



John F. Kennedy High School

6715 Gloria Drive • Sacramento, CA 95831 • (916) 395-5090 • Grades 9-12

David Van Natten, Principal

David-VanNatten@scusd.edu

www.jfk.scusd.edu

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Sacramento City Unified School District

5735 47th Avenue

Sacramento, CA 95824

(916) 643-7400

www.scusd.edu

District Governing Board

Jay Hansen President, Area 1

Jessie Ryan, 1st VP, Area 7

Darrel Woo 2nd VP, Area 6

Ellen Cochrane, Area 2

Christina Pritchett, Area 3

Michael Minnick, Area 4

Mai Vang, Area 5

Sara Nguyen, Student Member

District Administration

Jorge Aguilar

Superintendent

Lisa Allen

Deputy Superintendent

Chad Sweitzer

Instructional Assistant

Superintendent

Tu Moua-Carroz

Instructional Assistant

Superintendent

Olga L. Simms

Instructional Assistant

Superintendent

Mary Hardin Young

Instructional Assistant

Superintendent

School Description

Set on 44 park-like acres in the Pocket-Greenhaven neighborhood, John F. Kennedy is an outstanding high school, featuring both traditional and innovative course offerings presented by a caring and dedicated faculty. Students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. Individual and cultural diversity is endorsed and supported so that all students receive the opportunity to become engaged, productive citizens.

Parents and community members are a visible presence on campus. They participate in many parent forums and on school decision making committees. Families support the school by walking the campus, beautifying the grounds, and installing extra lighting. Cougar Parent Committee (CPC) and Parents at Kennedy (PAK) volunteers assist during orientation, testing, and many other extracurricular activities.

The Program in America and California Exploration (PACE), founded by Senator Gary Hart in 2001, is a four-year college preparatory history and English program that explores these curricular areas from a uniquely Californian perspective. The program features a summer component at California State University, Sacramento (CSUS) for incoming freshmen, numerous pathway specific field trips, and outstanding guest speakers from a wide range of career paths.

Founded in 2014 after two years of planning, the Manufacturing and Design (MaD) pathway is Kennedy's newest program, offering many diverse opportunities to students in areas including product design and the development process, the principles of design, computer aided design, fabrication and manufacturing processes, sustainability, and the principles of business, entrepreneurship, and global design. An award winning and nationally recognized robotics program is also offered via the MaD pathway.

Supported in part by the Sacramento Police Department (SPD), the Criminal Justice Academy is a California Partnership Academy (CPA) and offers unique opportunities to those who are interested in exploring the field of law enforcement. The curriculum includes in-depth coverage of federal, state and local government and law plus a rigorous physical education and training program for four years. Community service and family involvement are required. SPD provides cadet uniforms and offers summer employment and assistance with college tuition.

Marine Corps Junior ROTC offers students a chance to explore a career in the military. Kennedy has two Marine Corps teachers on campus who instruct students on leadership, discipline and the Marine Corps curriculum. Community service and family involvement are required. The United States Marine Corps provides cadet uniforms and support.

The Academy of Culinary Arts provides students opportunities to learn skills and explore career options. The culinary courses use innovative lesson plans and activities to teach a wide range of topics which include nutrition, food preparation and sanitation, serving and catering, and cooking skills. Advanced coursework provides job shadowing and internship opportunities at local restaurants and hotel kitchens. The Cougar Cafe houses a full scale commercial kitchen and an eating area that seats seventy-five people.

Among Kennedy's other curricular offerings include numerous art offerings, a robust and award winning marching band, orchestra, color guard, choir, newspaper, a wide variety of foreign language offerings, and numerous advanced placement classes in English, Social Science, Science, Math, Art, and World Languages.

John F. Kennedy features a varied physical education and athletic program with twenty-one competitive sports available to students. In addition, there are more than 45 different clubs from which for students to choose.

Students are encouraged to 1) Get Invested, 2) Have a Purpose, and 3) Be Thoughtful, and 4) Seek Understanding.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	577
Grade 10	596
Grade 11	511
Grade 12	543
Ungraded Secondary	3
Total Enrollment	2,230

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.1
American Indian or Alaska Native	0.8
Asian	26.7
Filipino	3.1
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	1.9
White	11.2
Two or More Races	6.5
Socioeconomically Disadvantaged	58
English Learners	9.1
Students with Disabilities	10.9
Foster Youth	0.2

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			
John F. Kennedy High School	15-16	16-17	17-18
With Full Credential	89	76	73
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	1	0
Sacramento City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
John F. Kennedy High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	0	0

* "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.

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

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature and Language Arts, Course 3 English 9 2003 Holt Literature and Language Arts, Course 4 English 10 2003 Holt Literature and Language Arts, Course 5 English 11 2003 Holt Literature and Language Arts, Course 6 English 12 2003 Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007 The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008 Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007 Perrine’s Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012 CCSS Integrated Pathway: Mathematics II, Walch Education Mathematics 2012 CCSS Integrated Pathway: Mathematics III, Walch Education Mathematics 2012 Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006 Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007 Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008 Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997 Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007 Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007 Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Economics Principles in Action, Pearson Prentice Hall Modern Economics 2007 Invitation to Psychology. Prentice Hall Psychology AP 2008 Psychology, 7th Ed., Worth Psychology 2004 Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006 Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005 Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002 Biology, Prentice Hall Biology/Biophysical Science 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005 Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007 Chemistry in the Community, Freeman Chemistry 2000 Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005 Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007 Hole’s Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	World Geography, McDougal Littell Geography 2006 World Cultures and Geography, McDougal Littell Geography SDAIE 2003 World Geography and Cultures, Globe Fearon Geography SDAIE 2002 Human Legacy, Holt World History 2008 World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth World History AP 2007 American Anthem Modern American History, Holt, Rinehart and Winston U.S. History 2007 The American Journey: A History of the United States, Prentice Hall U.S. History AP 2001 Magruder's American Government, Pearson Prentice Hall U.S. Government 2005 American Government, 9th Edition, Houghton Mifflin U.S. Government AP 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built during 1966-67 and opened in September 1967. This school has 74 permanent classrooms which include a multipurpose room, small theater, auditorium, a library, and an administrative building. The school also has 22 portables. During the 2006 modernization, renovations and upgrades were made in the following areas: health and safety, fire alarms, HVAC, roofing and miscellaneous upgrades.

The District takes great efforts to ensure that all schools are clean, safe, and functional. District 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 District governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the District operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/31/17

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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/31/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X			Remove electrical boxes off the floor - WO #103295. Replace bad ballasts - WO #106279. Replace bad ballasts - WO #106456.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sink was removed and needs to be placed back in - WO #106240.	
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	Work orders made for all deficiencies. Repairs made.
	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	40	47	47	47	60	56

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

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

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	64	39	39	48	48
Math	34	36	30	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.9	22.5	20.6

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	501	481	96.0	47.2
Male	248	234	94.4	49.6
Female	253	247	97.6	44.9
Black or African American	93	84	90.3	25.0
Asian	131	130	99.2	57.7
Filipino	22	22	100.0	59.1
Hispanic or Latino	157	151	96.2	43.7
White	57	53	93.0	66.0
Two or More Races	30	30	100.0	46.7
Socioeconomically Disadvantaged	319	304	95.3	39.8
English Learners	49	45	91.8	15.6
Students with Disabilities	55	51	92.7	21.6

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	484	463	95.66	63.99
Male	242	232	95.87	58.26
Female	242	231	95.45	69.7
Black or African American	90	84	93.33	45.12
American Indian or Alaska Native	--	--	--	--
Asian	135	133	98.52	75.94
Filipino	18	16	88.89	75
Hispanic or Latino	145	138	95.17	54.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	47	94	85.11
Two or More Races	36	35	97.22	68.57
Socioeconomically Disadvantaged	270	255	94.44	55.34
English Learners	63	62	98.41	32.26
Students with Disabilities	52	45	86.54	13.64
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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	485	466	96.08	36.48
Male	242	233	96.28	31.33
Female	243	233	95.88	41.63
Black or African American	90	84	93.33	14.29
American Indian or Alaska Native	--	--	--	--
Asian	135	133	98.52	54.89
Filipino	18	16	88.89	31.25
Hispanic or Latino	146	141	96.58	30.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	48	96	45.83
Two or More Races	36	35	97.22	37.14
Socioeconomically Disadvantaged	271	259	95.57	29.73
English Learners	63	62	98.41	22.58
Students with Disabilities	52	46	88.46	2.17
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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The Cougar Parent Committee (CPC) and Parents at Kennedy (PAK) are two active groups that promote parental involvement at John F. Kennedy. Volunteer opportunities include dance chaperones, orientation, Back-to-School Night, Open House, Cougar Days, information nights and Sober Graduation Night. Historically, CPC has hosted the teacher appreciation breakfasts and end-of-year luncheon for staff. PAK owns and operates the lockers at the school and beautifies and improves the campus. PAK seeks volunteers who are available to walk the campus during lunch to provide additional adult supervision. Numerous parent booster clubs provide additional support for the music and sports programs.

For more information with regard to volunteer opportunities, please contact David Van Natten, Principal, at (916) 395-5090.

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.

School Safety Plan

Sacramento City Unified School District
 Comprehensive Safe School Plan 2017-2018

Section 1..... Crisis Communication Flow
 Section 2.....Site Level Emergency Procedures:
 (a) Lockdown Response

- (b) Fire
- (c) Bomb Threat, ATF Bomb Threat Checklist
- (d) Active Shooter
- (e) Chemical Accident
- (f) Severe Weather / Loss of Power (City of Sacramento)
- Section 3.....Earthquake Emergency Procedures
- Section 4..... Site Level Use of Schools as a Community Shelter **
- Section 5.....District Policies Related to Safety and Missing Student Protocol:
 - (a) Board Policy 5021: Custodial & Parent Rights
 - (b) Mandated Child Abuse Reporting
 - (c) Suicide Risk Assessment
 - (d) Missing Student Protocol
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- ** To be determined by The American Red Cross and the Office of Emergency Services
- Section 10.....Component I: Social Climate
Component II: Physical Climate/Campus
- Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
- Section 12..... Site Level Communication Procedures
- Section 12 (a).....Emergency Phone Tree
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
- Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
- Section 15.....Site Level Family Reunification Plans
- Section 15 (a)..... Reunification Logs
- Section 16.....(Confidential) Site Level Provisions for Students/Staff With Special Needs
- Section 16 (a).....Site Evacuation for Persons With Special Needs
- Section 17.....School Site Safety Committee Member List and Approval of CSSP
- Section 18.....Staff / School Handbook
- Section 19.....Site Map (Please Label Rooms)
- Section 20.....OPTIONAL-Additional Site-Specific Safety Information

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2017 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.0	5.6	6.8
Expulsions Rate	0.1	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	52	
Percent of Schools Currently in Program Improvement	73.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6.0
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	1.0
Social Worker	0.0000
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	6.0
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	415.2

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	23	24	18	3	24	42	30	38	16	29	17
Mathematics	27	25	24	16	5	13	32	8	15	25	23	11
Science	21	21	22	33	6	28	27	12	29	25	26	26
Social Science	27	23	27	22	22	17	28	28	34	35	35	36

* 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.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (ES)	\$109,332	\$120,448
Average Principal Salary (MS)	\$111,735	\$125,592
Average Principal Salary (HS)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of District Budget		
Teacher Salaries	29%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs-Assets: After School Safety Enrichment for Teens
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- AB 1802 at risk student counseling (11th grade counseling)
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, counselors and two social workers
- Supplemental Education Services
- School Choice
- Four theme based small learning community providing access to many community partners, event and internships

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,532	1,192	5,340	71,971
District	♦	♦	\$5,744	\$70,343
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-7.0	2.3
Percent Difference: School Site/ State			-18.8	-9.2

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
John F. Kennedy High School	2013-14	2014-15	2015-16
Dropout Rate	3.5	6.9	4.5
Graduation Rate	92.59	88.39	91.15
Sacramento City Unified School District	2013-14	2014-15	2015-16
Dropout Rate	5.5	8.9	9.9
Graduation Rate	85.01	80.32	81.41
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	295
% of pupils completing a CTE program and earning a high school diploma	4.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.23
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	27.68

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	1	◆
Fine and Performing Arts	1	◆
Foreign Language	3	◆
Mathematics	3	◆
Science	2	◆
Social Science	3	◆
All courses	13	27.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.74	82.08	87.11
Black or African American	98.86	74.24	79.19
American Indian or Alaska Native	100	76.92	80.17
Asian	96.34	91.84	94.42
Filipino	93.75	94.12	93.76
Hispanic or Latino	96.97	79.31	84.58
Native Hawaiian/Pacific Islander	80	82.54	86.57
White	95.89	84.85	90.99
Two or More Races	80	81.75	90.59
Socioeconomically Disadvantaged	81.13	57.18	63.9
English Learners	48.08	57.57	55.44
Students with Disabilities	93.14	80.12	85.45
Foster Youth	0	65	68.19

Career Technical Education Programs

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

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.