

Kennedy Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Kennedy Middle School
Street	2521 Goodwin Avenue
City, State, Zip	Redwood City, CA 94061
Phone Number	(650) 482-2409
Principal	Chandra Leonardo
Email Address	cleonardo@rcsdk8.net
School Website	https://kennedy.rcsdk8.net
Grade Span	6-8
County-District-School (CDS) Code	41-69005-6044531

2024-25 District Contact Information	
District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker, Ed.D.
Email Address	jbaker@rcsdk8.net
District Website	www.rcsdk8.net

2024-25 School Description and Mission Statement
MISSION STATEMENT The mission of Kennedy Middle School, through a partnership of students, families, staff, and community, is to ensure that every student has the skills and creativity to build a strong social and academic foundation, in order to transition into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum and enrichment opportunities that meet individual needs and is delivered in a safe environment by a dedicated nurturing staff.

2024-25 School Description and Mission Statement

Kennedy Middle School Core Values
All students will have options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.

SCHOOL PROFILE
With a commitment to excellence, Kennedy Middle School engages, encourages, and empowers students in challenging and creative learning opportunities while preparing them for their future in high school and beyond. Kennedy offers an array of programs to support middle school students' social, emotional, physical, and academic needs. Our programs, such as AVID (Advancement Via Individual Determination), are aimed at supporting students in a traditional middle school setting by supporting their learning needs in a way that focuses on self-monitoring and mindfulness. Kennedy also provides elective opportunities to promote exploration and creativity, and make students well-rounded. Elective options include: Art, Band, Orchestra, Choir, Robotics, Technology, Drama, Spanish, Yearbook, and more. Upon completing the Kennedy program, our graduates will be well-prepared for any high school or secondary learning experience.

Kennedy Middle School is committed to empowering our students with the foundation of knowledge and skills they need to reach their fullest potential in a positive learning environment. Kennedy's extracurricular activities, student activities, Spanish Immersion program, and academic and social supports ensure that Kennedy students succeed in every aspect of their lives. Future coders, mathematicians, journalists, environmentalists, or avid readers can find an extracurricular activity to suit any of their interests. Optional trips to the Yosemite, Grand Canyon, and Washington D.C., leadership on the Student Council, socializing at dances, and participation in after school sports, clubs, and our performing arts program are also available to students. We support students and families with a number of resources, including our after-school program, Boys and Girls Club, Mondays through Fridays until 6 p.m. and academic support before and after school each day. The Kennedy Family Center provides fresh fruits and vegetables through the Second Harvest Food Bank, bus passes, counseling, financial resources, school supplies, and more. Kennedy Middle School flourishes because of its close-knit partnership of students, staff, parents, and community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	247
Grade 7	271
Grade 8	233
Total Enrollment	751

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
Asian	2.4
Black or African American	1.3
Filipino	0.5
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.7
White	15.4
English Learners	25.8
Foster Youth	0.4
Homeless	4.7
Migrant	1.3
Socioeconomically Disadvantaged	65.8
Students with Disabilities	19.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	55.61	264.40	71.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	1.51	4.50	1.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.50	18.90	33.90	9.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	12.25	30.20	8.20	12115.80	4.41
Unknown/Incomplete/NA	4.60	11.69	35.00	9.51	18854.30	6.86
Total Teaching Positions	39.80	100.00	368.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	57.75	267.90	71.82	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.40	2.80	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.10	17.56	39.00	10.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.30	15.52	20.70	5.56	11953.10	4.28
Unknown/Incomplete/NA	3.70	9.12	34.90	9.36	15831.90	5.67
Total Teaching Positions	40.70	100.00	373.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	60.50	217.60	63.75	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.20	1.83	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.80	22.28	67.70	19.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	6.39	14.70	4.31	11746.90	4.23
Unknown/Incomplete/NA	4.20	10.78	35.00	10.27	14303.80	5.15
Total Teaching Positions	39.70	100.00	341.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	0.50	1.7
Misassignments	5.50	6.60	7.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.50	7.10	8.8

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.30	0
Local Assignment Options	4.80	5.00	2.5
Total Out-of-Field Teachers	4.80	6.30	2.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.30	17.2	16.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.80	0.8	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using Amplify to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2024-2025 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2024 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2024-2025)

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008	Yes	0%
Mathematics	CPM Educational Program, Core Connections, Courses 1-4, ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016	Yes	0%
Science	Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%

History-Social Science	Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
Foreign Language			0%
Health			0%

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

School Facility Conditions and Planned Improvements

Kennedy Middle School was originally constructed in 1952 and is currently comprised of 54 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, the administrative support area, a playground, and new athletic fields. During the 2005-06 school year, a rock-climbing wall was installed in the gymnasium for student use during physical education. A new dance studio was also constructed and opened in fall of 2006.

The school was completely modernized in 1995, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by February 2002 and included the construction of a new cafeteria/gymnasium, and the complete remodeling of two classrooms, the library/media center, and the administrative support area.

Measure B projects have been completed at variable times over the past three years and have included/will include: the purchase and installation of a sound system for the gymnasium, and video equipment for the television studio; replacement of window coverings, roofing, and perimeter fencing; rebuilding of the play field and all restrooms in older buildings; resurfacing of the playground areas, parking lot, and areas between classroom buildings; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements. The following chart displays the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

6/12/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				Room 101: HIGH STORAGE Room 105: HIGH STORAGE Room 107: WINDOW REPAIR Room 312: HIGH STORAGE Room 418: HIGH STORAGE Room 423: WALL PLATE / LIGHT OUT Room 527: WIRE MOLD MISSING Room 528 : HIGH STORAGE Room 637: WALL PLATE NEEDED Room B10: HIGH STORAGE CHEMICAL Room B4: DOOR SWEEP NEEDS ADJUSTMENT Room B5: SLOW CLOSURE Room B7: DOOR NEEDS FIXING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				Annex 2: CLEAN FLOOR Staff RR: NEEDS SOAP
Electrical				Girls' RR: LIGHT OUT / TOILET LEAK Library: LIGHT OUT MUB: LIGHTS OUT Room 423: WALL PLATE / LIGHT OUT

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains				Boys' RR: FAUCET SLOW Boys' RR: URINAL PLUGGED Girls' RR: LIGHT OUT / TOILET LEAK Girls' RR: TOILET SLOW Men's RR: LEAKY VALVE TOILET Room 317: FAUCET SLOW Room 533: SINK NEEDS WORK Room 534: SINK NEEDS WORK Staff RR: FAUCET SLOW
Safety: Fire Safety, Hazardous Materials				Room 421: WINDOW CRACKED Room B10: HIGH STORAGE CHEMICAL Staff Room: STACKED APPLIANCES
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	49	44	42	46	47
Mathematics (grades 3-8 and 11)	29	30	35	35	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	749	726	96.93	3.07	48.62
Female	366	355	96.99	3.01	53.24
Male	383	371	96.87	3.13	44.20
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	566	546	96.47	3.53	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	82.86
White	112	110	98.21	1.79	80.91
English Learners	194	180	92.78	7.22	4.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	492	476	96.75	3.25	34.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	145	142	97.93	2.07	20.42

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	749	737	98.40	1.60	30.43
Female	366	362	98.91	1.09	30.11
Male	383	375	97.91	2.09	30.75
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	72.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	566	557	98.41	1.59	18.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	80.00
White	112	110	98.21	1.79	66.36
English Learners	194	192	98.97	1.03	3.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	492	484	98.37	1.63	15.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	145	142	97.93	2.07	12.68

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.48	28.13	34.22	31.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	225	96.57	3.43	28.00
Female	120	117	97.50	2.50	29.06
Male	113	108	95.58	4.42	26.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	167	96.53	3.47	16.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	69.23
English Learners	46	44	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	136	96.45	3.55	11.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	42	97.67	2.33	21.43

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	90%	95%	91%	84%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
Parents play an important role at Kennedy Middle School through active participation and involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTO), monthly Principal's Coffees, monthly parent support groups, and other support committees. Parents are encouraged to attend monthly Principal's Coffees and read the weekly Cougar Connect newsletters to be up-to-date on events, announcements, and school data. Spanish-speaking families can also join Kennedy's WhatsApp group to get current information about Kennedy in Spanish. We encourage families to participate in our monthly family challenges and listen to our monthly family podcasts. Parents can volunteer in classrooms and at school events such as dances, the school musical, reading with ELD students, updating the student store, and chaperoning for our Yosemite, Grand Canyon, and STEAM field trips. Kennedy Middle School is very proud of the strong support it receives from community school partnerships with StarVista, Changing Perspectives, One Life Counseling, Effective School Solutions, The Marine Science Institute, Science From Scientists, El Centro de Libertad, Los Ayudantes, Friends for Youth, KARA, and more. Parents who wish to participate in Kennedy Middle School's committees/school activities or become a volunteers may contact the school at (650) 482-2409 or visit the website at https://kenedy.rcsdk8.net/

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	774	765	182	23.8
Female	376	372	84	22.6
Male	398	393	98	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	585	576	154	26.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	3	8.6
White	116	116	18	15.5
English Learners	218	213	74	34.7
Foster Youth	--	--	--	--
Homeless	42	42	12	28.6
Socioeconomically Disadvantaged	517	509	144	28.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	152	40	26.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.75	4.19	2.97	3.02	3.39	2.52	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.97	0.00
Female	1.60	0.00
Male	4.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.86	0.00
White	1.72	0.00
English Learners	4.13	0.00
Foster Youth	0.00	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	4.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Site Safety Plan is evaluated and revised annually by the School Site Council. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include an anti-bullying plan, SEL lessons, lunchtime activities and clubs, educational assemblies, and our PBIS programs such as Cougar Cash and the student store, Student of the Month, and the Honor Roll Breakfast.

The school complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

2024-25 School Safety Plan

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake, and/or lockdown drills are held every month. We also have a CERT trailer from the Red Cross filled with first aid equipment, generators, and other emergency preparedness items and water storage in case of a major disaster.

The safety of students and staff is a priority for Kennedy Middle School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office and receive prior authorization for classroom visits. Gates are to remain locked during school hours.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	39	14	
Mathematics	16	22	6	
Science	19	17	6	
Social Science	18	18	3	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	33	18	
Mathematics	20	14	10	
Science	23	7	12	
Social Science	20	11	10	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	28	25	
Mathematics	22	9	14	
Science	24	5	16	
Social Science	21	11	12	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,914	\$8,175	\$11,739	\$92,378
District	N/A	N/A	\$11,482	\$95,778
Percent Difference - School Site and District	N/A	N/A	2.2	-3.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	8.6	-4.2

Fiscal Year 2023-24 Types of Services Funded

Federal Funding:

Title I: Basic Grants Low Income
 Title I: Migrant Education
 Special Education
 Title II: Part A Teacher Quality
 Title III: Limited English Proficiency
 Medi-Cal Billing Option

State Funding:

After School Education and Safety ("ASES")
 Lottery: Instructional Materials
 Special Education

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,926	\$58,553
Mid-Range Teacher Salary	\$93,211	\$93,924
Highest Teacher Salary	\$118,571	\$119,489
Average Principal Salary (Elementary)	\$169,852	\$149,898
Average Principal Salary (Middle)	\$162,335	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$259,190	\$270,432
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

2024-2025

The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The MTSS focus is to create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

2023-2024

The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2022-23

The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2021-22

Professional Development

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving “Student Learner” profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through “Lead Learner” structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5