Newark Unified
John F. Kennedy Elementary
2024-2025 School Accountability Report Card

Published: January 2026

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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.

- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at

https://www.caschooldashboard.org.

DISTRICT VISION

The Newark Unified School District in partnership with the community will be a model of world-class education that develops the unique abilities of every student.

DISTRICT MISSION

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens.

SCHOOL & COMMUNITY PROFILE

John F. Kennedy Elementary School is one of six elementary schools in the Newark Unified School District. Class size in transitional kindergarten through third grade is generally no larger than twenty-six students and no more than thirty-one students per classroom in grades four through five. All of the classroom teachers and the principal are NCLB compliant and CLAD or equivalent certified.

The school provides California Common Core Standards-based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress and success; Kennedy is not under any state or federal sanction.

Kennedy Elementary School celebrates our diverse ethnic population including: African-American, Asian, Latino, and White students. Seventeen languages are represented. The school provides differentiated instruction for English Learners, Students with Disabilities, students working below grade level, and students working above grade level.

The City of Newark is located in Alameda County and is home to 47,434 residents. This 151 year-old community is situated on the southeastern edge of the San Francisco Bay directly east of Interstate I-880 and south of Highway 84. With its close proximity to San Jose, Oakland, and San Francisco, Newark residents have easy access to the benefits of "big city" life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of six elementary schools, serving students from transitional kindergarten through fifth grade, one preschool, one junior high serving grades six through eight, one comprehensive high school, one distance learning school, and an alternative educational program. All of the schools maintain a shared commitment to challenge the students to strive for excellence. Our schools support students to become academically skilled and community-minded with a wide array of post-high school educational and career options.

School Mission Statement:

It is the mission of John F. Kennedy Elementary School to ensure high levels of learning for all students and to foster a community built on respect for one another.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	48.80
Male	51.20
Non-Binary	
American Indian or Alaska Native	
Asian	21.50
Black or African American	1.50
Filipino	4.40
Hispanic or Latino	41.80
Native Hawaiian or Pacific Islander	0.90
White	14.90
Two or More Races	8.80
EL Students	17.40
Foster Youth	0.70
Homeless	3.30
Military	
Socioeconomically Disadvantaged	32.50
Migrant Education	0.20
Students with Disabilities	14.50

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	100
1st	71
2nd	53
3rd	72
4th	84
5th	75
Total	455

CONDITIONS OF LEARNING

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	90.09	201.90	81.22	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.20	2.93	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.95	13.80	5.58	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.80	1.94	11,953.10	4.28
Unknown	1.00	4.95	20.60	8.31	15,831.90	5.67
Total Teaching Positions	20.10	100.00	248.60	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	90.29	176.00	80.86	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	2.43	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.85	15.80	7.26	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.20	1.48	11,746.90	4.23
Unknown	1.00	4.85	17.30	7.96	14,303.80	5.15
Total Teaching Positions	20.60	100.00	217.60	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	95.05	155.90	80.22	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.51	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.70	5.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	1.31	12,112.80	4.34
Unknown	1.00	4.95	24.10	12.42	13,705.80	4.91
Total Teaching Positions	20.10	100.00	194.40	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	1.00	1.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00	0.00

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

Class Assignments			
	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)	5.80	11.10	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)	0.00	4.30	4.30

SCHOOL FACILITIES

Kennedy was constructed starting in 1963, additions made in 1991 and in 2001 modernization including HVAC, restrooms, ADA ramps, doors and walkways was done. In 2003 - 2004 a modular building was constructed to house two classrooms, two multi-stall restrooms, and a storage room. Modernization of offices and classrooms was completed in 2006-2007. During the summer of 2012 sidewalks in front of school were replaced. With the passing of the bond and Prop 39, the District began assessing all sites to address concerns. During the 2024-2025 school year, additional fencing and gates were installed around the front facing exterior of the school.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	01/05/2026
Data Collected:	January 2026
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	Boys Restroom by Room 3: 4. Window / sill needs repair. Classroom 1: 4. Window / sill needs repair.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	Boys Restroom by Room 12: 7. Multiple lights out. Classroom 10: 7. Multiple lights out.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	Classroom 10: 9. Sink does not drain.
STRUCTURAL: Structural Damage, Roofs	GOOD	MPR: 12. Water leaks in from walls.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	

INSTRUCTIONAL MATERIALS

A public hearing was held on September 16, 2025 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment 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 cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: TK-5th Course: English Language Arts / Development Publisher: Benchmark Education Adoption: 2024	Yes	0
Mathematics	Grades: TK-5th Course: Mathematics Publisher: Big Ideas Math Adoption: 2018	Yes	0
History / Social Science	Grades: TK-5th Course: History Social Science Publisher: SAVVAS MyWorld Interactive Adoption: 2022	Yes	0
Science	Grades: TK-5th Course: Life Science Publisher: Delta Education Adoption: 2016 Grades: TK-5th Course: Earth Science Publisher: Delta Education Adoption: 2018 Grades: TK-5th Course: Physical Science Publisher: Delta Education Adoption: 2021	Yes Yes Yes	0 0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 5th Course: Health Publisher: Public Health – Seattle & King County Adoption: 2009	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	52	49	52	44	44	49	46	47	48
Mathematics (Grades 3-8 and 11)	53	55	56	35	35	38	34	35	37
Science (Grades 5, 8, and 10)	42	42	39	26	26	28	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	228	225	98.68	1.32	52.00
Male	114	114	100.00	0.00	46.49
Female	113	110	97.35	2.65	58.18
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	50	50	100.00	0.00	68.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	95	98.96	1.04	34.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	34	97.14	2.86	52.94
Two or More Races	32	31	96.88	3.12	67.74
EL Students	32	32	100.00	0.00	9.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	28.38
Migrant Education	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	8.51

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	228	225	98.68	1.32	56.00
Male	114	114	100.00	0.00	52.63
Female	113	110	97.35	2.65	60.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	50	50	100.00	0.00	76.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	95	98.96	1.04	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	34	97.14	2.86	47.06
Two or More Races	32	31	96.88	3.12	83.87
EL Students	32	32	100.00	0.00	21.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	36.49
Migrant Education	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	17.02

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	76	75	98.68	1.32	38.67
Male	35	35	100.00	0.00	34.29
Female	40	39	97.50	2.50	43.59
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	15.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	22.73
Migrant Education	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2024-25 Physical Fitness Test Participation					
Grade	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
5th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	471	466	108	23.2
Female	228	227	50	22.0
Male	242	238	58	24.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	103	103	21	20.4
Black or African American	--	--	--	--
Filipino	22	20	0	0.0
Hispanic or Latino	195	193	64	33.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	70	9	12.9
Two or More Races	40	40	7	17.5
EL Students	80	79	20	25.3
Foster Youth	--	--	--	--
Homeless	16	16	4	25.0
Military	--	--	--	--
Socioeconomically Disadvantaged	167	167	56	33.5
Migrant Education	--	--	--	--
Students with Disabilities	83	81	25	30.9

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

Parents are actively involved in many ways at John F. Kennedy Elementary School. Parents support our programs through volunteering in the classroom, working with students, and preparing future class work, projects and activities. They also serve as chaperones and drivers for field trips. Parents are encouraged to volunteer for special activities and projects organized for the educational enrichment of the students and Kennedy families. Projects may include: Young Authors' program, Kennedy Voices, our choir program, Art Program, Walk-a-thon, Field Day, Back-to-School Night, Open House, parent education nights, Art Show, International Night, Science Fair, library assistance, computer assistance, and fundraising. Students at Kennedy are able to participate in art classes during the school day that are taught by parent volunteers. Many formal positions exist including; School Site Council, English Language Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), and the Parent Teachers Association (PTA).

The Parent-Teacher Association is very active in providing teachers with support, including raising approximately $10 per year for each student. Each year the PTA hosts a Walk-a-thon, Harvest Festival, Holiday Boutique, movie nights, product

fundraisers, and scholarships for previous Kennedy students. Beginning in the 2008 - 2009 School Year the PTA has supported an Art program for all grades. They also support field trips, assemblies, and Graphic Arts.

Newsletters and school information is available on the school website.

Please contact the school office at (510) 818-3400 for more information on opportunities for parent involvement.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Newark Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2025. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Health and safety protocols
- Medical emergencies
- Opioid use prevention
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Positive school climate
- Bullying prevention policies and procedures
- Dangerous, violent or unlawful activities
- Policies related to suspension/expulsion
- Sexual harassment policy
- Policies related to immigration enforcement on campus
- Safe ingress and egress of pupils, parents/guardians, and school employees

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	2.83	1.24	1.27	0.00	0.00	0.00
District	5.15	5.18	3.63	0.00	0.00	0.04
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	1.27	0.00
Female	0.00	0.00
Male	2.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.43	0.00
Two or More Races	0.00	0.00
EL Students	2.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.80	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.41	0.00

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	22	22	25	1	1	0	2	2	2	0	0	0
1st	26	25	26	0	0	0	2	2	2	0	0	0
2nd	24	24	26	0	0	0	3	3	2	0	0	0
3rd	26	25	23	0	0	0	3	3	3	0	0	0
4th	31	30	31	0	0	0	2	2	2	0	0	0
5th	31	31	29	0	0	0	2	2	2	0	0	0
Other	19	15	20	2	2	2	2	1	2	0	0	0

TYPES OF SERVICES FUNDED

Kennedy receives LCFF dollars to support the following activities and services designed to increase student achievement:

Teachers use collaboration time to focus on curriculum and instruction, analyzing student data and developing lessons and units to improve the academic progress of students. A bilingual instructional aide provides classroom support for students who need additional academic support.

Technology resources that are provided at school and include an at-home component are used for math and language arts including iReady. After-school homework help is available for students who are referred to the programs by their teachers.

Materials and supplies are purchased to support English Language Arts, mathematics, social studies, and science instruction.

All teachers have access to Mystery Science to supplement and enrich science instruction.

To ensure a safe place for all students, we have anti-bullying assemblies and a positive behavior system (PBIS) that encourages and supports healthy and responsible choices, positive peer interactions, community service/pride, and high attendance rates. We also host family education/engagement events and International Day each year. This year, we are reviewing our Site Plan and making the necessary adjustments with our School Site Council to continue our effort of providing 1:1 Chromebooks to all students.

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 15,894.00
School: From Supplemental/Restricted Sources	$ 5,712.00
School: From Basic/Unrestricted Sources	$ 10,182.00
District: From Basic/Unrestricted Sources	$ 10,072.00
Percentage of Variation between School & District	1.09 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-8.65 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 0.00	$ 57,978.14
Mid-Range Teachers	$ 0.00	$ 89,611.75
Highest Teachers	$ 0.00	$ 117,194.02
Elementary School Principals	$ 0.00	$ 143,632.49
Middle School Principals	$ 0.00	$ 149,446.81
High School Principals	$ 0.00	$ 162,334.03
Superintendent	$ 0.00	$ 234,075.56
Teacher Salaries	32.11 %	27.81 %
Administrative Salaries	5.87 %	5.47 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	$ 108,902.00
District	$ 106,842.00
Percentage of Variation between School & District	1.93 %
All Similar School Districts	$ 92,686.00
Percentage of Variation between School & State	17.50 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	5	4	3