John F. Kennedy High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	John F. Kennedy High School
Street	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

2023-24 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	https://www.auhsd.us

2023-24 School Description and Mission Statement

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 2,031 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 2,031 (2,031 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 (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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	522
Grade 10	532
Grade 11	507
Grade 12	519
Total Enrollment	2,080

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
American Indian or Alaska Native	0.2%
Asian	19.5%
Black or African American	3.7%
Filipino	12.3%
Hispanic or Latino	45.1%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.2%
White	14.4%
English Learners	6.1%
Foster Youth	0.3%
Homeless	2.9%
Socioeconomically Disadvantaged	59.5%
Students with Disabilities	11.3%

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)	77.00	84.35	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.60	5.05	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.25	32.80	2.50	11953.10	4.28
Unknown	8.50	9.34	106.80	8.11	15831.90	5.67
Total Teaching Positions	91.30	100.00	1316.10	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.20	4.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.20	4.60

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	1.10

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.7	7.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2	1.4

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

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

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

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 13, 2022.

Year and month in which the data were collected	September 13, 2022

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

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 9, 2023

Year and month of the most recent FIT report	October, 2023

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			Speedline floor has pivots and tears. Planned Action Taken: Promptly fix Speedline floor.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	76	72	43	42	47	46
Mathematics (grades 3-8 and 11)	39	39	23	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	496	98.22	1.78	71.77
Female	250	249	99.60	0.40	78.31
Male	255	247	96.86	3.14	65.18
American Indian or Alaska Native	--	--	--	--	--
Asian	104	103	99.04	0.96	79.61
Black or African American	21	21	100.00	0.00	71.43
Filipino	70	70	100.00	0.00	85.71
Hispanic or Latino	227	224	98.68	1.32	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	93.75
White	63	59	93.65	6.35	69.49
English Learners	28	27	96.43	3.57	11.11
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	54.55
Military	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	283	278	98.23	1.77	65.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	65	97.01	2.99	23.08

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	494	97.82	2.18	39.15
Female	250	249	99.60	0.40	40.96
Male	255	245	96.08	3.92	37.30
American Indian or Alaska Native	--	--	--	--	--
Asian	104	103	99.04	0.96	66.99
Black or African American	21	21	100.00	0.00	33.33
Filipino	70	70	100.00	0.00	57.14
Hispanic or Latino	227	223	98.24	1.76	20.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	56.25
White	63	58	92.06	7.94	34.48
English Learners	28	27	96.43	3.57	3.70
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	283	276	97.53	2.47	31.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	65	97.01	2.99	9.38

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	48.89	49.44	28.29	28.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1007	988	98.11	1.89	49.14
Female	487	479	98.36	1.64	51.26
Male	519	508	97.88	2.12	47.05
American Indian or Alaska Native	--	--	--	--	--
Asian	197	197	100.00	0.00	67.51
Black or African American	34	34	100.00	0.00	41.18
Filipino	130	130	100.00	0.00	61.54
Hispanic or Latino	449	439	97.77	2.23	37.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	47	94.00	6.00	55.32
White	140	134	95.71	4.29	46.62
English Learners	56	52	92.86	7.14	1.92
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	27.27
Military	17	17	100.00	0.00	29.41
Socioeconomically Disadvantaged	426	416	97.65	2.35	41.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	112	93.33	6.67	9.82

2022-23 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 2022-2023 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. Kennedy High School has an exclusive pathway: Kennedy Institue of Technology and Engineering featuring Artificial Intelligence. Students can begin the pathway at Walker Junior High by taking Engineering. Students at Kennedy take engineering, fabrication, computer science and app development.

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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1375
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	65.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85	85	87	86	87

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.5	0.6	1	2.9	3.6	4.1	9.4	7.8	8.2
Graduation Rate	97.3	98.5	98.2	90.9	92.4	91	83.6	87	86.2

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	501	492	98.2
Female	240	236	98.3
Male	261	256	98.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	95	93	97.9
Black or African American	14	14	100.0
Filipino	60	60	100.0
Hispanic or Latino	223	220	98.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	30	29	96.7
White	74	71	95.9
English Learners	33	32	97.0
Foster Youth	--	--	--
Homeless	65	63	96.9
Socioeconomically Disadvantaged	381	375	98.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	53	49	92.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2169	2128	371	17.4
Female	1033	1014	178	17.6
Male	1136	1114	193	17.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	3	2	66.7
Asian	413	407	40	9.8
Black or African American	82	82	23	28.0
Filipino	261	258	16	6.2
Hispanic or Latino	994	975	214	21.9
Native Hawaiian or Pacific Islander	11	11	3	27.3
Two or More Races	87	87	13	14.9
White	312	300	58	19.3
English Learners	140	133	41	30.8
Foster Youth	12	10	6	60.0
Homeless	63	62	21	33.9
Socioeconomically Disadvantaged	1383	1356	297	21.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	256	255	84	32.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.07	3.18	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.18	0
Female	1.94	0
Male	4.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.48	0
Black or African American	4.88	0
Filipino	1.15	0
Hispanic or Latino	5.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.3	0
White	2.56	0
English Learners	5	0
Foster Youth	8.33	0
Homeless	12.7	0
Socioeconomically Disadvantaged	4.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.42	0

2023-24 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 20, 2023. 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	21	26	32
Mathematics	23	29	36	16
Science	30	8	13	33
Social Science	25	22	30	20

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	346.67

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,493	$4,912	$9,581	$105,957
District	N/A	N/A	10,543	$102,980
Percent Difference - School Site and District	N/A	N/A	-9.6	7.3
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	36.9	21.0

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,124	$57,234
Mid-Range Teacher Salary	$97,960	$95,467
Highest Teacher Salary	$125,357	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$149,493	$153,476
Average Principal Salary (High)	$161,969	$173,198
Superintendent Salary	$284,644	$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25

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	6
Fine and Performing Arts	4
Foreign Language	4
Mathematics	4
Science	4
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	36

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	10