John F. Kennedy Elementary
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	John F. Kennedy Elementary
Street	999 North Crawford
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7300
Principal	Blake Benham
Email Address	bbenham@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Kennedy
County-District-School (CDS) Code	54-75531-0102707

2021-22 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2021-22 School Overview

A Message from the Principal:

The Kennedy Elementary Annual School Accountability Report Card provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, curricular programs, professional development and staffing. Understanding our school accountability report card can assist both our school and the community in ongoing program improvement. Kennedy Elementary is committed to provide a safe, caring, rigorous and motivating learning environment where students are actively engaged in their learning. Our school is dedicated to serving our students, parents and community through events, supports, and instruction. Instruction is based on the identified needs of our 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 virtual and physical learning environment that promotes academic and social development. 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 Kennedy students will be challenged to reach their maximum potential in college or career.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	71
Grade 2	62
Grade 3	96
Grade 4	61
Grade 5	93
Grade 6	86
Total Enrollment	532

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.9
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	94.5
White	2.1
English Learners	41.2
Foster Youth	0.6
Homeless	0.4
Socioeconomically Disadvantaged	92.7
Students with Disabilities	8.6

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.0	95.2	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.8	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	8.8	3.2	12115.8	4.4
Unknown	0.0	0.0	10.2	3.8	18854.3	6.9
Total Teaching Positions	21.0	100.0	272.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	12/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016.	Yes	0
Mathematics	All in good condition. *Illustrated Mathematics* is the adopted Mathematics Curriculum. Adopted in 2021	Yes	0
Science	All in good condition. TWIG Science Curriculum, TWIG Education Inc. Adopted in 2019, (TK-6).	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	6/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			BOYS REST ROOM (NEAR 34): 2. EXHAUST FAN IS EXTREMELY LOUD. 4. LINOLEUM FLOOR CRACKING THROUGH OUT. STALL DIVIDER POST IS RUSTED. 9. FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.work orders submitted

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	X			32: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.work order submitted 6. MULTIPLE ANT NEST IN DIRT AREA NEAR ENTRY. 7. ELECTRICAL COVER IS MISSING IN CEILING. Corrected 43: 4. FORMICA TRIM IS MISSING ON COUNTER TOP.work order submitted BOYS REST ROOM (NEAR 34): 2. EXHAUST FAN IS EXTREMELY LOUD. 4. LINOLEUM FLOOR CRACKING THROUGH OUT. STALL DIVIDER POST IS RUSTED. 9. FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.work orders submitted GIRLS REST ROOM (NEAR 13): 4. LINOLEUM FLOOR CRACKING AT ENTRY. 9. THREE FAUCETS LEAK AT HANDLE. ONE FAUCET HAS A DRIP. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING. Work orders submitted K1: 4. WALL PAPER IS TORN.work order submitted 7. ONE LIGHT DIFFUSER IS MISSING.replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		31: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. Work order submitted 33: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. Fixed 41: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. Work order submitted 44: 7. ONE LIGHT PANEL IS OUT. Replaced 9. DRINKING FOUNTAIN HANDLE IS BROKEN.work order submitted BOYS REST ROOM (MPR): 9. FAUCETS HAVE HIGH PRESSURE AND LOW FLOW. BOYS REST ROOM (NEAR 14): 9. ALL FAUCETS LEAK AT HANDLE.work order submitted BOYS REST ROOM (NEAR 34): 2. EXHAUST FAN IS EXTREMELY LOUD. 4. LINOLEUM FLOOR CRACKING THROUGH OUT. STALL DIVIDER POST IS RUSTED. 9. FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.work orders submitted GIRLS REST ROOM (MPR): 9. FAUCETS HAVE HIGH PRESSURE AND LOW FLOW. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM (NEAR 13): 4. LINOLEUM FLOOR CRACKING AT ENTRY. 9. THREE FAUCETS LEAK AT HANDLE. ONE FAUCET HAS A DRIP. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING. Work orders submitted GIRLS REST ROOM (NEAR 33): 9. FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALLIS RUSTED. Work orders submitted K3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.work order submitted

School Facility Conditions and Planned Improvements

			MENS REST ROOM (NEAR 14): 9. FAUCET LEAKS AT HANDLE.work order submitted UNISEX REST ROOM (ADMIN): 9. FAUCET LEAKS AT HANDLE. WOMENS REST ROOM (NEAR 33): 9. FAUCET LEAKS AT HANDLE. Work order submitted
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		BOYS REST ROOM (NEAR 34): 2. EXHAUST FAN IS EXTREMELY LOUD. 4. LINOLEUM FLOOR CRACKING THROUGH OUT. STALL DIVIDER POST IS RUSTED. 9. FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.work orders submitted GIRLS REST ROOM (NEAR 13): 4. LINOLEUM FLOOR CRACKING AT ENTRY. 9. THREE FAUCETS LEAK AT HANDLE. ONE FAUCET HAS A DRIP. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING. Work orders submitted GIRLS REST ROOM (NEAR 33): 9. FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALLIS RUSTED. Work orders submitted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		K2: 15. DOOR CLOSER COVER IS MISSING.work order submitted

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	NT	NT	NT	NT
Female	171	NT	NT	NT	NT
Male	164	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	315	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	117	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	317	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	NT	NT	NT	NT
Female	171	NT	NT	NT	NT
Male	164	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	315	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	117	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	317	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	335	339	97.31	2.69	25.67
Female	171	169	98.83	1.17	25.15
Male	164	157	95.73	4.27	26.22
American Indian or Alaska Native	4	0	100	0	25

Asian	5	5	100	0	0
Black or African American	5	5	100	0	0
Filipino	3	1	100	0	66.67
Hispanic or Latino	312	303	97.11	2.88	25.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	6	6	100	0	33.33
English Learners	117	115	98.29	1.71	12.82
Foster Youth	5	5	100	0	20
Homeless	4	4	100	0	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	312	304	97.44	2.56	25
Students Receiving Migrant Education Services	14	14	100	0	0
Students with Disabilities	36	34	94.45	5.56	2.78

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	335	20	95.52	4.48	42.09
Female	171	164	95.91	4.09	42.11
Male	164	156	95.12	4.88	42.07
American Indian or Alaska Native	4	3	100	25	0
Asian	4	3	75	25	0
Black or African American	5	5	100	0	40
Filipino	3	3	100	0	100
Hispanic or Latino	312	298	95.51	4.49	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	6	6	100	0	50
English Learners	117	112	95.73	4.27	24.79
Foster Youth	5	5	100	0	40
Homeless	4	4	100	0	25
Military	1	1	100	0	0
Socioeconomically Disadvantaged	312	298	95.51	4.49	42.31

Students Receiving Migrant Education Services	14	13	92.86	7.14	28.57
Students with Disabilities	36	33	91.67	8.33	16.67

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	NT	NT	NT	NT
Female	43	NT	NT		
Male	50	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	85	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	14	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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, as well as 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 Ms. Farras at (559) 595-7300.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	549	92	16.8
Female	282	281	50	17.8
Male	269	268	42	15.7
American Indian or Alaska Native	1	1	0	0.0
Asian	10	10	2	20.0
Black or African American	5	5	2	40.0
Filipino	4	4	0	0.0
Hispanic or Latino	520	518	88	17.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	11	11	0	0.0
English Learners	226	226	32	14.2
Foster Youth	3	3	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	522	520	91	17.5
Students Receiving Migrant Education Services	29	29	2	6.9
Students with Disabilities	50	50	13	26.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.58	0.00	8.19	0.04	3.47	0.20
Expulsions	0.00	0.00	0.27	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.17	2.25	2.45
Expulsions	0.00	0.16	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 "Gold Medal" school for our Positive Discipline programs. This year we expect to reach "Platimum" 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 having these processes in place.

The Kennedy Elementary School Safety Plan is updated every year with the input from staff in August of 2020. Input was also gather from students, teachers, parents, SSC, and ELAC in January of 2020. It is then approved by the School Site Council and the School Board. Kennedy Elementary is committed to ensure students', parents' and staff's safety when on campus or learning virtually.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	26		3	
2	30		2	
3	27		3	
4	27		3	
5	30		3	
6	32		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	30		2	
2	29		3	
3	19	2	1	
4	30		3	
5	28		3	
6	30		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	24		3	
2	21	1	2	
3	32		3	
4	20	2	1	
5	31		3	
6	29		3	

2020-21 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	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$5,713	$252	$5,461	$69,692
District	N/A	N/A	$9,682	$80,841
Percent Difference - School Site and District	N/A	N/A	-55.7	-13.6
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-42.9	-12.8

2020-21 Types of Services Funded

State and Federal funds from Title I, Title II, and state Lottery are used to help supplement and support core programs to increase student achievement. Student achievement is increased by providing professional development for teachers and staff, purchasing additional materials and supplies, and providing additional academic support for students. Additional academic supports provided are afterschool GATE modules for students performing above grade level, afterschool reading intervention, and reading intervention within the school day by a credentialed Instructional Support Teacher.

Student Body funds are raised annually through school fundraisers such as a school carnival, T-shirt sales, and a book fair. These funds help pay for field trips, student incentive programs, and library books. Our Kennedy Boosters Club has raised money for student activities, rewards and incentives, recreational supplies, and additional equipment, such as Chromebooks to be used for instruction in the classrooms.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$51,413	$51,029
Mid-Range Teacher Salary	$74,802	$78,583
Highest Teacher Salary	$100,025	$99,506
Average Principal Salary (Elementary)	$120,132	$124,576
Average Principal Salary (Middle)	$126,138	$131,395
Average Principal Salary (High)	$146,021	$144,697
Superintendent Salary	$196,414	$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The 2021-2022 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 ensure 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

Dinuba Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3508	504	14.37	85.63	25.65
Female	1696	260	15.33	84.67	26.15
Male	1812	244	13.47	86.53	25.10
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3276	467	14.26	85.74	24.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	26	19.26		42.31
English Learners	1153	96	8.33	91.67	6.32
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3160	441	13.96	86.04	23.64
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	2.38