students. Perkins funds are used to support Career Technical Education (CTE) pathway programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,833	$46,184
Mid-Range Teacher Salary	$90,682	$75,179
Highest Teacher Salary	$104,163	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$133,509	$124,243
Average Principal Salary (High)	$138,901	$137,939
Superintendent Salary	$225,500	$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	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	4	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	19	15.6%

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)

Kennedy High School has calendared within the school year 33 late start days and two non-student days. This time, which is provided to staff members, is devoted to staff development on site and teacher collaboration. Staff members are offered additional staff development opportunities through the AUHSD online directory as well as various trainings offered by the Orange County Department of Education and others. Various Kennedy programs participate in summer workshops held on site. Kennedy High School has added a postion designated as Lesson Design Specialist. These employees act as academic coaches and assist in staff development activities.