



John F. Kennedy Elementary

999 North Crawford • Dinuba, CA 93618 • (559) 595-7300 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Dinuba Unified School District

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Dinuba, CA 93618
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District Governing Board

Bev Keel-Worrell
Miriam Cendejas
Mary Villarreal
Ron Froese
Sandra Kizirian

District Administration

Joe Hernandez, Ed.D.
Superintendent
Marti Kochevar
Assistant Superintendent

Personnel and Instruction

Peggy Garispe
Fiscal Services Officer

District Mission

"Empower each student to succeed
in life."

District Vision

"End Generational Poverty
Through Education"

A Message from the Principal:

Kennedy Elementary School opened its doors in August 2013 as a Transitional Kindergarten - 6th grade elementary school. I invite you to explore the Kennedy Elementary Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Kennedy Elementary provides a warm, stimulating environment where students are actively involved in learning academics and positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff. Instruction is based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work, our students will be challenged to reach their maximum potential.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	58
Grade 2	73
Grade 3	79
Grade 4	87
Grade 5	59
Grade 6	88
Total Enrollment	528

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	0.6
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.4
White	1.3
Socioeconomically Disadvantaged	89.6
English Learners	44.5
Students with Disabilities	7.2
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
John F. Kennedy Elementary	16-17	17-18	18-19
With Full Credential	25	25	22
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0
Dinuba Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
John F. Kennedy Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

All adopted text books are aligned with state standards for each content area.

Textbooks and Instructional Materials Year and month in which data were collected: 8/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	All in good condition. <i>Go Math</i> is the adopted Mathematics Curriculum. Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	All in good condition. California Science - Harcourt is the adopted Science Curriculum. Adopted in 2007, (TK-5), Holt (6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kennedy elementary campus was built in 2004. It is a beautiful facility with some great design concepts. The administration building and the Library building are located at the entrance of the campus. The library also contains two adjoining classrooms. There are four pod structures, each holding four classrooms connected by a center workroom, which has common teaching facilities for that pod. There are a total of 19 academic classroom on the Kennedy Campus. The Kennedy Center, our multipurpose/performing arts room, is also our cafeteria and is used for special events throughout the district. It has three adjoining classrooms, as well as, a stage for inside events and an outdoor stage for daily morning assembly.

Each year Kennedy is subject to Williams inspections by TCOE. Each year our school has passed the inspection for facility safety and academic materials.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	31: 2. DIRTY VENTS. 7. EXTERIOR OUTLET COVER IS MISSING. TWO LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 41: 2. DIRTY VENTS. 7. ONE LIGHT BALLAST IS OUT. 43: 2. DIRTY VENTS. 7. EXTERIOR OUTLET MISSING WEATHER COVER. 44: 2. DIRTY VENTS. 7. BOTH EXTERIOR OUTLETS ARE MISSING WEATHER COVER. 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW. LIBRARY: 2. DIRTY VENTS. "ALL DEFICIENCIES BEING ADDRESSED WITH SUBMITTED WORK ORDERS".
Interior: Interior Surfaces	Fair	11: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 9. FAUCET HAS A LOW FLOW. 13: 4. FORMICA TRIM ON COUNTER TOP

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>IS MISSING. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER.</p> <p>20: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>22: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT BALLAST IS OUT.</p> <p>33: 4. FORMICA TRIM IS MISSING ON THE COUNTER TOP. 10. PLUG IN AIRNFRESHENER.</p> <p>41: 4. FORMICA TRIM IS MISSING ON COUNTER TOP.</p> <p>43: 4. FORMICA TRIM IS MISSING ON COUNTER TOP.</p> <p>44: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW.</p> <p>BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. CEILING TILE IS TORN. 9. TWO FAUCETS LEAK AT HANDLE.</p> <p>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>STAFF ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLE IS BROKEN.</p> <p>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</p>
<p>Electrical: Electrical</p>	<p align="center">Good</p>	<p>22: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT BALLAST IS OUT.</p> <p>ADMIN: 7. ONE LIGHT BALLAST IS OUT.</p> <p>GIRLS REST ROOM (NEAR 33): 7. GFI OUTLET HAS NO POWER. 9. TWO FAUCETS LEAK AT HANDLE.</p> <p>LAB STUDY: 7. ONE BALLAST OUT.</p> <p>PREP (23&22): 7. LIGHTS ARE NOT TURNING ON.</p> <p>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p align="center">Fair</p>	<p>11: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 9. FAUCET HAS A LOW FLOW.</p> <p>12: 9. FAUCET HAS A LOW FLOW.</p> <p>13: 4. FORMICA TRIM ON COUNTER TOP IS MISSING. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER.</p>

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>14: 9. FAUCET HAS A LOW FLOW. 20: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 21: 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND IS LOOSE AT THE BASE. 24: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 30: 9. DRINKING FOUNTAIN HANDLE MISSING AND HAS NO FLOW. 10. PLUG IN CANDLE WARMER. 31: 9. FAUCET IS LEAKING AT FITTING. 34: 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND FLOWS INTO THE MOUTHGUARD. 44: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW. BOYS REST ROOM (NEAR 14): 9. ONE FAUCET HAS A CONSTANT DRIP. BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. CEILING TILE IS TORN. 9. TWO FAUCETS LEAK AT HANDLE. GIRLS REST ROOM (MPR): 9. TWO FAUCETS HAVE AN EXTREMELY LOW FLOW. GIRLS REST ROOM (NEAR 33): 7. GFI OUTLET HAS NO POWER. 9. TWO FAUCETS LEAK AT HANDLE. K2: 9. DRINKING FOUNTAIN HAS A LOW FLOW. L1: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. PLUG IN AIR FRESHENER. LIBRARY: 9. FAUCET HAS A CONSTANT DRIP IN BOYS RR. PLAY FIELDS: STAFF ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLE IS BROKEN.</p> <p>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>13: 4. FORMICA TRIM ON COUNTER TOP IS MISSING. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER. 30: 9. DRINKING FOUNTAIN HANDLE MISSING AND HAS NO FLOW. 10. PLUG IN CANDLE WARMER. 32: 10. PLUG IN AIR FRESHENER. 33: 4. FORMICA TRIM IS MISSING ON THE COUNTER TOP. 10. PLUG IN AIRNFRESHENER. L1: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		10. PLUG IN AIR FRESHENER. "ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".
Structural: Structural Damage, Roofs	Good	K1: 12. DRY ROT/HOLE IN WALL AT EXTERIOR ENTRY. "ALL DEFICIENCIES BEING ADDRESSED WITH SUBMITTED WORK ORDERS".
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	29.0	31.0	38.0	43.0	48.0	50.0
Math	22.0	31.0	26.0	31.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	20.0	21.7

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	318	97.55	30.50
Male	178	172	96.63	26.74
Female	148	146	98.65	34.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	298	98.03	29.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	289	281	97.23	28.83
English Learners	186	181	97.31	28.18
Students with Disabilities	35	32	91.43	0.00
Students Receiving Migrant Education Services	13	11	84.62	27.27
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	322	98.77	31.06
Male	178	174	97.75	29.89
Female	148	148	100	32.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	301	99.01	30.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	289	285	98.62	30.53
English Learners	186	185	99.46	29.73
Students with Disabilities	35	32	91.43	0
Students Receiving Migrant Education Services	13	13	100	15.38
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Our School Site Council, which includes parent members, and our ELAC provide advice and guidance for the school administration. We encourage parents to participate at special events, such as the Read Across America Week, parent nights centered on helping children to be successful in school, parent conferences, Eagle Boosters, parent volunteers, field trips, and programs and celebrations throughout the school year. We offer various workshops for parents ranging from helping with homework, discipline at home, how to navigate parent/teacher conferences, and more. We are starting a new series of workshops that will be facilitated by parents and teachers. Attending Parenting Partners workshops is a great way to stay involved with your child's education. In addition to Parenting Partners workshops, we have invited all of our Kennedy families to join us monthly for informational sessions covering drug awareness, bullying, online libraries for the family, fire safety in the home, positive discipline, reading with children, and math games for the whole family. These sessions are scheduled one per month in the school library. Our Eagle Boosters Club is a parent driven fundraising group which has goals to support students and staff by funding events and activities that are not supported through the regular school budgets.

If you would like more information about parent engagement opportunities and events, please contact Mrs. Estrada at (559) 595-7300.

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.

School Safety Plan

The first goal of Kennedy Elementary is to ensure a safe campus. We have adopted, and are trained in, the district safety plan and have modified the procedures to meet the needs of the Kennedy campus. The staff and students participate in monthly emergency drills. Administrative staff members supervise our campus before, during, and after school. Classified and certificated personnel also supervise during the break and lunch periods. We have implemented a Positive Behavior Intervention Supports program identifying how students are expected to behave throughout the school. Kennedy's EAGLE expectations are to Eagerly Learn, Act Responsibly, Give Respect, Listen Attentively, and Exhibit Excellence. These expectations are the same for staff and students. The PBIS program shows students what it looks like to practice those expectations, and has put into place opportunities for students to be recognized for positive behavior. Kennedy has been recognized by the State of California as a "Silver Medal" school for our Positive Discipline programs. This year we expect to read "Gold" status. Kennedy has a school-wide anti-bullying policy. The Student Agenda/Handbook includes the Positive Behavior expectations, rewards, and the steps to correct inappropriate behavior.

Kennedy has added a crossing guard to assist students coming to and from school at our busiest crosswalk. Staff supervise the pick-up area each day after school. Our site is fenced and there is one open gate at the front of the campus where all visitors must enter. Classroom doors are locked during the day, and the School Resource Officer is available if needed.

Staff have developed a Code System for emergency response regarding student behavior. Support staff, including the psychologist, Special Education teachers and staff, County staff (IRC), and administrators are all connected via group text for immediate response in classrooms and on campus when necessary. Kennedy has reduced the number of student suspensions significantly over the last 5 years, due to the processes in place.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.5	5.5	5.9
Expulsions Rate	0.0	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	3.6	3.7
Expulsions Rate	0.1	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	.2
Nurse	.33
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	21	1		1	3	3	3			
1	27	26	29				3	3	2			
2	27	28	24				3	3	3			
3	26	26	26				3	3	3			
4	29	24	29				3	2	3			
5	29	28	30				3	3	2			
6	27	30	29				3	3	3			
Other		24						1				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The 2018-2019 Goals of Kennedy Elementary are aligned with the District Action Plan and meet LCAP requirements. Specific goals include standards based instruction and interventions for all students to insure academic success in Language Arts and Mathematics. Our top academic goal is that all students read at or above grade level standard. Additional focus is on English Language Learners and providing instruction in English based on fluency levels aimed at producing gains of at least 1 level per school year. Interventions are based on RTI2 and behavior is taught and monitored through a comprehensive PBIS structure.

Professional development is directly related to the goals and includes weekly PLC collaboration, common planning time for grade levels, district provided math and ELA common core training, student engagement strategies, and a full time academic coach available to support all staff with instructional practices and planning. Kennedy employs two certificated teachers who provide academic support in small group settings. These two teachers lead a staff of six Instructional Assistants who also provide academic support in small groups. Professional development for our academic support team is provided by site, District, and County level coaches on an ongoing basis, with emphasis on reading instruction and interventions.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,448	\$47,547
Mid-Range Teacher Salary	\$70,488	\$74,775
Highest Teacher Salary	\$94,257	\$93,651
Average Principal Salary (ES)	\$113,202	\$116,377
Average Principal Salary (MS)	\$118,862	\$122,978
Average Principal Salary (HS)	\$137,598	\$135,565
Superintendent Salary	\$179,747	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Student Body funds are raised through sales/fundraiser activities. These funds are used for field trips, academic awards and recognitions, community service projects, and student activities. We use state and federal money to improve student learning, to train teachers, and to purchase school-wide programs and materials that serve the needs of our students.

We receive program funds from LCFF, Title I, Title II, and State Lottery.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,027	\$203	\$4,824	\$67,487
District	◆	◆	\$9,897	\$75,061
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-68.9	-10.6
Percent Difference: School Site/ State			-82.1	-12.5

* Cells with ◆ do not require data.

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

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

John F. Kennedy Elementary	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Dinuba Unified School District	2014-15	2015-16	2016-17
Dropout Rate	1.4	3.1	2.3
Graduation Rate	96.8	95.6	87.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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).

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.