

John F. Kennedy Middle College High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| School Contact Information | |
|-----------------------------------|--|
| School Name | John F. Kennedy Middle College High School |
| Street | 1951 Third Street |
| City, State, Zip | Norco, CA, 92860 |
| Phone Number | (951) 738-2200 |
| Principal | Petria Gonzales |
| E-mail Address | petria.gonzales@cnusd.k12.ca.us |
| Web Site | www.cnusd.k12.ca.us/jfk |
| CDS Code | 33-6703-0110759 |

| District Contact Information | |
|------------------------------|--------------------------------------|
| District Name | Corona-Norco Unified School District |
| Phone Number | (951) 736-5000 |
| Superintendent | Michael H. Lin, Ed.D. |
| E-mail Address | mclin@cnusd.k12.ca.us |
| Web Site | www.cnusd.k12.ca.us |

School Description and Mission Statement (School Year 2018-19)

Mission: John F. Kennedy Middle College high school is a school of choice for self-directed learners desiring a supportive environment where they can pursue college and career pathways by taking Norco College and Kennedy courses concurrently.

Vision: John F. Kennedy Middle College high school envisions a school where all students take Norco College courses, complete a minimum of 30 Norco College units, and graduate career and college ready with all A-G requirements met.

John F. Kennedy Middle College High School was founded in 2006 as an "Alternative School of Choice" in the Corona-Norco Unified School District. Built on the campus of Norco College, JFK students attend high school and college classes throughout the school day. JFK serves a regional population drawing students from counties including Riverside, San Bernardino, Orange, and Los Angeles and is currently one of the largest middle college programs in the nation.

While we are large compared to other middle college high schools, we are small and intimate when compared with comprehensive high schools. Our entire staff works to instill a sense of caring and individual support with each and every student at JFK. As a result, we have a school environment where students feel supported to achieve their highest academic goals.

Students at JFK also have the ability to take as many as two years of college courses at Norco College. The opportunity to take college classes helps students grow both academically and socially – the expectation is that they will perform and behave like college students, and our students respond to these expectations with great success. Students apply to a four-year college or university and receive credit for up to two years of their coursework.

The central purpose of JFK is to provide opportunities for students who fall into categories generally perceived as being “under represented” to access career and collegiate pathways. While at more traditional high schools, our students were often overshadowed by higher achieving students or by those with greater needs. Often they were not engaged in their former schools which resulted in their inability to reach their fullest potential. Our approach in working with students is to identify gaps in their learning, effort, and achievement. We then address identified gaps by prescribing curriculum, making classes relevant, providing appropriate rigor, and building relationships.

Due to the joint focus on supporting the “middle-performing” student and access to college courses, JFK does not offer Advanced Placement or International Baccalaureate classes. Indeed, the focus of our school is not on ranking; therefore, we do not select valedictorians or salutatorians. Instead, we support all students towards college and career readiness and success while still in high school. Colleges and universities accept our students with confidence, knowing they have already met with success in a college environment and will transition well to a full-time program of higher education.

JFK Middle College provides a nurturing, academically rigorous environment for students to ensure high school completion and success in their careers, college, and beyond. We are creating conscious contributors to society, one student at a time.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 185 |
| Grade 11 | 189 |
| Grade 12 | 248 |
| Total Enrollment | 622 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 12.7 |
| Filipino | 3.1 |
| Hispanic or Latino | 45.3 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 29.9 |
| Socioeconomically Disadvantaged | 45.8 |
| English Learners | 1.9 |
| Students with Disabilities | 10.5 |
| 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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 24 | 25 | 25 | 24.5 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: August 15, 2017

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, August 15, 2017, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------------|---|
| Reading/Language Arts | 2004 Cengage Learning, High Point 2007 McGraw Hill-Wright Group, Achieving English Language Arts Success in California 2008 National Geographic / Hampton Brown, EDGE 2017 Pearson, myPerspectives 2008 Peoples Education, Measuring UP 2002 Prentice Hall, Timeless Voices, Timeless Themes The British Tradition | | 0 |
| Mathematics | 2008 Haese and Harris Publications, Mathematics for the International Student: Mathematics HL (Core), 2nd Edition 2008 HOLT Thompson Learning, Calculus-Single Variable with Vector Functions 2008 HOLT Thompson Learning, Precalculus: Mathematics for Calculus 2008 Math Teachers Press, Math Standard Mastery 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Geometry 2007 Peoples Education, Measuring UP 2008 Prentice Hall, Algebra 2 2008 Prentice Hall, CME Integrated Math I, II & III 2008 Prentice Hall, Elementary Statistics Picturing the World 2008 Prentice Hall, Trigonometry 2012 VHPS-Bedford Fremont Worth Publishing, Statistical Reasoning in Sports | | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| Science | 2007 Glencoe, Integrated Principles of Zoology 2007 Glencoe, Physics: Principles and Problems 2007 Holt, Chemistry 2007 Holt, Earth Science 2007 Holt, Modern Biology 2007 Holt, Modern Chemistry 2007 HOLT Thompson Learning, Astronomy 2011 Pearson, Environmental Science: Your World, Your Turn 2007 Prentice Hall, Biology, California Edition 2007 Prentice Hall, Essentials of Oceanography | | 0 |
| History-Social Science | 2006 Glencoe/McGraw-Hill, The American Vision: Modern Times 2006 McDougal Littell, California Edition, World Geography 2006 McDougal Littell, Modern World History: Patterns of Interaction 2006 Pearson Prentice Hall, Economics Principles in Action 2006 Pearson Prentice Hall, Magruder's American Government | | 0 |
| Foreign Language | 2012 Cheng & Tsui Company, Beyond the Basics: Integrated Chinese 2010 Cheng & Tsui Company, Integrated Chinese Level 1 2011 Cheng & Tsui Company, Integrated Chinese Level 2 2002 Holt, Komm Mit! Levels 1, 2 & 3 2003 Holt, Ven Conmigo! Level 1, 2 & 3 2002 Prentice Hall, Sendas Literarias 1 & 2 2016 Vista Higher Learning, Imagina 3e | | 0 |
| Health | 2006 Glencoe, Foundation of Personal Fitness 2008 Holt, Lifetime Health | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. John F. Kennedy Middle College High School's original facilities were built in 2006; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to John F. Kennedy Middle College High School. The day custodian is responsible for:

- Classroom cleaning
- Groundskeeping
- Restroom cleaning
- Event setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup-cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/4/2018 | | |
|--|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | ADMIN AREA: 4. WATER STAIN CEILING TILES RM 201: 4. WATER STAIN CEILING TILES RM 211: 4. WATER STAIN CEILING TILES RM 217: 4. CEILING TILE HAS HOLE RM 226: 4. WATER STAIN CEILING TILES RM 227/ PREP LAB: 4. WATER STAIN CEILING TILES |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | RM 202: 7. LIGHT PANEL IS LOOSE RM 206: 7. LIGHT PANEL IS LOOSE RM 218: 7. LIGHT PANEL IS LOOSE |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/4/2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 4/4/2018 | |
|--|------|
| Overall Rating | Good |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 94.0 | 88.0 | 59.0 | 61.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 57.0 | 44.0 | 45.0 | 46.0 | 37.0 | 38.0 |

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

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|-------------------------|
| All Students | 182 | 181 | 99.45 | 87.78 |
| Male | 63 | 63 | 100.00 | 88.71 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| Female | 119 | 118 | 99.16 | 87.29 |
| Black or African American | -- | -- | -- | -- |
| Asian | 22 | 22 | 100.00 | 90.91 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 93 | 92 | 98.92 | 84.78 |
| White | 55 | 55 | 100.00 | 92.73 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 94 | 94 | 100.00 | 87.23 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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.

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 182 | 180 | 98.9 | 43.89 |
| Male | 63 | 63 | 100 | 46.03 |
| Female | 119 | 117 | 98.32 | 42.74 |
| Black or African American | -- | -- | -- | -- |
| Asian | 22 | 22 | 100 | 54.55 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 93 | 91 | 97.85 | 35.16 |
| White | 55 | 55 | 100 | 50.91 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 94 | 93 | 98.94 | 37.63 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their sophomore year, students meet with the counselor to discuss their four-year academic plan and are introduced to John F. Kennedy Middle College High School's technical and career education programs; the counselor meets at least twice a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and John F. Kennedy Middle College High School 9 2016-17 School Accountability Report Card technical education (CTE) courses are taught on the Norco campus and comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. John F. Kennedy Middle College High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- California Colleges
- CTE Pathways via Norco College
- College & Career Readiness
- Student Seminars (guest speakers and seminars)

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- California Cruising Portfolio

California Colleges is an online, interactive career resource that provides students with interest inventories, matches students with careers they might find interesting, and provides college and career planning tools that integrate the 15 California Career Technical Education industry sectors. JFK Middle College High students create Individual Learning Plans and complete online portfolios demonstrating college and career readiness. During the 2016-17 school year, John F. Kennedy Middle College High School students had access to CTE courses via Norco College.

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

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

| UC/CSU Course Measure | Percent |
|--|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 91.8 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 81.6 |

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school website, emails and phone calls home, "Hey JFK" weekly letter to parents, Instagram, Snapchat, Twitter, and Facebook. Contact Petria Gonzales, Principal, at (951) 738-2200 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

AVID Field Trips
 Parent Booster Club
 School Site Council
 Parent Seminars
 College Kick off Day

Committees

District English Learner Advisory Council
 Parent Booster Club
 School Site Council

School Activities

Back to School Night
 Student Orientation
 Informational Meetings
 Parent Workshops
 Guest Speakers
 Perspective Parent Night
 Coffee and Conversations

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 0.0 | 0.0 | 1.5 | 4.1 | 2.6 | 3.2 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 99.5 | 98.3 | 93.4 | 92.4 | 94.9 | 93.2 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

| Group | Graduating Class of 2017 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 100.0 | 93.9 | 88.7 |
| Black or African American | 100.0 | 96.0 | 82.2 |
| American Indian or Alaska Native | 0.0 | 100.0 | 82.8 |
| Asian | 100.0 | 100.0 | 94.9 |
| Filipino | 100.0 | 100.0 | 93.5 |
| Hispanic or Latino | 96.5 | 90.3 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 100.0 | 88.6 |
| White | 96.7 | 97.0 | 92.1 |
| Two or More Races | 100.0 | 97.7 | 91.2 |
| Socioeconomically Disadvantaged | 97.3 | 93.0 | 88.6 |
| English Learners | 0.0 | 62.0 | 56.7 |
| Students with Disabilities | 100.0 | 81.8 | 67.1 |
| Foster Youth | 0.0 | 68.0 | 74.1 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 2.8 | 0.6 | 2.8 | 2.7 | 2.9 | 2.9 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for John F. Kennedy Middle College High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 2017-18 | | | | | |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | 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 | 31.0 | | 10 | 8 | 32.0 | 2 | 8 | 7 | 31.0 | 3 | 5 | 11 | | |
| Mathematics | 37.0 | | | 2 | 27.0 | 2 | 1 | 1 | 33.0 | 2 | 6 | 9 | | |
| Science | 31.0 | 3 | 3 | 10 | 29.0 | 3 | 6 | 8 | 26.0 | 7 | 9 | 4 | | |
| Social Science | 24.0 | 9 | 7 | 7 | 27.0 | 5 | 9 | 7 | 29.0 | 7 | 5 | 11 | | |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1.0 | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1.0 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | | N/A |
| Nurse | 0.5 | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 1.0 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 0 | 1897.584 | 6468.215 | 91707.72 |
| District | N/A | N/A | \$6,293 | \$96,620 |
| Percent Difference: School Site and District | N/A | N/A | 4.7 | 1.8 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | 0.4 | 20.6 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | 61750 | 47903 |
| Mid-Range Teacher Salary | 93809 | 74481 |
| Highest Teacher Salary | 115444 | 98269 |
| Average Principal Salary (Elementary) | 129415 | 123495 |
| Average Principal Salary (Middle) | 134095 | 129482 |
| Average Principal Salary (High) | 140885 | 142414 |
| Superintendent Salary | 360747 | 271429 |
| Percent of Budget for Teacher Salaries | 41.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at John F. Kennedy Middle College High School revolve around the California State Standards. During the 2016-2019 school year, John F. Kennedy Middle College High School held and will continue to hold staff development training devoted to:

- AVID
- Common Core State Standards
- College and Career Readiness
- AVID Focus Notes and Strategies
- Common Formative Assessments
- Ed Tech
- Norco College information systems
- CANVAS training
- Google classroom

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. John F. Kennedy Middle College High School supports ongoing professional growth throughout the year during staff meetings and early release Fridays. We have approximately two staff meetings a month with each dedicated in part or in whole to PD. The Friday PCT time is teacher driven and PD is determined at their discretion. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-2019 school year, John F. Kennedy Middle College High School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter
- Benchmark Planning
- AP Euro Pilot Teacher Training
- AP Physics Collaboration
- AP Science Collaboration
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- World Language Training
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- ELD Textbook Adoption
- Engaging in Challenging Conversations
- AP Spanish Language Curriculum
- ERWC Writing
- Integrated Math 1, 2 & Math 3
- ERWC Diagnostic Assessment Scoring and Calibration
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SBAC Boot Camp
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

John F. Kennedy Middle College High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.