

John F. Kennedy Elementary

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Josefina Velazquez
Email Address	josefina.velazquez@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Kennedy
Grade Span	K-6
County-District-School (CDS) Code	54-75531-0102707

2024-25 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	dusd.dinuba.k12.ca.us

2024-25 School Description and Mission Statement

A Message from the Principal:

The Annual School Accountability Report Card for Kennedy Elementary offers essential details about the school's instructional programs, academic performance, classroom resources, school safety, facilities, curricular initiatives, professional development, and staffing. Comprehending our school's accountability report card can help both our school and the community in the continuous enhancement of programs. Kennedy Elementary is dedicated to offering a secure, nurturing, challenging, and inspiring educational setting where students are actively involved in their learning. Our school is committed to supporting our

2024-25 School Description and Mission Statement

students, parents, and community through instruction, events, and other forms of assistance. Our teaching approach is tailored to meet the specific needs of our students. Continuous assessment of student progress and success enables us to improve the educational program, allowing students to attain academic proficiency. Staff and parents collaborate to develop both virtual and physical learning environments that encourage academic and social growth. We invite any suggestions or inquiries you might have regarding the details in this report or concerning the school. By working hard together, we will challenge our Kennedy students to achieve their fullest potential in college or their careers.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	66
Grade 2	61
Grade 3	66
Grade 4	79
Grade 5	77
Grade 6	90
Total Enrollment	511

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.2
White	4.9
English Learners	32.9
Foster Youth	1.2
Homeless	0.2
Migrant	3.3
Socioeconomically Disadvantaged	88.5
Students with Disabilities	6.8

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.24	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.76	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	21.00	100.00	272.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.24	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.76	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.10	5.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	21.50	7.76	15831.90	5.67
Total Teaching Positions	21.00	100.00	277.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.24	227.00	81.84	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.76	11.60	4.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.90	2.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.40	5.58	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	17.20	6.21	14303.80	5.15
Total Teaching Positions	21.00	100.00	277.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	4.70	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All 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 2023.	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
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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

School Facility Conditions and Planned Improvements

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

6/17/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			: GIRLS RR NEAR 33: epoxy flooring cracking, discolored MPR: floor tiles are cracking
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			STAFF ROOM: dirty dishes in sink, fire extinguisher blocked, items stored too high
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			UNISEX STAFF RR (ADMIN): floor peeling/cracking
Safety: Fire Safety, Hazardous Materials	X			30: refridgerator blocking fire extinguisher & pull station clearance 42: fire extinguisher blocked L1: fire pull station blocked by a bench L2: fire extinguisher & pull station blocked STAFF ROOM: dirty dishes in sink, fire extinguisher blocked, items stored too high
Structural: Structural Damage, Roofs	X			K3: hole on outside wall around door frame
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			40: whiteboards installed in windows 41: whiteboards installed in windows

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	42	44	47	46	47
Mathematics (grades 3-8 and 11)	29	36	27	29	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	304	97.75	2.25	41.78
Female	155	151	97.42	2.58	43.71
Male	156	153	98.08	1.92	39.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	293	288	98.29	1.71	40.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	9	81.82	18.18	--
English Learners	105	103	98.10	1.90	20.39
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	238	97.14	2.86	41.60
Students Receiving Migrant Education Services	13	11	84.62	15.38	36.36
Students with Disabilities	21	19	90.48	9.52	15.79

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	306	98.39	1.61	35.62
Female	155	153	98.71	1.29	29.41
Male	156	153	98.08	1.92	41.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	293	288	98.29	1.71	35.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	45.45
English Learners	105	105	100.00	0.00	16.19
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	22.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	240	97.96	2.04	31.25
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	21	20	95.24	4.76	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.38	14.47	22.47	17.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	76	98.70	1.30	14.47
Female	38	38	100.00	0.00	13.16
Male	39	38	97.44	2.56	15.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	69	69	100.00	0.00	14.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	29	29	100.00	0.00	3.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	15.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The School Site Council, which consists of parent members, along with our ELAC and Parent Advisory Group, offers recommendations and guidance to the school administration. These parent committees offer a chance for parents to contribute ideas for programs and activities they wish to see at Kennedy. We encourage parents to join in special events like parent nights focused on supporting children's academic success, parent conferences, our Harvest Festival, the Kennedy Read-A-Thon, Eagle Boosters, as parent volunteers, on field trips, and in programs and celebrations held throughout the school year. Each month, we've invited all Kennedy families to participate in informational sessions on topics such as drug awareness, bullying, family online libraries, Positive Behavior Interventions and Support, reading with children, and math games for the entire family. The sessions are planned to take place once a month in the cafeteria. The Eagle Boosters Club is a parent-led fundraising organization aimed at supporting students and staff by financing events and activities not covered by standard school budgets.

For additional details on parent engagement opportunities and events, please reach out to Mrs. Del Rio at (559) 595-7300.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	529	135	25.5
Female	270	266	66	24.8
Male	266	263	69	26.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	490	484	123	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	32	10	31.3
English Learners	216	211	41	19.4
Foster Youth	--	--	--	--
Homeless	32	32	10	31.3
Socioeconomically Disadvantaged	487	482	127	26.3
Students Receiving Migrant Education Services	22	22	6	27.3
Students with Disabilities	44	42	18	42.9

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.62	1.68	0.56	3.13	3.37	3.3	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.33	0.19	0.15	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.37	0.00
Male	0.75	0.00
Non-Binary	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	0.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.06	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

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

2024-25 School Safety Plan

Ensuring a safe campus is the primary goal of Kennedy Elementary. We have implemented and been trained in the district safety plan, tailoring the procedures to suit the specific needs of the Kennedy campus. Staff and students engage in monthly emergency drills according to the District DIRE plan. Employees are trained in the Big Five Actions, enabling them to react

2024-25 School Safety Plan

promptly during emergencies. Our campus is supervised by administrative staff members before, during, and after school hours. Both classified and certificated staff oversee break and lunch periods. We have introduced a Positive Behavior Intervention Supports program that specifies behavior standards, which are clearly taught to students three times annually and consistently reinforced by the staff. Kennedy's EAGLE behavior guidelines emphasize being eager to learn, acting responsibly, showing respect, listening attentively, and demonstrating excellence. The standards are identical for both staff and students. The PBIS program illustrates how students can adhere to those standards and provides opportunities for them to be acknowledged for exhibiting positive behavior. The State of California has acknowledged Kennedy as a "Platinum" school for its Positive Discipline programs. We anticipate achieving "Platinum" status this year. The school-wide policy at Kennedy addresses anti-bullying measures. The Student Agenda/Handbook outlines the expectations for Positive Behavior, the rewards associated with it, and the procedures for addressing inappropriate behavior.

At Kennedy, a crossing guard is available to help students navigate our busiest crosswalk when traveling to and from school. After school each day, the staff oversee the pick-up area. The site is enclosed by a fence with a single open gate at the front entrance for all visitors. During the day, classroom doors remain locked, and the School Resource Officer is accessible if required.

The team has created a coding system to manage emergency incidents related to student behavior. Support personnel, such as the psychologist, special education teachers and staff, county staff (IRC), and administrators, are all linked through group texts to provide quick responses in classrooms and on campus as needed. By implementing these processes, Kennedy has significantly decreased student suspensions over the past five years.

Every year, the Kennedy Elementary School Safety Plan is revised with contributions from the staff. Feedback is also collected from students, teachers, parents, the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). It receives approval from both the School Site Council and the School Board. Kennedy Elementary is dedicated to guaranteeing the safety of students, parents, and staff both on campus and during virtual learning.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	24	1	2	
1	20	3		
2	25		3	
3	23		3	
4	30		3	
5	20	2	1	
6	31		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	19	3		
2	20	3		
3	24		3	
4	26		3	
5	30		3	
6	22		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	26		2	
1	22		3	
2	20	2	1	
3	22	1	2	
4	26		3	
5	26		3	
6	30		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	511

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.5

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,330	\$727	\$7,603	\$97,339
District	N/A	N/A	\$22,771	\$95,194
Percent Difference - School Site and District	N/A	N/A	-99.9	2.2
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-34.5	2.8

Fiscal Year 2023-24 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, and recreational supplies.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,956	\$58,855
Mid-Range Teacher Salary	\$87,231	\$92,519
Highest Teacher Salary	\$116,645	\$114,665
Average Principal Salary (Elementary)	\$140,093	\$142,791
Average Principal Salary (Middle)	\$147,098	\$151,078
Average Principal Salary (High)	\$170,284	\$167,094
Superintendent Salary	\$215,000	\$281,086
Percent of Budget for Teacher Salaries	26.69	30.99
Percent of Budget for Administrative Salaries	4.82	5.37

Professional Development

The 2024-2025 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 a certificated teacher who provide academic support in small group settings. This teacher leads 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2