

John F. Kennedy High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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	Seema Sidhu, Ed.D.
Email Address	sidhu_s@auhsd.us
School Website	https://kennedy.auhsd.us
County-District-School (CDS) Code	30664313033115

2022-23 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714)999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2022-23 School Overview

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 (AUHSD). Kennedy opened its doors in 1964 and has a current enrollment of approximately 2,103 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. It became a California Distinguished School in 2013 and a Gold Ribbon School in 2017. In 2020, it became a California Democracy School. Go Irish!

John F. Kennedy High School offers the only International Baccalaureate (IB) program in AUHSD. In 2020-21, 128 International Baccalaureate students took 429 IB exams. 50 students were IB Diploma Candidates with 43 (86%) earning IB Diplomas. The average grade obtained by students earning the IB Diploma was 4.74 and average score was 30. There are currently 49 diploma candidates for the 2021-22 school year.

Demographic Information:

Kennedy High School serves approximately 2,103 (2,103 in the comprehensive program, 53 in Independent Study) students, in which about 62% participate in the free and reduced meal program, 6.3% are English Learners, 10% are Students with Disabilities, are 8.8% are McKinney Vento, .2% are Foster Youth and 2.2% on 504 plans. The demographic profile of Kennedy students also indicates the following regarding student subgroups: 3.4% African American; 18.7% Asian; .2% American Indian/Alaskan Native; 11.9% Filipino; 43.9% Hispanic; .6% Native Hawaiian or Other Pacific Islander; 6% Two or More Races; and 15.2% White. 31 languages are spoken at home by our students, with Spanish (19.5%), Korean (6.3%), Vietnamese

2022-23 School Overview

(3.6%), Pilipino/Tagalog (4.2%), Indian Dialects (2.2%), Arabic (1.9%), and Chinese Dialects (2.2%) being the most predominant non-English languages.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	545
Grade 10	540
Grade 11	534
Grade 12	543
Total Enrollment	2,162

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.1
Asian	19.8
Black or African American	3.5
Filipino	12.7
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.1
White	14.8
English Learners	5.5
Foster Youth	0.3
Homeless	8.7
Migrant	0.0
Socioeconomically Disadvantaged	56.8
Students with Disabilities	11.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.10	75.43	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	4.73	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	17.60	19.83	226.00	18.73	18854.30	6.86
Total Teaching Positions	89.00	100.00	1206.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action 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, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. 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

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

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, two gyms, 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.

Currently, the latest modernization and construction project taking place at the school site involves the addition of four portable classrooms, the reconfiguration of the student/visitor parking lot, renovation of the culinary arts classroom, and installation of a new school marquee with two digital screens, perimeter fencing, and surveillance cameras. This \$6.1 million project is supported with funds raised by the Measure H Bond. This project was completed by March 2019. The previous modernization and construction project, completed about 15 years ago, yielded a new practice gym, expansion of the library, a new auditorium, and two 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 October 7, 2022

Year and month of the most recent FIT report	October, 2022
---	---------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Missing drinking fountain/water bottle fill station outside room 705. All existing plumbing is there.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Hole in roof of the storage room by 605.
External:	X			Please repair or replace the asphalt in the court. Due to huge long cracks all around. Cracked asphalt in the

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

court area. Level out the turf area in front of 603 -
uneven area.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	76	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	491	97.04	2.96	76.17
Female	241	230	95.44	4.56	79.13
Male	265	261	98.49	1.51	73.56
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	93	92	98.92	1.08	90.22
Black or African American	13	13	100.00	0.00	76.92
Filipino	60	60	100.00	0.00	86.67
Hispanic or Latino	223	214	95.96	4.04	68.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	80.00
White	81	78	96.30	3.70	70.51
English Learners	28	25	89.29	10.71	12.00
Foster Youth	--	--	--	--	--
Homeless	55	54	98.18	1.82	64.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	251	96.54	3.46	68.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	54	43	79.63	20.37	37.21

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	493	97.43	2.57	38.95
Female	241	232	96.27	3.73	39.22
Male	265	261	98.49	1.51	38.70
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	93	92	98.92	1.08	64.13
Black or African American	13	13	100.00	0.00	46.15
Filipino	60	60	100.00	0.00	50.00
Hispanic or Latino	223	216	96.86	3.14	27.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	36.67
White	81	78	96.30	3.70	32.05
English Learners	28	25	89.29	10.71	4.00
Foster Youth	--	--	--	--	--
Homeless	55	55	100.00	0.00	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	254	97.69	2.31	36.22
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	54	45	83.33	16.67	15.56

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	47.19	48.89	28.33	28.29	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1038	1000	96.34	3.66	48.89
Female	497	478	96.18	3.82	48.84
Male	541	522	96.49	3.51	48.94
American Indian or Alaska Native	--	--	--	--	--
Asian	225	224	99.56	0.44	66.52
Black or African American	22	21	95.45	4.55	61.9
Filipino	128	125	97.66	2.34	62.9
Hispanic or Latino	437	419	95.88	4.12	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	52	96.3	3.7	53.85
White	163	151	92.64	7.36	40.54
English Learners	40	36	90	10	2.86
Foster Youth	--	--	--	--	--
Homeless	106	103	97.17	2.83	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	531	510	96.05	3.95	44.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	89	88.12	11.88	17.98

2021-22 Career Technical Education Programs

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 2021-2022 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; Entrepreneurship and Innovation; 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1434
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	56.08

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	0%	62%	62%	62%	8%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, Athletics Booster Clubs, WASC Accreditation Focus Groups, Coffee Talks with the Principal, English Learner Advisory Committee (ELAC), Parent Learning Walks, Parent Leadership Academy, and parent education series for finance and strengthening family relationships, offered in English, Spanish, and Korean. 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/Media Center and various offices throughout the campus.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.2	0.6		3.2	3.6		8.9	7.8
Graduation Rate		95.9	98.5		92.3	92.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	540	532	98.5
Female	260	257	98.8
Male	280	275	98.2
American Indian or Alaska Native	--	--	--
Asian	131	130	99.2
Black or African American	--	--	--
Filipino	73	73	100.0
Hispanic or Latino	223	217	97.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	18	18	100.0
White	77	76	98.7
English Learners	44	42	95.5
Foster Youth	--	--	--
Homeless	82	78	95.1
Socioeconomically Disadvantaged	384	378	98.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	53	50	94.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2251	2206	395	17.9
Female	1099	1074	206	19.2
Male	1152	1132	189	16.7
American Indian or Alaska Native	4	3	2	66.7
Asian	436	431	41	9.5
Black or African American	78	76	14	18.4
Filipino	280	278	23	8.3
Hispanic or Latino	1000	980	220	22.4
Native Hawaiian or Pacific Islander	12	12	1	8.3
Two or More Races	91	89	14	15.7
White	339	327	79	24.2
English Learners	134	127	40	31.5
Foster Youth	10	9	5	55.6
Homeless	214	205	61	29.8
Socioeconomically Disadvantaged	1312	1279	289	22.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	259	252	95	37.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.99	1.86	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.07	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.07	0.00
Female	2.00	0.00
Male	4.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.69	0.00
Black or African American	5.13	0.00
Filipino	0.71	0.00
Hispanic or Latino	5.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.36	0.00
English Learners	8.21	0.00
Foster Youth	0.00	0.00
Homeless	4.67	0.00
Socioeconomically Disadvantaged	4.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.49	0.00

2022-23 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Kennedy High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. The School Safety Plan was last annually reviewed at the School Site Council Meeting on December 15, 2021. The plan includes goals to ensure Kennedy High School is a safe and secure place to receive an education. The School Safety Plan includes several objectives throughout the year to attain the goals which include but are not limited to the following criterion: Kennedy High School will work closely with local law enforcement agencies and district administration administration in responding to potential community threats to the safety of students, staff and parents. Kennedy High School will form a parent safety committee that will help with the supervision and communication between students, staff and the community. Kennedy High School will form a Safety Committee to update procedures, identify needs, and implement new protocol throughout the year. The Committee shall have an annual safety summit to thoroughly review and examine and access safety issues and concerns. Kennedy High School Administration will monitor and investigate parent and student social media concerns.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	45	24	37
Mathematics	27	35	29	31
Science	27	18	13	35
Social Science	24	39	11	38

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	29	10	44
Mathematics	28	25	33	26
Science	29	9	27	25
Social Science	27	23	25	24

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	27	25	33
Mathematics	23	34	28	24
Science	27	13	23	26
Social Science	25	23	29	22

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	360.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,493	\$4,912	\$9,581	\$105,957
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	-9.6	7.3
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	36.9	21.0

2021-22 Types of Services Funded

Kennedy High School receives supplemental funding through Title II, Title IV, and the Local Control Funding Formula (LCFF) for the following programs: International Baccalaureate (IB) Diploma Program, English Learners, Special Education, Career Technical Education (CTE), Visual and Performing Arts Programs (VAPA), and professional development. Kennedy High School also supports interventions through a Multi-Tiered System of Support (MTSS) 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 the Family and Community Engagement Specialist (FACES), parent education programs, and support materials, including computer software, hardware, and peripherals. LCFF funds are also used to support after-school academic tutoring. Title II funds are used to provide teaching staff professional development in educational practices to best serve our students. Title IV funds are used to provide support for professional development in world languages, VAPA, and English Learners support. Perkins funds are used to support Career Technical Education (CTE) pathway programs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.5
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	2
Foreign Language	3
Mathematics	5
Science	2
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	33

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Kennedy High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10