

John F. Kennedy Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	John F. Kennedy Elementary School
Street	19125 Schoolhouse Lane
City, State, Zip	Riverside, CA 92508-7147
Phone Number	(951) 789-7570
Principal	Lisa Gonzalez
E-mail Address	lmgonzalez@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/23
CDS Code	33-67215-6120075

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

John F. Kennedy Elementary School

Motto: Envision Excellence . . . Exceed Expectations!

Mission Statement

At John F. Kennedy Elementary, we believe that every student is unique and capable of learning to be college and career ready. We exist to educate, facilitate, and engage students to be responsible, self-motivated citizens who are readily capable of solving problems in the ever-changing 21st century.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	147
Grade 1	152
Grade 2	127
Grade 3	137
Grade 4	142
Grade 5	155
Grade 6	148
Total Enrollment	1,008

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.1
Asian	9.9
Filipino	1.9
Hispanic or Latino	42.0
Native Hawaiian or Pacific Islander	0.4
White	34.9
Socioeconomically Disadvantaged	37.0
English Learners	7.0
Students with Disabilities	6.2
Foster Youth	0.2

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44	43	43	1903
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: 10/02/18

The table displays information collected in 10/02/18 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 / Tesoros (adopted 2013) Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	Yes	0%
Science	McGraw Hill: California Science, K-6 / Ciencias (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2001
Lot Size: 10 acres

24 Permanent Classrooms
 22 Portable Classrooms (updated 10/23/2017)
 1 Portable restroom
 Resource/Psychologist Room
 Speech and Language Room
 Library/Multi-Purpose Room
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

J.F. Kennedy has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 392
 Labor Hours = 1048.25
 Assessed Value of Work = \$50333.3600

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	19: Thermostat hanging from wall, missing piece - HVAC running ok 25: Thermostat housing melted, HVAC unit running ok
Interior: Interior Surfaces	Good	23: Door will not self close/latch, adjust closer, large drywall paint damage at soap dispensers 27: Soap dispenser pulled from wall, needs to be hung/re-installed 31: Soap dispenser pulled from wall, needs to be hung/re-installed P38: Drooping ceiling tiles need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	22: 2 lights out 34: Data jack hanging from wall near teacher's desk at smart board, was told it doesn't work 3B: Electrical panel missing safety blank off, Kinder Room 3: Light out in restroom
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Speech: No water at faucet, door does not self close/latch
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	TK Rm 2: Stained, bulging ceiling tile by North exit door indicating roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	1: South East exit door crash bar extremely hard to operate 10: Door will not unlock, cannot access 23: Door will not self close/latch, adjust closer, large drywall paint damage at soap dispensers P39: Door does not self close/latch, adjust closer Speech: No water at faucet, door does not self close/latch

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/7/2018	
Overall Rating	Fair

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	67.0	64.0	47.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	54.0	34.0	35.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	573	559	97.56	64.22
Male	310	304	98.06	58.88
Female	263	255	96.96	70.59
Black or African American	34	34	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	61	55	90.16	90.91
Filipino	11	11	100.00	90.91
Hispanic or Latino	228	222	97.37	59.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	210	208	99.05	62.50
Two or More Races	16	16	100.00	75.00
Socioeconomically Disadvantaged	224	220	98.21	47.73
English Learners	60	53	88.33	49.06
Students with Disabilities	26	26	100.00	15.38

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	575	567	98.61	53.97
Male	311	309	99.36	55.02
Female	264	258	97.73	52.71
Black or African American	34	34	100	44.12
American Indian or Alaska Native	--	--	--	--
Asian	62	61	98.39	73.77
Filipino	11	11	100	72.73
Hispanic or Latino	228	224	98.25	45.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	208	98.58	58.17
Two or More Races	16	16	100	62.5
Socioeconomically Disadvantaged	226	223	98.67	39.91
English Learners	60	60	100	41.67
Students with Disabilities	27	26	96.3	19.23

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.6	29.8	34.4

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Contact Person Name: Megan Meschon , PTA President Contact Person Phone Number: 951-789-7570

Parents are encouraged to be an active part of their child's learning experience. English Learner Advisory Committee (ELAC) meetings are held 7 times a year on Thursdays at 1:30-2:30 in room A104. Parent Teacher Association (PTA) meetings are held on the third Tuesday of each month at 3:00 p.m. All parents are welcome to attend association meetings for PTA. Teachers invite and encourage volunteers in the classrooms. For the safety of our children, we maintain a closed campus. All visitors need to check- in at the school office. Communication with parents is given a high priority on our campus. There are many opportunities for parents to volunteer throughout the school year at events such as Book Fair, Fall Festival, Red Ribbon Week, Parent Nights, and 100 Mile Club events. Progress reports are sent home for students who are in danger of failing during the middle of each trimester. Parents are encouraged to meet with teachers on an ongoing basis. Parents' ideas, observations, and suggestions are always appreciated. The parent involvement contact person at this school is Lisa Gonzalez, Principal, and can be contacted at 951-789-7570.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6	0.7	0.7	4.0	3.6	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	6		24	1	7		24		6	
1	24		5		27		4		25		6	
2	25		5		25		6		25		5	
3	24		7		24		6		23		6	
4	32		4	1	34			5	28		5	
5	31		5		29		5		31		5	
6	29	1	1	5	27	1	5	1	29		5	
Other									5	2		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,396	783	5,613	94,868
District	N/A	N/A	6,354	\$92,123
Percent Difference: School Site and District	N/A	N/A	8.7	2.9
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-2.7	16.1

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

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

Types of Services Funded (Fiscal Year 2017-18)

John F. Kennedy Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$ 22,386.00 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,697	\$47,903
Mid-Range Teacher Salary	\$86,573	\$74,481
Highest Teacher Salary	\$113,222	\$98,269
Average Principal Salary (Elementary)	\$130,439	\$123,495
Average Principal Salary (Middle)	\$139,392	\$129,482
Average Principal Salary (High)	\$149,103	\$142,414
Superintendent Salary	\$295,694	\$271,429
Percent of Budget for Teacher Salaries	38.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

During the 16-17 School Year, teachers attended a day long District-wide in-service that included self selected training in Language Arts, Mathematics, Technology, CCSS, Science and the transition to the NGSS. In addition, all 3-6 grade teachers attended 3 days of training on the new Language Arts adoption Wonders as well as receiving on-going support from staff developers in rolling out the new adoption. Math staff developers provided on-going support for all teachers in implementing the new pacing guide for mathematics.

During the 17-18 School Year, teachers attended a half day District-wide in-service that includes self selected training in Language Arts, Mathematics, Technology, CCSS, Science and transition to the NGSS. In addition, all teachers received on-going support and training from staff developers and specialists in Language Arts, Mathematics and Technology. Each teacher had two half days for planning and collaborating with their grade level.

During the 18-19 School Year, teachers will receive ongoing support and training from staff developers and specialists in Language Arts, Mathematics and Technology. In addition, each teacher will have one and a half days for Language Arts and one day for Mathematics planning, collaborating and data analysis with their grade level.