



John F. Kennedy Elementary

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy 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 over 500 students, pre-school thru 8th grade. Kennedy School is rich in cultures and languages. Our students come from Hispanic (42%), Asian (18%), African American (24%), Caucasian (4%), Filipino (5%), 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. This year students will also have an opportunity to participate in board games and intramural sports during lunch time. We have opportunities for our parents as well. All parents are invited to our monthly Parent Coffee Hour, Parent Academy, and parent classes that address such topics as: nutrition, bullying, positive discipline, the Common Core State Standards, how to support their child at home so they are successful in school, and learning English as a Second Language. Kennedy School not only has parent support but community support. Lowe's, Bear Creek Community Church, 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 in the classroom, and to engage students in meaningful learning and projects. Every student from Transitional Kindergarten to the 8th grade have access to laptops to support their learning and access to a computer lab. The Kennedy Community is an inclusive one. Students from general education classes and special education classes are supported by our Speech Therapist, Resource Teacher, 2 school counselors, GREAT Resource Officer, Intervention Teacher, 2 Special Education teachers, and 21 highly qualified General Education teachers. Each teacher is committed to providing quality education to each child. It is our sincere belief that the journey to college and career begins at John F. Kennedy School. As a result, we have implemented the AVID College Readiness Program, are implementing a school wide writing program, and are teaching students how to develop the Executive Functions or life skills such as; organization, goal setting, flexibility, planning, and initiation to be successful in college, in their chosen profession, and in life.

About the SARC

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 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/>.
- 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/guardians and community members should contact the school at (209) 933-7225 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	63
Grade 1	58
Grade 2	52
Grade 3	61
Grade 4	62
Grade 5	47
Grade 6	36
Grade 7	39
Grade 8	61
Total Enrollment	479

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.9
American Indian or Alaska Native	2.5
Asian	21.7
Filipino	4.6
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.6
White	5.2
Two or More Races	2.7
Socioeconomically Disadvantaged	82.7
English Learners	24
Students with Disabilities	12.5
Foster Youth	1

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	13-14	14-15	15-16
With Full Credential	22	21	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

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	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/18/2015

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: T.P dispenser needs to be secured in boys RR. Multipurpose/kitchen: paint peeling by toilet in kitchen. rm 30: rips on walls rm 7: rips on walls
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				overall: portables exterior has lot of wood rot, trees between 10 wing and portables need to be trimmed or removed safety concern. P-20: broken floor tiles and floor slopes.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				X	overall: portables exterior has lot of wood rot, trees between 10 wing and portables need to be trimmed or removed safety concern.
Overall Rating	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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	23	44
Math	21	17	33

* 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

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	38	32	19	32	31	29	59	60	56

* Results are for 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.60	14.00	3.50
7	20.60	11.80	8.80

* 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

2014-15 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
All Student at the School	19
Male	21
Female	17
Black or African American	0
American Indian or Alaska Native	--
Asian	25
Filipino	--
Hispanic or Latino	25
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	21
Foster Youth	--

* 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

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	65	63	96.9	48	38	6	8
	4	69	69	100.0	59	19	14	6
	5	60	57	95.0	47	25	19	7
	6	36	36	100.0	44	42	8	3
	7	35	34	97.1	35	29	21	15
	8	73	69	94.5	52	25	20	1
Male	3	65	34	52.3	35	47	6	12
	4	69	35	50.7	54	17	23	3
	5	60	30	50.0	57	17	17	7
	6	36	14	38.9	57	36	0	7
	7	35	11	31.4	45	45	9	0
	8	73	38	52.1	68	13	16	0
Female	3	65	29	44.6	62	28	7	3
	4	69	34	49.3	65	21	6	9
	5	60	27	45.0	37	33	22	7
	6	36	22	61.1	36	45	14	0
	7	35	23	65.7	30	22	26	22
	8	73	31	42.5	32	39	26	3
Black or African American	3	65	11	16.9	82	18	0	0
	4	69	20	29.0	70	10	5	10
	5	60	15	25.0	60	13	20	7
	6	36	9	25.0	--	--	--	--
	7	35	7	20.0	--	--	--	--
	8	73	14	19.2	86	0	14	0
American Indian or Alaska Native	3	65	1	1.5	--	--	--	--
	4	69	3	4.3	--	--	--	--
	5	60	4	6.7	--	--	--	--
	8	73	2	2.7	--	--	--	--
Asian	3	65	11	16.9	55	36	0	9
	4	69	15	21.7	60	7	20	13
	5	60	13	21.7	46	15	23	8
	6	36	7	19.4	--	--	--	--
	7	35	12	34.3	33	17	33	17
	8	73	12	16.4	42	17	33	8

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	65	3	4.6	--	--	--	--
	4	69	1	1.4	--	--	--	--
	5	60	3	5.0	--	--	--	--
	6	36	2	5.6	--	--	--	--
	7	35	1	2.9	--	--	--	--
	8	73	4	5.5	--	--	--	--
Hispanic or Latino	3	65	34	52.3	38	38	12	12
	4	69	24	34.8	54	29	17	0
	5	60	19	31.7	37	32	21	11
	6	36	16	44.4	56	38	6	0
	7	35	14	40.0	43	29	7	21
	8	73	30	41.1	37	37	23	0
Native Hawaiian or Pacific Islander	4	69	1	1.4	--	--	--	--
	6	36	1	2.8	--	--	--	--
	8	73	1	1.4	--	--	--	--
White	3	65	2	3.1	--	--	--	--
	4	69	4	5.8	--	--	--	--
	5	60	2	3.3	--	--	--	--
	6	36	1	2.8	--	--	--	--
	8	73	5	6.8	--	--	--	--
Two or More Races	3	65	1	1.5	--	--	--	--
	4	69	1	1.4	--	--	--	--
	5	60	1	1.7	--	--	--	--
	8	73	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	65	54	83.1	50	35	6	9
	4	69	58	84.1	55	21	17	5
	5	60	49	81.7	45	22	22	8
	6	36	31	86.1	48	39	10	3
	7	35	30	85.7	40	27	20	13
	8	73	57	78.1	49	25	23	2
Students with Disabilities	3	65	5	7.7	--	--	--	--
	4	69	9	13.0	--	--	--	--
	5	60	5	8.3	--	--	--	--
	6	36	8	22.2	--	--	--	--
	7	35	8	22.9	--	--	--	--
	8	73	8	11.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	65	64	98.5	28	42	22	8
	4	69	69	100.0	41	26	30	3
	5	60	57	95.0	61	21	14	4
	6	36	36	100.0	56	36	6	3
	7	35	34	97.1	41	35	12	12
	8	73	69	94.5	61	28	4	6
Male	3	65	35	53.8	11	46	29	14
	4	69	35	50.7	34	29	34	3
	5	60	29	48.3	66	17	14	3
	6	36	14	38.9	71	14	7	7
	7	35	11	31.4	64	27	9	0
	8	73	38	52.1	61	32	3	3
Female	3	65	29	44.6	48	38	14	0
	4	69	34	49.3	47	24	26	3
	5	60	28	46.7	57	25	14	4
	6	36	22	61.1	45	50	5	0
	7	35	23	65.7	30	39	13	17
	8	73	31	42.5	61	23	6	10
Black or African American	3	65	11	16.9	36	45	18	0
	4	69	20	29.0	70	10	15	5
	5	60	15	25.0	80	7	13	0
	6	36	9	25.0	--	--	--	--
	7	35	7	20.0	--	--	--	--
	8	73	14	19.2	93	0	7	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3	65	1	1.5	--	--	--	--
	4	69	3	4.3	--	--	--	--
	5	60	4	6.7	--	--	--	--
	8	73	2	2.7	--	--	--	--
Asian	3	65	11	16.9	27	45	18	9
	4	69	15	21.7	20	40	33	7
	5	60	13	21.7	62	31	8	0
	6	36	7	19.4	--	--	--	--
	7	35	12	34.3	42	17	33	8
	8	73	12	16.4	50	25	8	17
Filipino	3	65	4	6.2	--	--	--	--
	4	69	1	1.4	--	--	--	--
	5	60	3	5.0	--	--	--	--
	6	36	2	5.6	--	--	--	--
	7	35	1	2.9	--	--	--	--
	8	73	5	6.8	--	--	--	--
Hispanic or Latino	3	65	34	52.3	29	41	18	12
	4	69	24	34.8	33	25	42	0
	5	60	19	31.7	47	32	11	11
	6	36	16	44.4	56	44	0	0
	7	35	14	40.0	43	43	0	14
	8	73	29	39.7	41	48	3	3
Native Hawaiian or Pacific Islander	4	69	1	1.4	--	--	--	--
	6	36	1	2.8	--	--	--	--
	8	73	1	1.4	--	--	--	--
White	3	65	2	3.1	--	--	--	--
	4	69	4	5.8	--	--	--	--
	5	60	2	3.3	--	--	--	--
	6	36	1	2.8	--	--	--	--
	8	73	5	6.8	--	--	--	--
Two or More Races	3	65	1	1.5	--	--	--	--
	4	69	1	1.4	--	--	--	--
	5	60	1	1.7	--	--	--	--
	8	73	1	1.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	65	54	83.1	30	43	19	9
	4	69	58	84.1	36	29	31	3
	5	60	49	81.7	59	22	14	4
	6	36	31	86.1	52	42	3	3
	7	35	30	85.7	47	27	13	13
	8	73	56	76.7	59	27	5	7
Students with Disabilities	3	65	5	7.7	--	--	--	--
	4	69	9	13.0	--	--	--	--
	5	60	5	8.3	--	--	--	--
	6	36	8	22.2	--	--	--	--
	7	35	8	22.9	--	--	--	--
	8	73	8	11.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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

Our 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 as well as opportunities to sing, dance, create, and play cooperatively. 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 CARE Team meetings to provide student interventions and 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, irregular 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. Monthly Parent Coffee Hours are the first Friday of each month and the Child Abuse Prevention Council (CAPC) also has parenting classes every two weeks on Tuesday mornings for interested parents. This year Kennedy School will also be hosting the SUSD Parent Academy for busy parents that want to find effective ways to help their child do better in class and on state assessments.

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 monthly basis. This plan was updated in August 2013 and reviewed by the faculty. 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 and on the corner of El Dorado and Ponce de Leon 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.

In an effort to improve safety, John F. Kennedy School is partnering with the City of Stockton and the SAFE Moves program to improve safety for students on the way to and from school. Parents, teachers, and students learn about the real and perceived dangers in the community and then are given an opportunity to problem solve with the City of Stockton to increase the safety of students. Finally, Kennedy School is one of 2 elementary schools in SUSD that was selected to participate in Project Prevent, a grant from the U.S. Department of Education. Project Prevent is school wide and focuses on reducing the cycle of violence and address trauma in the lives of students. The effectiveness of the grant will be measured by the Healthy Kids Survey, discipline data, and the number of students receiving mental health services.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	10.28	9.08	11.04
Expulsions Rate	0.00	0.00	0.16
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 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	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	12	13	3	8	5						
1	28	18	18		2	2	1	2	2			
2	26	17	22		2	1	3	2	2			
3	29	32	25			1	2	1	2			
4	34	12	19		3	2		1	2	1		
5	32	18	16		1	2	1	1	1			
6	25	15	17	1	3	2	2	1	1			
Other	31	26			1		1	1				

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	17	9	2	1	2	5					
Math	23	25		1			2	1				
Science	24			1			3					
SS	24			1			3					

* 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.33
Social Worker	0.04
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
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.

Professional Development provided for Teachers

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. Teachers are also attending a follow-up day in 2015-2016. Additionally, onsite coaching is provided.

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

In addition, a team of teachers across grade levels wrote and received a grant to integrate Writing and Science so that students would have more experience reading and writing about non-fiction texts in order to better align instruction with the CAASP and MAP Science assessments. Nancy Fetzer provided 2 days of in-service in 2014-2015 to the entire staff and the team of teachers are coaching, providing PD and modeling lessons using the writing strategies and providing hands on experiences in the Science Room in 2015-2016. The team of teachers also took STEM classes at the San Joaquin County Office of Education to develop content knowledge and help assist their peers with the new Next Generation Science Standards. Teachers are supported by the Kennedy Science Writing Team, the coach, and the administrator.

John F. Kennedy School is one of 3 pilot schools that is focusing on Executive Functions. In 2014-2015 teachers received 2 days of in-service by a SUSD school psychologist about the need to develop Executive Functions in students through a series of weekly lessons. Lead teachers

regularly present strategies and lessons to develop EF skills at staff meetings. The teachers do pre and post BRIEFS or Behavior Rating Inventory of Executive Function on a group of students to see if the lessons are effective in addition to using MAP and SBAC results. The teachers are supported by a school psychologist, lead EF teachers, and the administrator.

In 2014 -2015 the 7/8th grade teachers went to professional development provided by AVID and attended the Summer AVID Institute. This is a result of student state test results and the number of student s entering and

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	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

Types of Services Funded

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)

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).

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.

graduating from college. In 2015-2016 the 7/8th grade teachers are continuing to receive staff development through the district and AVID. Teachers also collaborate onsite about how to best utilize the WICOR strategies and implement the components on the AVID program. Teachers receive support from the onsite AVID coordinator, coach, and administrator.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6084.92	1435.21	4649.71	65082.04
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-6.7	6.4
Percent Difference: School Site/ State			-0.9	-8.0

* Cells with ◆ do not require data.

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

◆ no data required.