



John F. Kennedy Elementary

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

Eric Rodriguez, Principal

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<https://www.dinuba.k12.ca.us/Kennedy>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Dinuba Unified School District

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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

Peggy Garispe
Chief Business Official
Vicky Armstrong
Chief Academic Officer

District Mission

**"Empower each student to succeed
in life."**

District Vision

**"End generational poverty through
education."**

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 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	60
Grade 2	86
Grade 3	58
Grade 4	89
Grade 5	84
Grade 6	89
Total Enrollment	552

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	0.7
Hispanic or Latino	94.2
White	2.4
Socioeconomically Disadvantaged	88.9
English Learners	41.5
Students with Disabilities	9.4
Foster Youth	0.4
Homeless	0.7

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 for John F. Kennedy	18-19	19-20	20-21
With Full Credential	22	27	26
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	271
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at John F. Kennedy Elementary

Indicator	18-19	19-20	20-21
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 2020-21)

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: 12/2020

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. TWIG Science Curriculum, TWIG Education Inc. Adopted in 2019, (TK-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 - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 6/3/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	20: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 32: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 6. MULTIPLE ANT NEST IN DIRT AREA NEAR ENTRY. 43: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 44: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM (NEAR 14): 4. CEILING TILE HAS A HOLE. 8. ONE URINAL IS CONSTANTLY FLUSHING. 9. ALL FAUCETS LEAK AT HANDLE. BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>OUT. 9. THREE FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING.</p> <p>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.</p> <p>WOMENS REST ROOM (NEAR 13): 4. CEILING TILES ARE WRONG SIZE (GAPS). 9. FAUCET LEAKS AT HANDLE.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>32: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 6. MULTIPLE ANT NEST IN DIRT AREA NEAR ENTRY.</p>
<p>Electrical: Electrical</p>	<p>Fair</p>	<p>11: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>12: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. FAUCET HAS A LOW FLOW.</p> <p>13: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. FAUCET HAS A LOW FLOW.</p> <p>DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>14: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>24: 7. HALF OF LIGHTS WILL NOT TURN ON. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>44: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>COPY ROOM (ADMIN): 7. LIGHT DIFFUSER IS LOOSE.</p> <p>K1: 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>K2: 7. ONE LIGHT PANEL IS BAD.</p> <p>LIBRARY: 7. THREE LIGHT PANELS ARE OUT.</p> <p>LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Poor</p>	<p>11: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>12: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. FAUCET HAS A LOW FLOW.</p> <p>13: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. FAUCET HAS A LOW FLOW.</p> <p>DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>14: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>22: 9. FAUCET HAS A LOW FLOW.</p> <p>24: 7. HALF OF LIGHTS WILL NOT TURN ON. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>30: 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>31: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>33: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>41: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>44: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. ADMIN: 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS REST ROOM (NEAR 14): 4. CEILING TILE HAS A HOLE. 8. ONE URINAL IS CONSTANTLY FLUSHING. 9. ALL FAUCETS LEAK AT HANDLE. BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. 9. THREE FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING. GIRLS REST ROOM (MPR): 9. TWO FAUCETS HAVE A LOW 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. GIRLS REST ROOM (NEAR 33): 9. TWO FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALLIS RUSTED. K3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. L1: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. L2: 9. FAUCET HAS A LOW FLOW. LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. MENS REST ROOM (NEAR 14): 9. FAUCET LEAKS AT HANDLE. PLAY FIELDS: WOMENS REST ROOM (NEAR 13): 4. CEILING TILES ARE WRONG SIZE (GAPS). 9. FAUCET LEAKS AT HANDLE.</p>
Safety: Fire Safety, Hazardous Materials	Good	NURSE: 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	Good	BOYS REST ROOM (NEAR 34): 4. LINOLEUM FLOOR CRACKING THROUGH OUT. 9. THREE FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALL IS RUSTING. 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. GIRLS REST ROOM (NEAR 33): 9. TWO FAUCETS LEAK AT HANDLE. 12. FLASHING AT BASE OF EXTERIOR WALLIS RUSTED.
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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	45	N/A	50	N/A
Math	32	N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	7	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

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 (School Year 2020-2021)

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 "Platinum" 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 gathered 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.9	5.6	3.7	8.2	3.5	3.5
Expulsions	0.0	0.0	0.2	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	2.3	
Expulsions	0.0	0.2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Psychologist	1
Other	4.5

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
	K	21	1	3		23	1	2		22	1	3
1	29		2		26		3		30		2	
2	24		3		30		2		29		3	
3	26		3		27		3		19	2	1	
4	29		3		27		3		30		3	
5	30		2		30		3		28		3	
6	29		3		32		2		30		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	2

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 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.

During the current year Teachers had 2 preservice days of training on the use of technologies for Distance learning. County Technology Coaches have been used throughout the year for virtual office hours to continue to support our teachers with the challenges of Distance Learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,405	\$49,782
Mid-Range Teacher Salary	\$73,335	\$76,851
Highest Teacher Salary	\$98,064	\$97,722
Average Principal Salary (ES)	\$117,776	\$121,304
Average Principal Salary (MS)	\$123,665	\$128,629
Average Principal Salary (HS)	\$143,158	\$141,235
Superintendent Salary	\$190,693	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,713	\$252	\$5,461	\$69,692
District	N/A	N/A	\$9,682	\$79,857
State	N/A	N/A	\$7,750	\$79,209

Percent Differences		Unrestricted	Average Teacher Salary
School Site/District		-55.7	-13.6
School Site/ State		-34.7	-12.8

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

Types of Services Funded

Student Body funds are raised through sales/fundraiser activities. These funds are used for field trips, student academic awards and student recognition, 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 Federal and State program funds from LCAP, Title I, Title II, and State Lottery.

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.