

# John F. Kennedy Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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 This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	John F. Kennedy Elementary
Street	785 Price St.
City, State, Zip	Daly City, CA 94014-2163
Phone Number	(650) 991-1239
Principal	Matthew Harris
Email Address	mharris@jeffersonesd.org
County-District-School (CDS) Code	John F. Kennedy Elementary

Entity	Contact Information
<b>District Name</b>	Jefferson Elementary
<b>Phone Number</b>	(650) 991-1000
<b>Superintendent</b>	Bernardo Vidales
<b>Email Address</b>	bvidales@jeffersonesd.org
<b>Website</b>	<a href="https://www.jsd.k12.ca.us/">https://www.jsd.k12.ca.us/</a>

### School Description and Mission Statement (School Year 2019-20)

John F. Kennedy Elementary School serves approximately 450 students in grades pre-kindergarten through fifth grade. The beautiful campus is set in a scenic valley on the slopes of San Bruno Mountain. Our students are from diverse cultural backgrounds and we honor their contributions to our multicultural community. Recent renovations to the campus have improved our facilities including exterior painting, new roofs, updated restrooms, new floors, new yard blacktop and paint, and internet access. Class size is twenty-four students per teacher in transitional kindergarten through third grade. The average class size in grades four and five is 32 students per teacher. Our energetic staff keeps a strong emphasis on academic improvement while providing differentiated instruction to meet students' diverse needs.

The mission at John F. Kennedy is to provide for the physical, mental, social and emotional growth of all students in order that each child will reach their maximum potential. We are dedicated to promote mastery of the basic skills and develop critical thinking. An integral part of our curriculum is to provide opportunities that encourage the appreciation of fine arts and creative expression. We strive to develop responsible citizens by fostering positive attitudes and habits in our students. We are dedicated to improving self esteem, respect for others and appreciation of our cultural diversity.

JFK Vision: We at JFK believe in excellence and equity in education for all students in a safe, supportive, and academically challenging environment which will lead to life-long success.

JFK Mission: The JFK community challenges our students to be career and college ready through active engagement, critical thinking, and academic rigor to ensure all our students' diverse needs are met with equitable and nurturing education and support.

The SARC is available on the district website at [www.jsd.k12.ca.us](http://www.jsd.k12.ca.us) and can be made available in hard copy upon request. Please contact the school at 650-991-1239 for information about the SARC.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	86
<b>Grade 1</b>	72
<b>Grade 2</b>	57
<b>Grade 3</b>	59
<b>Grade 4</b>	45
<b>Grade 5</b>	88
<b>Total Enrollment</b>	407

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	13.8
Filipino	22.6
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	1
White	3.7
Two or More Races	5.2
Socioeconomically Disadvantaged	66.3
English Learners	57
Students with Disabilities	12.5
Homeless	0.7

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	18	22	
Without Full Credential	2	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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)

Year and month in which data were collected: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson Scott Foresman Reading Street (K-5) and Language Central (K-5 ELD) ©2010, Pearson-Prentice Hall California Literature and Language (6th grade) and Reality Central (6th grade ELD)– State Approved, Board Adopted in 2010	Yes	0
<b>Mathematics</b>	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0
<b>Science</b>	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0
<b>History-Social Science</b>	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade)- State Approved, Board Adopted in 2006	Yes	0
<b>Health</b>	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The campus is large, with adequate classroom and playground space for all students. Planned school improvement is for the repainting of the Multi-Use Room. There are four student bathroom with multiple toilets and sinks and 3 individual bathrooms with sinks in Rooms 31 and 32. The bathrooms are cleaned at least once a day. Gardeners come once a week to trim and more and clean up. The custodian does a daily site cleaning of outside areas.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	Custodial attention required for cleaning
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	46	49	48	50	50
Mathematics (grades 3-8 and 11)	36	44	36	37	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	169	98.26	1.74	45.83
Male	93	92	98.92	1.08	39.56
Female	79	77	97.47	2.53	53.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	32	32	100.00	0.00	59.38
Filipino	29	28	96.55	3.45	55.56
Hispanic or Latino	97	95	97.94	2.06	38.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	113	110	97.35	2.65	39.09
English Learners	112	109	97.32	2.68	39.81
Students with Disabilities	18	18	100.00	0.00	5.88
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	171	99.42	0.58	43.86
Male	93	93	100.00	0.00	41.94
Female	79	78	98.73	1.27	46.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	32	32	100.00	0.00	68.75
Filipino	29	29	100.00	0.00	48.28
Hispanic or Latino	97	96	98.97	1.03	36.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	113	112	99.12	0.88	36.61
English Learners	112	111	99.11	0.89	37.84
Students with Disabilities	18	18	100.00	0.00	5.56
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.6	15.9	23.2

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.

## 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)

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



John F. Kennedy has many opportunities for parent involvement. We have a PTA, an English Language Advisory Council, and a School Site Council. We encourage volunteers to help in classrooms, at school events, as part of our garden program, and on field trips. We host several school-wide publishing parties throughout the year to bring the families into our classrooms. Our parents are active in fundraising and helping to meet the needs of the school and creating community opportunities for student success. We have parent education nights, student performances, and family event evenings. For more information about how to become involved, please contact the school at 650-991-1239

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.2	0.5	1.4	2.1	1.9	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

John F. Kennedy reviews and updates the safety plan every year. Students are taught responsibility and respect for others in their classroom, on the yard and in school assemblies. Older students participate in the Soul Shoppe Peacemakers, the JFK Dragon Patrol, and AAA Safety Patrol to give them the opportunity for leadership in keeping the school safe and the climate positive. Thoughtful routines, clear rules and fair but firm discipline create an orderly and positive school environment. Safety Drills are practiced on a regular basis to help staff and student be prepared for emergencies.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
<b>K</b>	21	1	3		22		4		19	2	3	
<b>1</b>	22		2		24		2		23		3	
<b>2</b>	21	1	1		24		2		24		2	
<b>3</b>	21	1	4		22		2		25		2	
<b>4</b>	33		1	1	27		3		22		2	
<b>5</b>	28		2		31		2		23	1	3	
<b>Other**</b>	11	1			10	3			12	1		

\*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.

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

Title	Ratio
Academic Counselors*	814.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	2.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13967	\$5047	\$8921	\$80753
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	2.8	4.2
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	17.2	-2.3

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.

### Types of Services Funded (Fiscal Year 2018-19)

Title One funds and LCFF funds provide:

- \* Instructional Aide
- \* Instructional Technology
- \* Peninsula Partnership Afterschool Programs
- \* Supplemental supplies and materials
- \* Professional Development
- \* Multi-Tiered System of Supports

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development is provided by the district and at the school site. Staff development was offered in ELA and Mathematics on how to differentiate the curriculum to meet students' needs. Through the ILT team, the concept of student engagement and embedded assessment is being presented.

Additionally, on-site staff development time was used to set school priorities, identify and implement best practices in reading and math, to provide grade level articulation, and to implement a Targeted Instruction Groups through out the grades.

Eligible first year teachers also participate in BTSA.

The teaching staff holds weekly grade level meetings with the Principal to review data and lesson plan for student success.