



John F. Kennedy Elementary

630 Ponce de Leon Ave • Stockton, CA 95210 • (209) 933-7225 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

Vision

Team Kennedy - Empowering students to be critical thinkers and problem solvers.

Mission Statement

The mission of the Kennedy Community is to cultivate life-long learners, responsible and caring citizens, and critical thinkers. We believe in the development of the whole child and celebrating growth. We are committed to the inclusion of project based learning, 21st century skills, and social awareness.

School Goals

- Ensure the safety of all members of the Kennedy Community
- Provide quality, rigorous instruction for all students
- Increase parent/community involvement to support student learning

John F. Kennedy School is located in northwest Stockton, CA and was originally built in 1964. It provides instruction for about 500 students pre-school thru 8th grade. Kennedy School is rich in cultures and languages. Our students come from Hispanic (42%), Asian (21%), African American (21%), Caucasian (5%), Filipino (4%), and other cultures (7%). In addition to English, Kennedy families speak Spanish, Hmong, Khmer, Lao, Pashto, Filipino, Khmu, and Vietnamese. Our students strive to reach for the STARS by being Safe, Trustworthy, Accountable for their actions, Respectful to their peers and all staff members, and to act Scholarly at all times. Kennedy scholars enjoy participating in the Kennedy Games, Kennedy Dance Crew, Family Nights, Science Club, PLUS, and yearbook. We have opportunities for our parents as well. All parents are invited to our monthly Parent Coffee Hour or our weekly classes about nutrition, bullying, nutrition, and learning English as a Second Language. Kennedy School not only has parent support but community support. Lowe's, Target, Premier Credit Union and other community organizations have adopted Kennedy School. Kennedy teachers are part of a Professional Learning Community where they collaborate to determine the most effective way to teach the Common Core State Standards, to use technology, to engage students in meaningful learning and projects. Every student in the Transitional Kindergarten class to the 8th grade class have daily access to laptops to support their learning and access to a computer lab. The Kennedy Community is an inclusive one and is a pilot school for a Learning Center. Students from general education classes and special education classes are supported by our full time Speech Therapist, Resource Teacher, Intervention Teacher, 2 Special Education teachers, and 21 highly qualified General Education teachers. Each teacher is committed to providing quality education to each child. The journey to college and career begins at John F. Kennedy School.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7225.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	79
Gr. 1	59
Gr. 2	55
Gr. 3	63
Gr. 4	44
Gr. 5	37
Gr. 6	37
Gr. 7	63
Gr. 8	52
Total	489

SOURCE: California Department of Education

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	25.2
American Indian or Alaska Native	1.8
Asian	19.2
Filipino	3.1
Hispanic or Latino	43.4
Native Hawaiian/Pacific Islander	0.4
White	4.7
Two or More Races	2.2
Socioeconomically Disadvantaged	89.0
English Learners	22.7
Students with Disabilities	11.7

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

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 Credentials

John F. Kennedy Elementary	12-13	13-14	14-15
Fully Credentialed	22	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School

John F. Kennedy Elementary	12-13	13-14	14-15
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	3	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.44	2.56
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials	
Year and month in which data were collected: September 23, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-8 Math, Algebra I & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 Scott Foresman</p> <p>Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past</p> <p>Adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of reevaluation.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 7/9/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	boys & girls restrooms: repair holes in walls. P 23: flooring slope / steps need repair / wood rot on portables P 30: replace broken floor tile / walls have rips
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	P 23: flooring slope / steps need repair / wood rot on portables
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	39	39	33	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	32	38	39	36	38	37	54	56	55
Math	39	41	42	34	34	34	49	50	50
HSS	13	12	13	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	4	6	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.2	15.2	
7	21.2	12.1	7.6

* 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.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	33
Male	21
Female	42
Black or African American	25
American Indian or Alaska Native	
Asian	35
Filipino	
Hispanic or Latino	28
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	17
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	31	24	-9
Black or African American	47		
American Indian or Alaska Native			
Asian	46	30	-10
Filipino			
Hispanic or Latino	37	1	-13
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	24	-7
English Learners	47	6	7
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

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 schoolsite.

Opportunities for Parental Involvement

Each school recognizes that parents and the community play an important role in the success and education of their students. Kennedy has established partnerships with community businesses and organizations to increase parent participation. The school offers several opportunities and programs to encourage parent involvement. After School Programs: The Step-Up Program is in full swing from the first day of school to the last day of school. Students are tutored with the assistance of the program supervisors. They are fed healthy snacks and participate in exercise daily. Students enjoy activities that relate to school are supervised under the watchful eye of the After School Program. Working together the SSC and ELAC parent committees of Kennedy School advise the principal about the instructional programs, resources, and ways to offer the absolute best for their children. These committees review and develop the School Plan for Student Achievement as well as oversee the school budget. English as a Second Language for adults (ESL): Kennedy School is working in conjunction with the School for Adults to partner with Zone H schools and gather a group of EL parents who want to learn English to assist their children with their school work. Kennedy teachers stay in close contact with parents on a regular basis to keep them apprised of their child's progress. When necessary, however, the Principal, Counselor, Program Specialist, and teachers, hold Student Success Team conferences for all students who are at risk for retention and/or need additional behavioral or educational support. Students who are identified as having difficulties in the classroom, with attendance, behavior and academic struggles may also meet with this team alongside their classroom teachers to identify strategies and solutions that will diminish obstacles to student success. In addition, parents are welcome to volunteer in the classroom, help with student supervision, and participate in family and student events.

State Priority: 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 Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during the close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. This year parents will also be given the opportunity to review the REMS plan at our monthly Parent Coffee Hour. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive Readiness and Emergency Management for Schools document helps to provide a safe environment for the school community. The school's REMS plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. This plan was updated in August 2013. The principal is certified in the national REMS guidelines and procedures. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators, the Campus Security Assistant and school staff provide supervision for students before, during, and after school. The playground is safe for all students. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their Visitor Badge or Volunteer Identification at all times. There is a crossing guard in front of the school so that students can walk safely to and from home. Parents are not allowed to drop off students in the staff parking lot due to safety concerns. Outside gates are to remain locked during school hours thus requiring visitors to enter and sign-in through the front office.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.1	10.3	9.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	.33
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	1.0
Other	1.4
Average Number of Students per Staff Member	
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.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.8	15	12	1	4	8	3			0		
Gr. 1	30.7	29	18	0		2	3	2	2	0		
Gr. 2	24.3	26	17	1		2	2	3	2	0		
Gr. 3	28	29	27	0		1	2	2	2	0		
Gr. 4	22	19	7	1	1	7	2		1	0	1	
Gr. 5		19	11		1	3		1	1			
Gr. 6	27	21	11	0	1	3	2	2	1	0		
Other	14.5			2			2			0		
English	27.6	23	17	1	2	1	3	5		1		
Math	26.5	23	25	1	1		1	2	1	0		
Science	26.5	24		1	1		1	3		0		
SS	29	24		1	1		1	3		1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,689	\$2,175	\$4,514	\$64,894
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-9.4	6.1
Percent Difference: School Site/ State			-3.8	-8.2

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at John F. Kennedy Elementary

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at John F. Kennedy Elementary

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.