John F. Kennedy Elementary

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 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	kennedy.dinuba.k12.ca.us
Grade Span	K-6
County-District-School (CDS) Code	54-75531-0102707

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	mkochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

The Annual School Accountability Report Card for Kennedy Elementary provides important information about our instructional programs, academic performance, classroom resources, school safety measures, facilities, curriculum initiatives, professional development, and staffing. Understanding this report helps both our school and the community work together to continuously enhance the programs we offer.

At Kennedy Elementary, our mission is to foster a safe and inclusive space for fearless lifelong learners who lead with kindness and purpose. This mission guides every aspect of our work and reflects our commitment to creating an environment where students feel supported, valued, and empowered. Our vision further strengthens this commitment: At Kennedy Elementary, we

2025-26 School Description and Mission Statement

foster meaningful relationships, collaborate effectively, and create engaging learning experiences that empower every student to thrive.

We are dedicated to providing a secure, nurturing, challenging, and inspiring educational setting where students take an active role in their learning. Our staff works closely with students, parents, and the community through high-quality instruction, school events, and ongoing support. Instruction is designed to meet the individual needs of our students, and continuous assessment allows us to refine our programs and help students achieve academic success. Together, staff and parents collaborate to create both virtual and on-campus learning environments that promote academic achievement and social-emotional growth.

We welcome any questions or suggestions you may have regarding the information in this report or about our school. By working together, we will continue to challenge and inspire our Kennedy students to reach their fullest potential and prepare them for success in college, careers, and beyond.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	52
Grade 2	72
Grade 3	70
Grade 4	67
Grade 5	78
Grade 6	80
Total Enrollment	488

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
Asian	1.2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.2
White	6.1
English Learners	24.6
Foster Youth	0.4
Homeless	2
Migrant	1.6
Socioeconomically Disadvantaged	88.5
Students with Disabilities	7.2

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.

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	95.24	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	1	4.76	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	21.5	7.76	15831.9	5.67
Total Teaching Positions	21	100	277.9	100	279044.8	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.

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	95.24	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.76	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.2	6.21	14303.8	5.15
Total Teaching Positions	21	100	277.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	21	100	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	5.66	13705.8	4.91
Total Teaching Positions	21	100	276.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	0
Mathematics	All in good condition. Illustrated Mathematics is the adopted Mathematics Curriculum. Adopted in 2021	0
Science	All in good condition. TWIG Science Curriculum, TWIG Education Inc. Adopted in 2019, (TK-6).	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	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 classrooms on the Kennedy Campus. The Kennedy Center, our multipurpose/performing arts room, is also our cafeteria and is used for special events throughout the district. It has three adjoining classrooms, as well as a stage for inside events and an outdoor stage for daily morning assembly.

School Facility Conditions and Planned Improvements

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	7/28/2025

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: ceiling tiles not in correctly (work order submitted) floor cracking & discolored, patrition walls peeling, bulbs out (w/o submitted) MENS RR NEAR 14: ceiling tile not in correctly (work order submitted) tile cracking in wall PREP 12/13: student restroom linoleum is lifting, FRP dirty
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			PREP 12/13: student restroom linoleum is lifting, FRP dirty
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			L2: paper on door adjoining the library
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	42	47	50	47	48
Mathematics (grades 3-8 and 11)	36	41	29	31	35	37

2024-25 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	299	291	97.32	2.68	41.58
Female	155	155	100.00	0.00	43.87
Male	144	136	94.44	5.56	38.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	279	274	98.21	1.79	40.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	15	12	80.00	20.00	66.67
English Learners	74	70	94.59	5.41	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	282	274	97.16	2.84	40.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	21	84.00	16.00	4.76

2024-25 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	298	293	98.32	1.68	41.30
Female	155	155	100.00	0.00	38.71
Male	143	138	96.50	3.50	44.20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	278	275	98.92	1.08	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	15	13	86.67	13.33	76.92
English Learners	73	72	98.63	1.37	15.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	281	276	98.22	1.78	39.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	21	84.00	16.00	4.76

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.47	14.67	17.17	17.58	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	75	97.40	2.60	14.67
Female	35	35	100.00	0.00	11.43
Male	42	40	95.24	4.76	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	76	74	97.37	2.63	14.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	70	97.22	2.78	12.86
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.

2024-25 California Physical Fitness Test Participation Rates

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	100%	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.

2025-26 Opportunities for Parental Involvement

The School Site Council, made up of parent representatives, works alongside our ELAC and Parent Advisory Group to provide input and suggestions to school leadership. These parent groups create opportunities for families to share their ideas for programs and activities they would like to see at Kennedy. We welcome parents to participate in special events such as academic parent nights, parent-teacher conferences, the Harvest Festival, the Kennedy Read-A-Thon, Eagle Boosters activities, classroom volunteering, field trips, and various celebrations throughout the year.

Each month, all Kennedy families are invited to attend informational sessions covering topics like drug prevention, anti-bullying strategies, online family library resources, Positive Behavior Interventions and Supports, reading with children, and family math games. These meetings are scheduled once a month and held in the cafeteria. The Eagle Boosters Club is a parent-run fundraising group that supports students and staff by helping fund events and activities that are not included in the regular school budget.

For more information about parent involvement opportunities and upcoming events, please contact Mrs. Liduvina Torres at (559) 595-7300.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	515	122	23.7
Female	276	269	66	24.5
Male	249	246	56	22.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	478	469	115	24.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	36	35	7	20.0
English Learners	162	157	32	20.4
Foster Youth	--	--	--	--
Homeless	16	12	2	16.7
Socioeconomically Disadvantaged	500	491	120	24.4
Students Receiving Migrant Education Services	12	12	5	41.7
Students with Disabilities	43	43	14	32.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.68	0.56	2.29	3.37	3.3	2.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.38	0.19	0.15	0.27	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.29	0.38
Female	1.81	0.36
Male	2.81	0.40
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	1.88	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	2.78
English Learners	2.47	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	2.20	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.30	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.

2025-26 School Safety Plan

Kennedy Elementary's top priority is maintaining a safe and secure school environment. Our staff has been trained in the district's comprehensive safety plan, and we have adapted its procedures to meet the unique needs of our campus. Students and staff participate in monthly emergency drills as outlined in the District DIRE plan. All employees receive training in the Big Five Actions so they can respond quickly and effectively during emergency situations. Campus supervision is provided by administrators before, during, and after school, while both certificated and classified staff monitor students during recess and lunch.

We have implemented a Positive Behavior Intervention Supports (PBIS) system that establishes clear expectations for student conduct. These expectations are taught three times each year and regularly reinforced by staff. Kennedy's EAGLE behavior expectations encourage students to be eager learners, act responsibly, give respect, listen attentively, and exhibit excellence—standards that apply equally to both students and staff. PBIS outlines how students can demonstrate these behaviors and offers recognition for positive choices. The State of California has honored Kennedy with "Platinum" status for its Positive Discipline practices, and we anticipate earning this distinction again this year. Our school-wide policies also include anti-bullying procedures, and the Student Agenda/Handbook explains behavioral expectations, rewards, and steps for addressing misconduct.

To support student safety while traveling to and from school, a crossing guard is stationed at our busiest intersection each day. After school, staff members supervise the pick-up area. The campus is secured by fencing, with a single-entry point for all visitors at the main gate. Classroom doors remain locked throughout the school day, and our School Resource Officer is available whenever assistance is needed.

We have also developed a coding system to quickly respond to student behavior emergencies. Support staff—including the school psychologist, special education team, and administrators—communicate through group messaging to ensure immediate assistance in classrooms or anywhere on campus. These systems have contributed to a significant decline in student suspensions over the past five years. Our tiered behavior support structure includes Tier 1 meetings held monthly to analyze behavior data and set schoolwide SMART goals; Tier 2 meetings held twice a month for students needing additional intervention; and weekly Tier 3 meetings for individualized, intensive support.

Kennedy's School Safety Plan is updated annually with input from staff, students, families, the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). The plan is approved by both SSC and the School Board. Kennedy Elementary remains committed to ensuring the safety of all students, staff, and families—whether on campus or in virtual learning environments.

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.

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	0
1	19	3	0	0
2	20	3	0	0
3	24	0	3	0
4	26	0	3	0
5	30	0	3	0
6	22	0	3	0
Other	0	0	0	0

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	0	2	0
1	22	0	3	0
2	20	2	1	0
3	22	1	2	0
4	26	0	3	0
5	26	0	3	0
6	30	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	3		
2	24		3	
3	23		3	
4	22		3	
5	26		3	
6	27		3	

2024-25 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

2024-25 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	5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$8,916	$884	$8,032	$109,014
District	N/A	N/A	$13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	-50.4	8.7
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-32.5	8.6

Fiscal Year 2024-25 Types of Services Funded

State and federal funding sources—including Title I, Title II, and state Lottery funds—are used to enhance and strengthen our core instructional programs with the goal of improving student achievement. These resources support student success by providing professional development for teachers and staff, purchasing supplemental instructional materials, and offering additional academic assistance. Extra academic supports include after-school GATE enrichment for students working above grade level, after-school reading intervention, and targeted reading support during the school day provided by a credentialed Instructional Support Teacher.

Student Body funds are generated each year through schoolwide fundraising events such as the Turkey Trot, Read-a-thon, school carnival, T-shirt sales, and book fairs. These funds help cover the costs of field trips, student incentive programs, and new library books. In addition, the Kennedy Boosters Club contributes by raising money for student activities, rewards, incentives, and recreational materials.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

Professional Development

Kennedy Elementary's 2025–2026 goals align with the District Action Plan and fulfill all LCAP requirements. Our primary objectives emphasize standards-based instruction and targeted interventions in order to support student success in both Language Arts and Mathematics. A key academic priority is ensuring that every student reads at or above grade-level expectations. We also maintain a strong focus on supporting English Language Learners by providing English instruction that matches their fluency levels, with the goal of helping each student advance at least one proficiency level per year. Academic interventions follow the RTI² model, and student behavior is explicitly taught and monitored through a comprehensive PBIS framework.

Professional development is closely connected to these goals and includes weekly PLC collaboration, grade-level common planning time, district-led training in Common Core ELA and math, and professional learning focused on student engagement. A full-time academic coach is available to assist teachers with instructional strategies and lesson planning. Kennedy also employs a credentialed teacher who delivers small-group academic support and oversees a team of nine Instructional Assistants who also work with students in small groups. Ongoing professional development for this support team is provided by site staff as well as district and county-level coaches, with a strong emphasis on reading instruction and intervention practices.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2