John F. Kennedy Elementary

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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	Blake Benham
Email Address	bbenham@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Kennedy
County-District-School (CDS) Code	54-75531-0102707

2023-24 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website	dusd.dinuba.k12.ca.us

2023-24 School Description and Mission Statement

A Message from the Principal:

The Kennedy Elementary Annual School Accountability Report Card provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, curricular programs, professional development and staffing. Understanding our school accountability report card can assist both our school and the community in ongoing program improvement. Kennedy Elementary is committed to provide a safe, caring, rigorous and motivating learning environment where students are actively engaged in their learning. Our school is dedicated to serving our students, parents and community through events, supports, and instruction. Instruction is based on the identified needs of our students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Staff and parents work together to create a virtual and physical learning environment that promotes academic and social development. We welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work, our Kennedy students will be challenged to reach their maximum potential in college or career.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	57
Grade 2	60
Grade 3	73
Grade 4	77
Grade 5	91
Grade 6	66
Total Enrollment	494

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.2%
Asian	0.8%
Black or African American	0.4%
Filipino	0.4%
Hispanic or Latino	94.1%
Native Hawaiian or Pacific Islander	0.4%
White	3.6%
English Learners	40.1%
Foster Youth	0.8%
Homeless	0.8%
Migrant	3.4%
Socioeconomically Disadvantaged	85.2%
Students with Disabilities	6.1%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted text books are aligned with state standards for each content area.

Year and month in which the data were collected	12/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	All in good condition. California Journeys- Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2023.	Yes	0
Mathematics	All in good condition. Illustrated Mathematics is the adopted Mathematics Curriculum. Adopted in 2021	Yes	0
Science	All in good condition. TWIG Science Curriculum, TWIG Education Inc. Adopted in 2019, (TK-6).	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

The Kennedy Elementary campus was built in 2004. It is a beautiful facility with some great design concepts. The administration building and the Library building are located at the entrance of the campus. The library also contains two adjoining classrooms. There are four pod structures, each holding four classrooms connected by a center workroom, which has common teaching facilities for that pod. There are a total of 19 academic classroom on the Kennedy Campus. The Kennedy Center, our multipurpose/performing arts room, is also our cafeteria and is used for special events throughout the district. It has three adjoining classrooms , as well as, a stage for inside events and an outdoor stage for daily morning assembly.

Each year Kennedy is subject to Williams inspections by TCOE. Each year our school has passed the inspection for facility safety and academic materials.

Year and month of the most recent FIT report	10/25/2023

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 13): epoxy floor cracking GIRLS RR (NEAR 33): epoxy floor cracking, partitions need paint/replacement, 2nd sink leaks from handle (work order submitted) MPR: floor cracking in some areas
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ADMIN: epoxy cracking in students rr in main office
Safety: Fire Safety, Hazardous Materials	X			11: non flame retardant curtains 12: non flame retardant curtains

School Facility Conditions and Planned Improvements

				13: door covered in paper, non-flame retardant curtains, couches & pillows K1: bean bags L2: bean bags
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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	41	46	44	47	46
Mathematics (grades 3-8 and 11)	23	29	25	27	33	34

2022-23 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	312	308	98.72	1.28	41.23
Female	146	146	100.00	0.00	41.78
Male	166	162	97.59	2.41	40.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	293	98.65	1.35	39.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	131	131	100.00	0.00	24.43
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	222	99.11	0.89	40.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	13.64

2022-23 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	313	308	98.40	1.60	28.66
Female	147	147	100.00	0.00	23.81
Male	166	161	96.99	3.01	33.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	293	98.32	1.68	27.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	132	132	100.00	0.00	15.15
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	222	98.67	1.33	25.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	21	84.00	16.00	9.52

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.29	15.38	19.58	22.47	29.47	30.29

2022-23 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	91	91	100.00	0.00	15.38
Female	43	43	100.00	0.00	6.98
Male	48	48	100.00	0.00	22.92
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	13.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	43	43	100.00	0.00	2.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	70	100.00	0.00	14.29
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97	97	97	97	97

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.

2023-24 Opportunities for Parental Involvement

Our School Site Council, which includes parent members, and our ELAC provide advice and guidance for the school administration. We encourage parents to participate at special events, such as parent nights centered on helping children to be successful in school, parent conferences, our Harvest Festival, the Kennedy Read-A-Thon, Eagle Boosters, parent volunteers, field trips, as well as programs and celebrations throughout the school year. We have invited all of our Kennedy families to join us monthly for informational sessions covering drug awareness, bullying, online libraries for the family, Positive Behavior Interventions and Support, reading with children, and math games for the whole family. These sessions are scheduled one per month in the cafeteria. Our Eagle Boosters Club is a parent driven fundraising group which has goals to support students and staff by funding events and activities that are not supported through the regular school budgets.

If you would like more information about parent engagement opportunities and events, please contact Mrs. Del Rio at (559) 595-7300.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	526	149	28.3
Female	265	262	73	27.9
Male	271	264	76	28.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	2	50.0
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	503	494	141	28.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	0	0	0	0.0
White	22	21	5	23.8
English Learners	232	227	56	24.7
Foster Youth	11	11	3	27.3
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	467	459	136	29.6
Students Receiving Migrant Education Services	24	23	5	21.7
Students with Disabilities	46	44	22	50.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.62	1.68	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0
Female	0.75	0
Male	2.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.79	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.86	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.93	0
Students Receiving Migrant Education Services	4.17	0
Students with Disabilities	6.52	0

2023-24 School Safety Plan

The first goal of Kennedy Elementary is to ensure a safe campus. We have adopted, and are trained in, the district safety plan and have modified the procedures to meet the needs of the Kennedy campus. The staff and students participate in monthly emergency drills. Administrative staff members supervise our campus before, during, and after school. Classified and certificated personnel also supervise during the break and lunch periods. We have implemented a Positive Behavior Intervention Supports program identifying how students are expected to behave throughout the school. Kennedy's EAGLE expectations are to Eagerly Learn, Act Responsibly, Give Respect, Listen Attentively, and Exhibit Excellence. These expectations are the same for staff and students. The PBIS program shows students what it looks like to practice those expectations, and has put into place opportunities for students to be recognized for positive behavior. Kennedy has been recognized by the State of California as a "Platinum" school for our Positive Discipline programs. This year we expect to reach "Platinum" status. Kennedy has a school-wide anti-bullying policy. The Student Agenda/Handbook includes the Positive Behavior expectations, rewards, and the steps to correct inappropriate behavior.

Kennedy has added a crossing guard to assist students coming to and from school at our busiest crosswalk. Staff supervise the pick-up area each day after school. Our site is fenced and there is one open gate at the front of the campus where all visitors must enter. Classroom doors are locked during the day, and the School Resource Officer is available if needed.

Staff have developed a Code System for emergency response regarding student behavior. Support staff, including the psychologist, Special Education teachers and staff, County staff (IRC), and administrators are all connected via group text for immediate response in classrooms and on campus when necessary. Kennedy has reduced the number of student suspensions significantly over the last 5 years, due to having these processes in place.

The Kennedy Elementary School Safety Plan is updated every year with the input from staff in August of 2023. Input was also gathered from students, teachers, parents, SSC, and ELAC in November of 2023. It is then approved by the School Site Council and the School Board. Kennedy Elementary is committed to ensure students', parents' and staff's safety when on

2023-24 School Safety Plan

campus or learning virtually.

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.

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	21	1	2	
1	24		3	
2	21	1	2	
3	32		3	
4	20	2	1	
5	31		3	
6	29		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	20	3		
2	25		3	
3	23		3	
4	30		3	
5	20	2	1	
6	31		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 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	494

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$7,264	$239	$7,025	$85.389
District	N/A	N/A	$6,120	$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

State and Federal funds from Title I, Title II, and state Lottery are used to help supplement and support core programs to increase student achievement. Student achievement is increased by providing professional development for teachers and staff, purchasing additional materials and supplies, and providing additional academic support for students. Additional academic supports provided are afterschool GATE modules for students performing above grade level, afterschool reading intervention, and reading intervention within the school day by a credentialed Instructional Support Teacher.

Student Body funds are raised annually through school fundraisers such as a school carnival, T-shirt sales, and a book fair. These funds help pay for field trips, student incentive programs, and library books. Our Kennedy Boosters Club has raised money for student activities, rewards and incentives, recreational supplies, and additional equipment, such as Chromebooks to be used for instruction in the classrooms.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,014	$54,190
Mid-Range Teacher Salary	$78,586	$85,111
Highest Teacher Salary	$105,086	$104,999
Average Principal Salary (Elementary)	$126,210	$132,492
Average Principal Salary (Middle)	$132,521	$140,987
Average Principal Salary (High)	$153,409	$153,884
Superintendent Salary	$215,000	$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

Professional Development

The 2021-2022 Goals of Kennedy Elementary are aligned with the District Action Plan and meet LCAP requirements. Specific goals include standards based instruction and interventions for all students to ensure academic success in Language Arts and Mathematics. Our top academic goal is that all students read at or above grade level standard. Additional focus is on English Language Learners and providing instruction in English based on fluency levels aimed at producing gains of at least 1 level per school year. Interventions are based on RTI2 and behavior is taught and monitored through a comprehensive PBIS structure.

Professional development is directly related to the goals and includes weekly PLC collaboration, common planning time for grade levels, district provided math and ELA common core training, student engagement strategies, and a full time academic coach available to support all staff with instructional practices and planning. Kennedy employs two certificated teachers who provide academic support in small group settings. These two teachers lead a staff of six Instructional Assistants who also provide academic support in small groups. Professional development for our academic support team is provided by site, District, and County level coaches on an ongoing basis, with emphasis on reading instruction and interventions.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2