

John F. Kennedy High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 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	Poppy Hill-Bonales
Email Address	hill_p@auhsd.us
School Website	https://kenedy.auhsd.us
Grade Span	9-12
County-District-School (CDS) Code	30664313033115

2025-26 District Contact Information

District Name	Anaheim Union High School District (AUHSD)
Phone Number	(714) 999-3511
Superintendent	Jaron Fried, Ed.D.
Email Address	fried_ja@auhsd.us
District Website	https://www.auhsd.us

2025-26 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.

2025-26 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 2024-25, 137 International Baccalaureate students took 417 IB exams. 47 students were IB Diploma Candidates with 40 (85%) earning IB Diplomas. The average grade obtained by students earning the IB Diploma was 28 and average IB score was 4.37. There are currently 47 diploma candidates for the 2025-26 school year.

Demographic Information:
Kennedy High School serves approximately 1,998 students, in which about 62% participate in the free and reduced meal program, 7.8% are English Learners, 12.2% are Students with Disabilities, are 3.8% are McKinney Vento, 63.4% are Socio-Economically Disadvantaged, .3% are Foster Youth and 2.2% on 504 plans. The demographic profile of Kennedy students also indicates the following regarding student subgroups: 3.2% African American; 29% Asian; .3% American Indian/Alaskan Native; 11.9% Filipino; 46.3% Hispanic; .7% Native Hawaiian or Other Pacific Islander; 6.2% Two or More Races; and 13.4% White. 35 languages are spoken at home by our students, with Spanish (16.4%), Korean (5.4%), Vietnamese (2.8%), Pilipino/Tagalog (3.6%), Indian Dialects (2.2%), Arabic (2.3%), and Chinese Dialects (2.2%) being the most predominant non-English languages.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	481
Grade 10	470
Grade 11	505
Grade 12	527
Total Enrollment	1,983

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.7
Non-Binary	0.1
American Indian or Alaska Native	0.6
Asian	19.5
Black or African American	3.7
Filipino	11.9
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.8
White	13.8
English Learners	7.5
Foster Youth	0.3
Homeless	5.1
Socioeconomically Disadvantaged	69.5
Students with Disabilities	11.9

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.

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	84.35	1094.6	83.18	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.5	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	5.05	73.2	5.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	1.25	32.8	2.5	11953.1	4.28
Unknown/Incomplete/NA	8.5	9.34	106.8	8.11	15831.9	5.67
Total Teaching Positions	91.3	100	1316.1	100	279044.8	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.

2022-23 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)	81	86.3	1131.1	84.42	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.07	12.1	0.9	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	3.24	55.4	4.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	2.39	41.3	3.09	11746.9	4.23
Unknown/Incomplete/NA	6.5	7	99.8	7.45	14303.8	5.15
Total Teaching Positions	93.8	100	1340	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	73.7	87.8	1010.1	82.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	3.94	66.4	5.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	0.7	31.5	2.57	12112.8	4.34
Unknown/Incomplete/NA	6.3	7.54	111	9.06	13705.8	4.91
Total Teaching Positions	84	100	1225.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0.4
Misassignments	4.60	2	2.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.60	3	3.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.5	0
Local Assignment Options	0.10	1.6	0.5
Total Out-of-Field Teachers	1.10	2.2	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.7	1.5	3.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4	0	0.1

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

2025-26 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 11, 2025.

Year and month in which the data were collected

September 11, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	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. 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	0
Science	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:	0

	Living Earth: "Experience Biology: The Living Earth" Publisher Miller & 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 & 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.	
History-Social Science	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.	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. 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 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	0

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 Travesía 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: Ti?ng Vi?t M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019

Vietnamese 3: Ti?ng Vi?t 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	
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.	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	0
Science Laboratory Equipment (grades 9-12)	Science labs at Anaheim Union High School District have the equipment appropriate for the courses being taught in the room including tables with chemical-resistant tops, whiteboards/chalkboards for demonstrations, course appropriate charts, an LCD projector and ELMO projector, or equivalent projection technology. Additional equipment within the science department includes a complete set of glassware , linear measuring devices (meter sticks, 12"/6' rulers, etc), hot plates, triple-beam and/or top-loading balances, thermometers, and other lab materials appropriate for the courses being taught.	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 October 24, 2025.

Year and month of the most recent FIT report

OCTOBER, 2025

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			THE CARPET IS PRETTY WORN OUT, IN THE MAIN LOBBY AREA.

School Facility Conditions and Planned Improvements

				ACTION TAKEN OR PLANNED: REPAIR THE CARPET THAT IS PRETTY WORN OUT, IN THE MAIN LOBBY AREA.
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.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	71	74	42	43	47	48
Mathematics (grades 3-8 and 11)	46	40	24	25	35	37

2024-25 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	502	495	98.61	1.39	73.54
Female	222	222	100.00	0.00	81.53
Male	280	273	97.50	2.50	67.03
American Indian or Alaska Native	--	--	--	--	--
Asian	117	115	98.29	1.71	86.09
Black or African American	17	16	94.12	5.88	37.50
Filipino	55	55	100.00	0.00	90.91
Hispanic or Latino	223	219	98.21	1.79	65.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	89.47

White	63	63	100.00	0.00	73.02
English Learners	28	27	96.43	3.57	14.81
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	41.67
Military	28	28	100.00	0.00	57.14
Socioeconomically Disadvantaged	352	346	98.30	1.70	68.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	47	88.68	11.32	17.02

2024-25 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
All Students	502	493	98.21	1.79	39.76
Female	222	221	99.55	0.45	37.10
Male	280	272	97.14	2.86	41.91
American Indian or Alaska Native	--	--	--	--	--
Asian	117	116	99.15	0.85	60.34
Black or African American	17	16	94.12	5.88	12.50
Filipino	55	55	100.00	0.00	52.73
Hispanic or Latino	223	219	98.21	1.79	24.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	63.16
White	63	62	98.41	1.59	45.16
English Learners	28	27	96.43	3.57	11.11
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	16.67
Military	28	28	100.00	0.00	32.14

Socioeconomically Disadvantaged	352	345	98.01	1.99	33.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	47	88.68	11.32	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	49.75	40.85	28.3	26.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1008	991	98.31	1.69	45.51
Female	464	460	99.14	0.86	45.65
Male	544	531	97.61	2.39	45.39
American Indian or Alaska Native	--	--	--	--	--
Asian	221	220	99.55	0.45	67.27
Black or African American	41	40	97.56	2.44	25.00
Filipino	127	127	100.00	0.00	60.63
Hispanic or Latino	435	428	98.39	1.61	30.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	64.86
White	134	129	96.27	3.73	46.51
English Learners	55	55	100.00	0.00	1.82
Foster Youth	--	--	--	--	--
Homeless	49	49	100.00	0.00	18.37
Military	50	50	100.00	0.00	44.00
Socioeconomically Disadvantaged	502	492	98.01	1.99	36.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	91	91.92	8.08	12.09

2024-25 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 2024-2025 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 (KITE AI). Students can begin the pathway at Walker Junior High by taking Engineering. To complete the exclusive pathway, 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

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	1200
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.99
Graduates Who Completed All Courses Required for UC/CSU Admission	63.34

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100	100	100	100	99

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.

2025-26 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 Committee (ELAC), the District's English Learner Advisory Committee (DELAC), the Superintendent's Advisory Committee and when applicable, WASC Parent Focus Groups, and Parent Ambassadors. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1	1	0	4.1	4.1	3.4	8.2	8.9	8
Graduation Rate	98.2	97.8	99.6	91	93.2	94.3	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	493	491	99.6
Female	240	239	99.6
Male	253	252	99.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	107	106	99.1
Black or African American	25	25	100.0
Filipino	71	71	100.0
Hispanic or Latino	200	200	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	18	18	100.0
White	70	69	98.6
English Learners	43	43	100.0
Foster Youth	--	--	--
Homeless	45	45	100.0
Socioeconomically Disadvantaged	394	392	99.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	47	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2073	2030	384	18.9
Female	965	944	168	17.8
Male	1107	1085	216	19.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	12	2	16.7
Asian	400	394	43	10.9
Black or African American	77	75	17	22.7
Filipino	239	238	25	10.5
Hispanic or Latino	942	925	224	24.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	98	95	21	22.1
White	284	276	49	17.8
English Learners	165	159	48	30.2
Foster Youth	--	--	--	--
Homeless	107	104	26	25.0
Socioeconomically Disadvantaged	1447	1426	325	22.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	254	249	89	35.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.18	3.24	2.41	3.78	4.06	3.03	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.41	0.00
Female	1.24	0.00
Male	3.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	11.11	0.00
Asian	1.00	0.00
Black or African American	2.60	0.00
Filipino	0.84	0.00
Hispanic or Latino	2.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.04	0.00
White	3.52	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	2.80	0.00
Socioeconomically Disadvantaged	2.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.12	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.

2025-26 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 17, 2025. 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 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 2, 2026.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	12	36
Mathematics	26	23	12	35
Science	28	13	13	26
Social Science	24	28	18	22

2024-25 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

2024-25 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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,309	\$1,809	\$9,500	\$119,862
District	N/A	N/A	\$10,142	\$118,909
Percent Difference - School Site and District	N/A	N/A	-6.5	7.9
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-12.5	16.4

Fiscal Year 2024-25 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 to 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,781	\$67,238
Mid-Range Teacher Salary	\$109,375	\$106,841
Highest Teacher Salary	\$139,964	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$149,574	\$167,233
Average Principal Salary (High)	\$163,653	\$193,950
Superintendent Salary	\$328,935	\$314,304
Percent of Budget for Teacher Salaries	26.83%	29.51%
Percent of Budget for Administrative Salaries	3.71%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25.8
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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	4
Science	5
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

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

Professional Development

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 are involved in a variety of workshops and conferences.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4