



John F. Kennedy Elementary

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

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<https://www.stocktonusd.net/Kennedy>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202
(209) 933-7000
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District Governing Board

Cecilia Mendez

Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia

Board Vice President, Area 3

Lange Luntao

Board President, Area 4

Maria Mendez
Area 5

Scot McBrian

Area 6

Candelaria Vargas

Area 7

District Administration

John E. Deasy, Ph.D.

Superintendent

Nik Howard

Interim Assistant Superintendent of Human Resources

MaryJo Cowan
Assistant Superintendent of
Educational Support Services

Sonjhia Lowery
Assistant Superintendent of
Educational Services

Vision

Team Kennedy will be recognized for cultivating positive members of society that are college and career ready.

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

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	66
Grade 2	61
Grade 3	67
Grade 4	45
Grade 5	63
Grade 6	43
Grade 7	63
Grade 8	64
Total Enrollment	554

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	22.9
American Indian or Alaska Native	1.1
Asian	19.1
Filipino	4.3
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.2
White	4.2
Two or More Races	5.8
Socioeconomically Disadvantaged	74.5
English Learners	22.6
Students with Disabilities	15
Foster Youth	1.1
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for John F. Kennedy	17-18	18-19	19-20
With Full Credential	22	24	21
Without Full Credential	4	4	7
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at John F. Kennedy Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	rm 1: rips on walls rm 13: paint cabinets & doors, stained ceiling tiles. rm 16: paint cabinets & doors. rm 9: fill in holes on wall and paint near sink, paint cabinets & doors. Westside boys/girls restrooms: broken wall tiles boysrestroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Multipurpose: missing conduit connection on east wall,replace door stop
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Multipurpose: missing conduit connection on east wall,replace door stop Over all: cracks on walkways,cracks on playgrounds, site is under construction.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Over all: cracks on walkways,cracks on playgrounds, site is under construction.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	20	28	31	50	50
Math	19	17	21	21	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	4.3		
7	8.2	21.3	21.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	346	99.43	19.94
Male	202	202	100.00	15.84
Female	146	144	98.63	25.69
Black or African American	81	81	100.00	11.11
American Indian or Alaska Native	--	--	--	--
Asian	70	70	100.00	21.43
Filipino	16	16	100.00	18.75
Hispanic or Latino	135	133	98.52	21.80
White	17	17	100.00	17.65
Two or More Races	25	25	100.00	32.00
Socioeconomically Disadvantaged	259	258	99.61	17.05
English Learners	97	97	100.00	9.28
Students with Disabilities	58	57	98.28	3.51
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	346	99.43	17.05
Male	202	202	100.00	14.85
Female	146	144	98.63	20.14
Black or African American	81	81	100.00	9.88
American Indian or Alaska Native	--	--	--	--
Asian	70	70	100.00	27.14
Filipino	16	16	100.00	6.25
Hispanic or Latino	135	133	98.52	16.54
White	17	17	100.00	17.65
Two or More Races	25	25	100.00	24.00
Socioeconomically Disadvantaged	259	258	99.61	15.12
English Learners	97	97	100.00	10.31
Students with Disabilities	58	57	98.28	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 ELPIC parent committees of Kennedy School advise the principal about the instructional programs, resources, and ways to offer the absolute best for their children. The School Site Council reviews and develops the School Plan for Student Achievement as well as oversees the school budget. 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. Kennedy School also hosts the SUSD Parent Academies parents that are seeking effective ways to help their child be successful in class.

State Priority: School Climate

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

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

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 in January. 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 December 2015 and reviewed by the faculty at the August 2016 and January 2017 staff meeting. Kennedy staff members are also being trained on Share 911 at their staff meeting in October 2016 to ensure effective communication in the event of an emergency. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	14.0	12.7	11.0
Expulsions Rate	0.0	0.3	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	692.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	2.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	23	1	7		22	1	7		22	1	7	
1	17	3	6		16	7	2		19	2	4	
2	17	3	4		21	2	6		21	2	6	
3	19	4	4		17	2	4		19	5	2	
4	17	2	2		19	3	4		15	2	4	
5	22	2	6		19	2	4		22	2	4	
6	18	5	4		23	2	4		14	8		
Other**					9	4			12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,462	\$1,480	\$6,981	\$70,531
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.8	-3.3
School Site/ State	-15.8	-13.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.