John F. Kennedy Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.
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.

2022-23 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
Email Address	lmgonzalez@riversideunified.org
School Website	http://kennedy.riversideunified.org/
County-District-School (CDS) Code	33-67215-6120075

2022-23 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website Address	http://riversideunified.org/

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	119
Grade 2	118
Grade 3	123
Grade 4	112
Grade 5	133
Grade 6	129

Total Enrollment	854

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.0
Asian	8.9
Black or African American	7.3
Filipino	1.5
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.1
White	31.5
English Learners	11.2
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	54.6
Students with Disabilities	8.3

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)	34.40	96.50	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.34	38.00	2.21	11216.70	4.08

Authorization/Assignment						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.34	17.00	0.99	12115.80	4.41
Unknown	1.00	2.80	151.80	8.83	18854.30	6.86
Total Teaching Positions	35.70	100.00	1720.00	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)	32.20	94.16	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	2.00	5.84	127.00	7.37	15831.90	5.67
Total Teaching Positions	34.20	100.00	1723.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.10	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 9/15/2022 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 currently 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)

Year and month in which the data were collected	09/15/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 / Maravillas (adopted 2019) McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) McGraw-Hill: WonderWorks (K-6 SDC & Intervention) (adopted 2019) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant, Franklin, TK-6) (adopted 2016) Structured English Supplement (RUSD created supplement) Project Moving Forward (Supplemental TK-2 Harrison, Jackson, Taft)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018)	Yes	0%
Science	Core Knowledge Foundation: Core Knowledge Science (Adams, Bryant, Franklin TK-6) McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Amplify Education, Inc.: Amplify Science 6 (adopted 2019) Mystery Science (Supplemental) TK-5 FOSS Science (Supplemental) K-5	Yes	0%
History-Social Science	Core Knowledge Foundation: Core Kowledge History/Geography (Adams, Bryant, Franklin TK-6) Harcourt: Reflections, K-6 / Reflexiones (DLI) (adopted 2006) Riverside History (Supplemental RUSD created grade 3 only) McGraw-Hill: Wonders, TK (RUSD created supplement as needed)	Yes	0%
Foreign Language	N/A		N/A
Health	Sunburst Visual Media: Good Hygiene Grade 3 (adopted 2009) Sunburst Visual Media: Having a Positive Body Image Grade 4 (adopted 2009) Sunburst Visual Media: Looking Ahead About Boys/Girls Grade 5 (adopted 2009) Sunburst Visual Media: The New Me About Boys/Girls Grade 6 (adopted 2009)	Yes	N/A
Visual and Performing Arts	Alfred Publishing: Accent on Achievement (various Instruments) Grades 5-6		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Year Constructed: 2001
Lot Size: 10 acres
24 Permanent Classrooms
22 Portable Classrooms
1 Portable restroom
Resource/Psychologist Room
Speech and Language Room
Library/Multi-Purpose Room
Indoor and Outdoor Cafeteria
Air Conditioned

Riverside Unified School District maintains both short and long-term 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 15 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).

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

Year and month of the most recent FIT report	10/14/2022 - 11/15/2022

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			KENA-102F (Administration): 4: (D) Ceiling tiles have holes or stains. KENA-103 (Library): 4: (D) Ceiling tiles have holes or stains. KENC-25 (Classroom): 4: (D) Ceiling tiles have holes or stains. KENC-28 (Classroom): 4: (D) Ceiling tiles have holes or stains. KENC-31 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. KENE-12 (Classroom): 4: (D) Ceiling tiles have holes or stains. KENE-15 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. 9: (D) Water pressure is inadequate. KENE-21 (Classroom): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc). (D) Carpeting is stained KENE-4 (Classroom): 4: (D) Carpeting is stained KENK-2 (Classroom): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc).

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		KENA-100A (Administration): 7: Missing light bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		KENC-35 (Classroom): 9: Drinking fountain has something stuck inside KENC-36 (Classroom): 9: Water pressure to high on drinking fountain KENE-15 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. 9: (D) Water pressure is inadequate.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		KENGR-BCOURTS (Courts): 14: (D) There are signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets. KENGR-Grounds (Grounds): 14: Large cracks throughout asphalt play areas

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	50	N/A	30	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	503	500	99.40	0.60	58.40
Female	240	239	99.58	0.42	62.34
Male	263	261	99.24	0.76	54.79
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	82.22
Black or African American	30	29	96.67	3.33	48.28
Filipino	--	--	--	--	--
Hispanic or Latino	230	229	99.57	0.43	52.40

Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	28	28	100.00	0.00	39.29
White	161	160	99.38	0.62	63.75
English Learners	42	42	100.00	0.00	21.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	70.59
Socioeconomically Disadvantaged	277	275	99.28	0.72	45.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	40	95.24	4.76	17.50

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	503	500	99.40	0.60	49.60
Female	240	239	99.58	0.42	47.70
Male	263	261	99.24	0.76	51.34
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	77.78
Black or African American	30	29	96.67	3.33	37.93
Filipino	--	--	--	--	--
Hispanic or Latino	230	229	99.57	0.43	41.92
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	28	28	100.00	0.00	39.29
White	161	160	99.38	0.62	55.00
English Learners	42	42	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	52.94

Socioeconomically Disadvantaged	277	275	99.28	0.72	38.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	40	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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	34.09	NT	26.85	28.5	29.47

2021-22 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	133	132	99.25	0.75	34.09
Female	66	65	98.48	1.52	32.31
Male	67	67	100	0	35.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36	1.64	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100	0	50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100	0	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	83.0	82.2	82.2	82.2	60.7

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.

2022-23 Opportunities for Parental Involvement

Contact Person Name: Jennifer Collins , 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. 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; they are being held in person this school year. Parent Advisory Committee (PAC) is held one time a month, usually on the third Thursday of the month. Once safety regulations allow, teachers will 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 using the Raptor verification system. Communication with parents is given a high priority on our campus. There are many opportunities for parents to volunteer throughout the school year such as virtual parent nights and information will be communicated regarding District offered parent nights. Updates on progress toward standards are sent home throughout the trimester by teachers. District 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. The principal can be contacted at 951-789-7570.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	916	899	221	24.6
Female	440	431	99	23.0
Male	476	468	122	26.1

American Indian or Alaska Native	1	1	0	0.0
Asian	83	82	9	11.0
Black or African American	67	63	11	17.5
Filipino	17	14	2	14.3
Hispanic or Latino	429	422	134	31.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	37	6	16.2
White	271	271	57	21.0
English Learners	104	104	24	23.1
Foster Youth	11	8	0	0.0
Homeless	13	13	5	38.5
Socioeconomically Disadvantaged	513	504	159	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	87	34	39.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.37	2.79	2.45
Expulsions	0.00	0.17	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.98	0.18	4.11	0.20	3.17
Expulsions	0.00	0.00	0.00	0.20	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.98	0.00
Female	0.23	0.00
Male	1.68	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.48	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.48	0.00
English Learners	0.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.37	0.00

2022-23 School Safety Plan

As mandated by the California Education Code 32280-32289.5, RUSD, each school develops, implements and maintains a Comprehensive School Safety Plan. The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive School Safety Plan. Beginning in 2022, the district provided each school with the Compliance Tool for School Safety Plans provided by the California Department of Education to aid developers in meeting all plan components required by law. Over time, and through collaboration with law enforcement and Fire Department Personnel, the Safety Plan is discussed with staff, evaluated, edited, reviewed, and updated by January 31 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. Drills for earthquakes, fire, lockdown, lockout, 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. In addition to site administrators, each site has a Campus Supervisor and is assigned a School Resource Officer, (SRO) organized by the High School Cluster. Each officer serves the elementary and middle schools that fed into that high school.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	6	
1	21	1	5	
2	27		5	1
3	25		6	
4	34			2
5	33		2	
6	33		2	
Other	14	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	10	3	
1	8	10	3	
2	10	10	3	1
3	10	8	3	
4	21	4		2
5	14	5	4	
6	16	5	3	1
Other	11	2	1	

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	17	2	5	
1	24		5	
2	23		5	
3	27		4	
4	33		1	1
5	33		2	1
6	32		3	
Other	12	2	1	

2021-22 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	1708

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	8,229.53	1,422.06	6,807.47	103,281.90
District	N/A	N/A	6594.44	$96,806
Percent Difference - School Site and District	N/A	N/A	3.2	6.5
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	3.2	19.0

2021-22 Types of Services Funded

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

$260,499 Local Control Funding Formula (LCFF): for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan.
Please note, starting in 2021-22 reporting year, the methodology used to report types of services funded has changed. More specifically, per CDE guidance, programs and services provided through Local Control Funding Formula (LCFF) now includes other LCAP actions funded by LCFF in addition to the unduplicated allocation. This includes actions such as AP/AP secretary salaries, reading intervention, summer school, activities/athletics and more. The unduplicated LCFF allocation is used for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the RUSD School Board's Ongoing Work Plan.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$60,289	$51,081
Mid-Range Teacher Salary	$88,920	$77,514
Highest Teacher Salary	$116,293	$105,764
Average Principal Salary (Elementary)	$137,046	$133,421
Average Principal Salary (Middle)	$144,793	$138,594
Average Principal Salary (High)	$155,774	$153,392
Superintendent Salary	$306,117	$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

During the 2022-2023 School Year, teachers will receive voluntary after school technology trainings on site. Each teacher will have two half days to collaborate and meet for Language Arts planning, and two half days to plan for Mathematics. During this time they will plan, collaborate and analyze data for their grade level and current student performance. To continue monitoring and analyzing the student data for TK-6th grade students each teacher will meet with the principal and assistant principal to discuss the student data for their current classroom twice a year during the school day. The focus this year will also remain on learning and understanding the Danielson Framework as well as goal setting both individually with students, as well as, class and grade level. There will be six team meeting days dedicated to this process. Also, during staff meetings, there will be a focus on social emotional learning for students and staff. Team Leaders will participate in Site Leadership Team collaboration days six times throughout the year to focus on MTSS processes for a campus wide focus on positive behavior.

During the 2022-2023 School Year, all certificated employees will complete safety trainings within the first six weeks of school beginning as well as instructional supports to help provide instruction as students continue to be on campus and in person for instruction. During staff meetings information will be reviewed and further professional development on assessment and social emotional well being will be provided. Teachers are also able to voluntarily participate in district offered professional development throughout the year. Team meetings are held twice a month where teachers are able to collaborate and expand on various trainings they have participated in throughout the month from district offered professional development sessions.

During the 19-20 School Year, Transitional Kindergarten, Kindergarten, First grade and Second grade teachers will receive two in-service days for training in the new Language Arts curriculum, Wonders. In addition, all Transitional Kinder Teachers -Sixth grade will receive two training days for the writing curriculum. Teachers will receive voluntary after school technology trainings on site. Each teacher will have two half days to collaborate and meet for Language Arts planning, and two half days to plan for Mathematics. During this time they will plan, collaborate and analyze data for their grade level and current student performance. To continue monitoring and analyzing the student data for TK-6th grade students each teacher will meet with the principal and assistant principal to discuss the student data for their current classroom twice a year during the school day. The focus this year will also remain on learning and understanding the Danielson Framework. There will be three staff meeting days dedicated to this process. Also, during staff meetings, there will be three meetings that The Guide 2.0 is reviewed, and focused on the new aspects of the document for all staff members. Team Leaders will participate in Site Leadership Team collaboration days three times throughout the year.

During the 20-21 School Year, all certificated employees will complete 5 Modules of professional development regarding health and safety measures and instructional supports during the COVID-19 pandemic. These modules are comprised of both required and choice-based courses. During staff meetings information will continue to be reviewed and shared to support instruction. Team meetings will be used to collaborate and expand on what has been learned. During the 2021-2022 School Year, all certificated employees will complete safety trainings within the first six weeks of school beginning as well as instructional supports to help provide instruction as students are transitioning back to being on campus and in person for instruction. During staff meetings information will be reviewed and further professional development on assessment and social emotional well being will be provided. Teachers are also able to voluntarily participate in district offered professional development throughout the year. Team meetings are held twice a month where teachers are able to collaborate and expand various trainings they have participated in throughout the month from district offered professional development sessions.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	4	4