

# John F. Kennedy High School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	John F. Kennedy High School
<b>Street</b>	8281 Walker Street
<b>City, State, Zip</b>	La Palma, CA 90623-2123
<b>Phone Number</b>	(714) 220-4101
<b>Principal</b>	Poppy Hill-Bonales
<b>Email Address</b>	hill_p@auhsd.us
<b>School Website</b>	<a href="https://kennedy.auhsd.us">https://kennedy.auhsd.us</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	30664313033115

### 2024-25 District Contact Information

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

### 2024-25 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.

## 2024-25 School Description and Mission Statement

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 1,981 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 2023-24, 116 International Baccalaureate students took 393 IB exams. 42 students were IB Diploma Candidates with 35 (83%) earning IB Diplomas. The average grade obtained by students earning the IB Diploma was 4.69 and average IB score was 29. There are currently 49 diploma candidates for the 2024-25 school year.

### Demographic Information:

Kennedy High School serves approximately 1,981 (1,981 in the comprehensive program, 37 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: 3.7% African American; 29.8% Asian; .2% American Indian/Alaskan Native; 11.9% Filipino; 44.9% Hispanic; .6% Native Hawaiian or Other Pacific Islander; 6.5% Two or More Races; and 13.7% White. 35 languages are spoken at home by our students, with Spanish (17.8%), Korean (6.4%), Vietnamese (3.1%), Pilipino/Tagalog (3.4%), Indian Dialects (2.2%), Arabic (1.9%), and Chinese Dialects (2.2%) being the most predominant non-English languages.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	476
Grade 10	533
Grade 11	510
Grade 12	505
Total Enrollment	2,024

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Non-Binary	0
American Indian or Alaska Native	0.3
Asian	19.6
Black or African American	3.8
Filipino	12.5
Hispanic or Latino	46.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.9
White	13.3
English Learners	7
Foster Youth	0.4
Homeless	1.9
Socioeconomically Disadvantaged	62.7
Students with Disabilities	11.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67.10	75.43	897.90	74.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	0.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.20	4.73	49.90	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.50	2.45	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	17.60	19.83	226.00	18.73	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	77.00	84.35	1094.60	83.18	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.50	0.65	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.60	5.05	73.20	5.56	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	1.25	32.80	2.50	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	8.50	9.34	106.80	8.11	15831.90	5.67
<b>Total Teaching Positions</b>	91.30	100.00	1316.10	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	81.00	86.30	1131.10	84.42	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.07	12.10	0.90	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	3.24	55.40	4.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	2.39	41.30	3.09	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	6.50	7.00	99.80	7.45	14303.80	5.15
<b>Total Teaching Positions</b>	93.80	100.00	1340.00	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	4.20	4.60	2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	4.20	4.60	3

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0.5
<b>Local Assignment Options</b>	0.00	0.10	1.6
<b>Total Out-of-Field Teachers</b>	0.00	1.10	2.2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.70	7.7	1.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	1.4	0

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

## 2024-25 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, 2024

<b>Year and month in which the data were collected</b>	September 13, 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	Yes	0

<p><b>Science</b></p>	<p>Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. The following books were adopted for the 24-25 school year: Living Earth: "Experience Biology: The Living Earth" Publisher Miller &amp; Levine, Savvas Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas Physics of the Universe uses OpenSciEd.org online resource. There is one textbook available per student. The following instructional materials were adopted in 2024 for the high school level: Living Earth- Savvas- Miller &amp; Levine- Experience Biology: The Living Earth. All students have access to the e-text and a physical textbook within the classroom. Chemistry in Earth Systems- Savvas- Experience Chemistry in the Earth System All students have access to the e-text and a physical textbook within the classroom. Physics of the Universe- OpenSciEd HS Science Physics is an open educational resource. Textbooks that support Advanced Placement science courses are adopted as needed, the most recent adoption occurring in 2024, Cengage, Chemistry AP Edition 11th Edition.</p>	<p>Yes</p>	<p>0</p>
<p><b>History-Social Science</b></p>	<p>History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks. 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.</p>	<p>Yes</p>	<p>0</p>
<p><b>Foreign Language</b></p>	<p>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.</p> <p>Below is the list of districtwide World Language adopted instructional materials: American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018 American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018 American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018 Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020 Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p>	<p>Yes</p>	<p>0</p>



Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020

French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024

French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024

French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024

French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024

AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016

Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016

Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016

Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004

Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004

Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023

Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023

Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024

Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023

Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016

Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016

Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024

Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024

Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024

Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024

Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017

Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017

Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214 (Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017

	AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023 AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013 IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020 Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019 Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020 Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020 Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020		
<b>Health</b>	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
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

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

## 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 November 1 – November 8, 2024.

<b>Year and month of the most recent FIT report</b>	November, 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X	There is damaged wall/flooring in the break room. Planned Action Taken: Repair the damaged wall/flooring in the break room.  When it rains, there is water that seeps from the wall onto the Gym floor, and damage's the Gym floor. Planned Action Taken: Figure out and stop the water that seeps in from the wall onto the Gym floor, and damage's the Gym floor, when it rains.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		The planter in the 200 Building, next to Registration, has bricks collapsing. Planned Action Taken: Repair the planter in the 200 Building, next to Registration, that has bricks collapsing.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		The asphalt has huge cracks all over. Planned Action Taken: Repair the asphalt that has huge cracks all over.  There is concrete damage in front of Room 509. Planned Action Taken: Repair the concrete damage in front of Room 509.  Outside the Library area, there are two dirt areas that mini lakes form when it rains, and when the sprinkler goes off. Planned Action Taken: Repair the two dirt areas, outside the Library area, that mini lakes form when it rains, and when the sprinkler goes off.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	72	71	42	42	46	47
<b>Mathematics</b> (grades 3-8 and 11)	39	46	24	24	34	35

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	511	503	98.43	1.57	71.37
Female	245	244	99.59	0.41	76.23
Male	266	259	97.37	2.63	66.80
American Indian or Alaska Native	--	--	--	--	--
Asian	102	102	100.00	0.00	87.25
Black or African American	23	23	100.00	0.00	60.87
Filipino	72	72	100.00	0.00	86.11
Hispanic or Latino	218	214	98.17	1.83	58.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	84.21
White	72	69	95.83	4.17	76.81
English Learners	33	32	96.97	3.03	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	73.68
Socioeconomically Disadvantaged	306	303	99.02	0.98	66.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	23.40

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	511	503	98.43	1.57	46.12
<b>Female</b>	245	243	99.18	0.82	47.33
<b>Male</b>	266	260	97.74	2.26	45.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	102	102	100.00	0.00	68.63
<b>Black or African American</b>	23	23	100.00	0.00	34.78
<b>Filipino</b>	72	72	100.00	0.00	61.11
<b>Hispanic or Latino</b>	218	215	98.62	1.38	29.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	73.68
<b>White</b>	72	69	95.83	4.17	46.38
<b>English Learners</b>	33	33	100.00	0.00	6.06
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	19	19	100.00	0.00	47.37
<b>Socioeconomically Disadvantaged</b>	306	303	99.02	0.98	40.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	47	94.00	6.00	8.51

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	49.44	49.75	28.38	28.30	30.29	30.73

## 2023-24 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
<b>All Students</b>	1006	994	98.81	1.19	49.45
<b>Female</b>	493	490	99.39	0.61	50.72
<b>Male</b>	513	504	98.25	1.75	48.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	205	205	100.00	0.00	69.27
<b>Black or African American</b>	44	44	100.00	0.00	29.55
<b>Filipino</b>	142	142	100.00	0.00	64.79
<b>Hispanic or Latino</b>	439	435	99.09	0.91	36.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	34	97.14	2.86	58.82
<b>White</b>	134	128	95.52	4.48	49.61
<b>English Learners</b>	53	53	100.00	0.00	1.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	35	35	100.00	0.00	51.43
<b>Socioeconomically Disadvantaged</b>	448	445	99.33	0.67	42.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	117	112	95.73	4.27	9.82

## 2023-24 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 Institute 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



## 2023-24 Career Technical Education Programs

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.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1284
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.66
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	63.14

## 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.

## 2023-24 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 requires only participation results 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	91	96	96	95	96

## 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.

## 2024-25 Opportunities for Parental Involvement

John F. Kennedy High School values and encourages parent involvement in a multitude of ways. Parents can actively participate in organizations such as the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, School Site Council (SSC), the English Learner Advisory Council (ELAC), the District's English Learner Advisory Committee (DELAC), the Superintendent's Advisory Committee and when applicable, WASC Parent Focus Groups. Throughout the year, informational nights address topics like freshman orientation, scholarships, and college financial aid. Parents are invited to engage in Parent Learning Walks, communicate with teachers daily, and access student information through the Aeries and eKadence portals. The school website and ParentSquare provide updates on activities and events. The Family Center offers resources, workshops, and support services for families. In 2024, Kennedy and Walker JHS (feeder school), established the Kennedy & Walker Korean Parent Organization (KWKPO). By fostering strong partnerships with parents, John F. Kennedy High School strives to create a supportive and enriching learning environment for all students.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	0.6	1.0	1.0	3.6	4.1	4.1	7.8	8.2	8.9
<b>Graduation Rate</b>	98.5	98.2	97.8	92.4	91.0	93.2	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	502	491	97.8
<b>Female</b>	248	245	98.8
<b>Male</b>	254	246	96.9
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	106	103	97.2
<b>Black or African American</b>	21	21	100.0
<b>Filipino</b>	67	67	100.0
<b>Hispanic or Latino</b>	227	222	97.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	16	15	93.8
<b>White</b>	63	61	96.8
<b>English Learners</b>	34	30	88.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	50	49	98.0
<b>Socioeconomically Disadvantaged</b>	357	348	97.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	65	62	95.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2129	2086	376	18.0
Female	1011	987	176	17.8
Male	1116	1097	200	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	417	407	34	8.4
Black or African American	79	77	23	29.9
Filipino	257	257	25	9.7
Hispanic or Latino	997	977	227	23.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	80	79	11	13.9
White	279	273	51	18.7
English Learners	174	165	55	33.3
Foster Youth	12	12	7	58.3
Homeless	45	45	16	35.6
Socioeconomically Disadvantaged	1369	1350	296	21.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	255	247	78	31.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.07	3.18	3.24	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24	0.00
Female	2.18	0.00
Male	4.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.20	0.00
Black or African American	5.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	3.94	0.00
English Learners	6.90	0.00
Foster Youth	16.67	0.00
Homeless	11.11	0.00
Socioeconomically Disadvantaged	4.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

## 2024-25 School Safety Plan

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 November 21, 2024. 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. The new School Safety Plan will be reviewed and approved by School Site Council by March 1, 2025.

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26	7	43
Mathematics	25	27	13	34
Science	32	8	7	35
Social Science	24	26	17	26

## 2023-24 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	337.33

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$11,309	\$1,809	\$9,500	\$119,862
<b>District</b>	N/A	N/A	\$10,142	\$110,806
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.5	7.9
<b>State</b>	N/A	N/A	\$10,771	\$101,698
<b>Percent Difference - School Site and State</b>	N/A	N/A	-12.5	16.4

## Fiscal Year 2023-24 Types of Services Funded

Kennedy High School receives supplemental funding through Title II, Title IV, Prop 28, Perkins, and the Local Control Funding Formula (LCFF) for the following programs: International Baccalaureate (IB) Diploma Program, VAPA, English Learners, Special Education, Career Technical Education (CTE), and professional development. Title II is used to fund district-level professional development and for the Lesson Design Coach in order continue to implement District initiatives. Additionally, Title II funds are used for site-level professional development to best serve our students. Title IV funds are used to support a well-rounded education and safe and healthy students and it is allocated based on the number of low-income students at Kennedy with 50% of the allocation used to support physical education and 50% of the allocation used to support safe and healthy student activities. Prop 28 funding is used to support Visual and Performing Arts (VAPA) staffing, programs, professional development, supplies, and materials. Perkins funds are used to support Career Technical Education (CTE) pathway programs to provide professional development programs to teachers, counselors, and administrators, develop, improve or expand the use of technology in CTE, provide students with strong work-based experiences in and understanding of all aspects of an industry, and initiate, improve, expand, and modernize quality CTE programs. LCFF is used to improve or increase services for unduplicated student groups, which include low-income students, English learners and Foster Youth. LCFF funding is used to support after-school academic tutoring, supplemental learning materials, and educational field trips and experiences. Additionally, LCFF Funding supports the Family and Community Engagement Center, parent education programs, and support materials, including computer software, hardware, and peripherals. LCFF funding is also allocated for STEAM and Civic and Learning and Development.



## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$61,034	\$62,635
Mid-Range Teacher Salary	\$104,665	\$101,698
Highest Teacher Salary	\$133,937	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$162,013
Average Principal Salary (High)	\$161,969	\$182,697
Superintendent Salary	\$328,935	\$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.9
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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	3
Foreign Language	2
Mathematics	5
Science	3
Social Science	13
<b>Total AP Courses Offered</b> 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

## Professional Development

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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	4	4