



**SAMUEL KENNEDY  
ELEMENTARY**  
7037 Briggs Dr  
Sacramento, CA 95828  
(916) 383-3311

**Board of Education**  
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Pollyanna Cooper-LeVangie  
Priscilla S. Cox  
Pamela A. Irely  
William H. Lugg, Jr.  
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**Hours of Operation**

Our office is open from 7:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school and/or their children. The office staff can assist parents with registering their children and can provide information about the various programs at the school.

**Introduction from the Board**

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: [www.egusd.net](http://www.egusd.net).

**School Highlights and Awards**

- ASES Grant, 2007-2010
- Reading 1st Grant, 2003-2008
- Twilight 21st Century Community Learning Center Grant, 2004-07
- WalMart Recycling Awards, 2005-06, 2006-07
- Five EGUSD preschool classes onsite

**A Message From the Principal**

Being A Kennedy Cougar

Samuel Kennedy Elementary provides a unique and wonderful educational experience for children, from the safety of the campus, the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing our students with the skills they need to be successful learners. Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

**Student Demographics**

	School	District
Enrollment	904	61,573
English Learners	443	10,241
Languages Spoken	16	72
Students of Poverty	853	29,915
GATE	7	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Our success in implementing our district's mission can be evidenced through our school's special strengths, including:

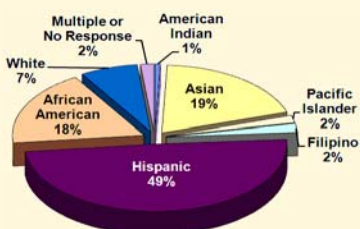
- An Academic Performance Index score of 715 points
- Moving students out of the Far Below Basic area on the California Standards Test
- Cougar Academy with the Boys and Girls Club of America providing an enrichment program and homework help
- Weekly Mathematics, Engineering, and Science Achievement (MESA) classes for our GATE/Accelerated students
- In-class daily support in English Language Arts (reading, writing, listening and speaking) and math

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. The atmosphere of the school allows our students to learn in a comfortable and secure environment.

Parent support and involvement continue to be important aspects of the success of Samuel Kennedy Elementary. Some parents help plan the programs and policies, others serve as classroom volunteers, plan family activities, and help chaperone on field trips. Parents also support student success by providing space, time and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family.

The pride and enjoyment of being a "Kennedy Cougar" are exhibited by our students as they continue to achieve and realize they have equal opportunities to learn. By sending a clear message that education and regular school attendance are important in building a strong family, we can all be successful "Cougars"!

**Population by Ethnicity**



SOURCE: 2008 CBEDS, California Dept. of Education

Clarice Hespeler, Principal  
Samuel Kennedy Elementary

**Parental Involvement**

Parent involvement is essential to a child's success in school. We encourage all parents to attend parent/teacher conferences, Back to School Nights, and Open House nights. We hold community events like the Harvest Festival, Kennedy Idol and our Multicultural Fair. Parents can join the Kennedy Council, a group that includes the School Site Council, the English Learner Advisory Committee, and the Gifted and Talented Education team. Parents can also become involved by volunteering in the classroom and chaperoning on classroom field trips.

**Teacher Credentials and Misassignments**

<b>Teacher Credentials</b>		<b>2007-2008</b>
Total Number of Teachers		57
Total Full Credentials		55

SOURCE: 2007-2008 CBEDS, California Dept. of Education

<b>Teacher Misassignments and Vacancies</b>		<b>2008-2009</b>
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

**School Facility Conditions and Planned Improvement**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Our school has 37 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additional portable classrooms were constructed in the 1980s to accommodate our expanding enrollment. Our facilities were modernized in 2000-2001.

Further, modernization of our campus is planned for the 2009-2010 school year. Our portable buildings will be replaced with a wing of permanent classrooms to be located more closely to the main buildings.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

**School Facility Good Repair Status**

Date of facilities inspection: 10/18/07

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

## Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 24 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

School Average	
Kindergarten	19.6
Grade 1	20.4
Grade 2	19.6
Grade 3	19.1
Grade 4	24.0
Grade 5	23.8
Grade 6	23.5

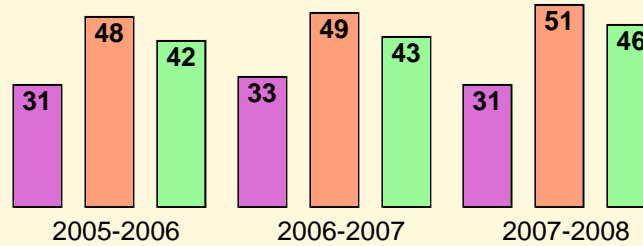
SOURCE: 2008 CBEDS, California Dept. of Education

## California Standards Tests (CST)

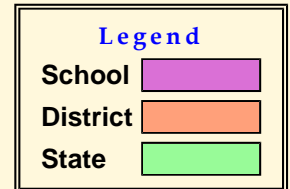
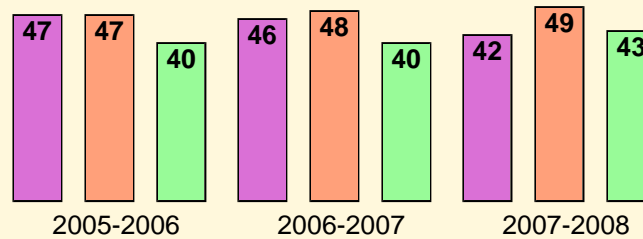
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.

### English Language Arts



### Math



SOURCE: Spring 2008, California Dept. of Education

## Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	715
Statewide Rank	4
Similar Schools Rank	8

SOURCE: 2007-2008, California Dept. of Education

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	No
Program Improvement	Not in PI

SOURCE: 2007-2008, California Dept. of Education

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in English language development. Through our district's Trainer of Trainers program, three times per year, a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. In addition, our school has a monthly Character Education assembly by grade level in which students receive Character Education lessons. Teachers use this 45 minutes to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Grade levels also have a day-long staff development session each trimester with the Instructional Coach to discuss assessment data and develop instructional plans that meet the needs of their students.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

## School Safety Plan

Your child's safety is important to us at Samuel Kennedy Elementary. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our Site Emergency Response Team (SERT) received training and updated our Site Emergency Plan (SEP) in September/October 2008. A copy of the SEP outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Each staff member also has a copy of the plan. Random periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## Specialized Programs

At our school we have a highly qualified staff to assist students with special learning needs. Our Learning Center and Intervention staff service not only special education students, but also general education students who need additional support to meet their grade level standards. Gifted and Talented students participate in accelerated instruction in the classroom and Math, Engineering, and Science Achievement (MESA), and extended day program. Students who need extra support in reading/writing as well as homework help can participate in our after school ASES program, which includes enrichment activities through the Boys and Girls Club.

## Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
<b>Principals</b>		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
<b>District Superintendent</b>	\$221,536	\$210,769
<b>Share of budget used for</b>		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

## District Administration

Steven M. Ladd, Ed.D.  
Superintendent  
Xavier De La Torre, Ed.D.  
Associate Superintendent,  
Human Resources  
Nancy Lucia  
Associate Superintendent,  
Education Services  
Richard Odegaard  
Associate Superintendent,  
Finance & School Support  
Christina Penna  
Associate Superintendent,  
Secondary Education  
Robert Pierce  
Associate Superintendent,  
Facilities  
L. Steven Winlock, Ed.D.  
Associate Superintendent,  
Elementary Education

## Average Daily Attendance

	Percent
School	94.83%
District	95.37%

SOURCE: 2007-2008, EGUSD

## Discipline

	School	District
Suspensions	184	12,551
Expulsions	0	224

SOURCE: 2007-2008, California Dept. of Education

## Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1