

Kennedy Middle School

2020-21 School Accountability Report Card



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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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Kennedy Middle School
Street	2521 Goodwin Ave.
City, State, Zip	Redwood City, CA 94061
Phone Number	(650) 482-2409
Principal	Nick Fanourgiakis
Email Address	nfanourgiakis@rcsdk8.net
School Website	https://www.rcsdk8.net/kennedy
County-District-School (CDS) Code	41-69005-6044531

2021-22 District Contact Information

District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker
Email Address	jbaker@rcsdk8.net
District Website Address	www.rcsdk8.net

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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.

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 futures 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

2021-22 School Overview

resources, school supplies, and more. Kennedy Middle School flourishes because of its close-knit partnership of students, staff, parents and community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	212
Grade 7	250
Grade 8	225
Total Enrollment	687

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	1
Black or African American	1.5
Filipino	0.4
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	1.5
Two or More Races	3.1
White	17.3
English Learners	26.9
Homeless	1.9
Socioeconomically Disadvantaged	62.2
Students with Disabilities	16.3

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

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

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)	22.1	55.6	264.4	71.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.6	1.5	4.5	1.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.5	18.9	33.9	9.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.8	12.2	30.2	8.2	12115.8	4.4
Unknown	4.6	11.7	35.0	9.5	18854.3	6.9
Total Teaching Positions	39.8	100.0	368.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	5.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	7.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	4.8
Total Out-of-Field Teachers	4.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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 2021-2022 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 2021 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2021-2022.)

Year and month in which the data were collected		August 2021	
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 1-3 ©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! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

8/15/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				Library: Power cord needs to be reconfigured at desk (WO#82736), door to storage room needs to lock (WO#82737) Main Office: Notifier - check battery (WO#82735), needs FACP signage installed (WO#82734)
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				Annex 3: Remove non district curtains (WO#82730), remove paper from furnace (WO#82729) Annex 4: Remove power strip & extension cord to refrigerator (WO#82731) Annex Office: High storage (WO#82732), clear area in front of the electrical panel (WO#82733) Library: Power cord needs to be reconfigured at desk (WO#82736), door to storage room needs to lock (WO#82737) Main Office: Notifier - check battery (WO#82735), needs FACP signage installed (WO#82734) Room 317: High storage (WO#82739)

School Facility Conditions and Planned Improvements

				<p>Room 417: High storage, unorganized theater props (WO#82744)</p> <p>Room 423: Remove paper from furnace (WO#82743)</p> <p>Room 424: Cabinets not attached to wall (WO#82741), clear furnace area (WO#82742)</p> <p>Room B2: Remove obstructions in front of vent/furnace (WO#82727)</p>
Structural: Structural Damage, Roofs				Room 314: Utility door needs a transit plate & sweep installed (WO#82738)
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	683	NT	NT	NT	NT
Female	323	NT	NT	NT	NT
Male	360	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	514	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	118	NT	NT	NT	NT
English Learners	187	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	30	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	422	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	126	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	683	NT	NT	NT	NT
Female	323	NT	NT	NT	NT
Male	360	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	514	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	118	NT	NT	NT	NT
English Learners	187	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	30	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	422	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	126	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	683	567	83%	17%	41%
Female	321	269	84%	16%	44%
Male	362	298	82%	18%	38%
American Indian or Alaska Native	2	*	*	*	*
Asian	19	18	95%	5%	72%

Black or African American	15	14	93%	7%	64%
Hispanic or Latino	514	409	80%	20%	30%
Native Hawaiian or Pacific Islander	11	9	82%	18%	11%
White	122	115	94%	6%	71%
English Learners	187	143	76%	24%	8%
Students with Disabilities	128	77	60%	40%	13%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	683	663	97%	3%	31%
Female	321	312	97%	3%	32%
Male	362	351	97%	3%	30%
American Indian or Alaska Native	2	*	*	*	*
Asian	19	19	100%	0%	53%
Black or African American	15	15	100%	0%	7
Hispanic or Latino	514	495	96%	4%	23%
Native Hawaiian or Pacific Islander	11	11	82%	18%	11%
White	122	121	99%	1%	59%
English Learners	187	181	97%	3%	7%
Students with Disabilities	128	101	79%	21%	7%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	NT	NT	NT	NT
Female	111	NT	NT		
Male	115	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents play an important role at Kennedy Middle School through active participation and involvement in the School Site Council, English Language Advisory Committee (ELAC), Parent Teacher Association (PTO), Sports Boosters, Music Boosters, 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. Parents can volunteer at school events and in classrooms like dances, the school musical, reading with ELD students, and chaperoning for our Yosemite and Grand Canyon trips.

Kennedy Middle School is very proud of the strong support it receives from community school partnerships with StarVista, Acknowledge Alliance, One Life Counseling, Effective School Solutions, The Marine Science Institute, Science From Scientists, El Centro de Libertad, Los Ayudantes, Friends for Youth, and more.

Parents who wish to participate in Kennedy Middle School's committees, school activities, or become a volunteer may contact the school at (650) 482-2409, or visit the website at <http://www.rcsdk8.net/kennedy>

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	704	701	299	42.7
Female	334	332	140	42.2
Male	370	369	159	43.1
American Indian or Alaska Native	2	2	1	50.0
Asian	7	7	1	14.3
Black or African American	10	10	6	60.0
Filipino	3	3	0	0.0
Hispanic or Latino	529	526	249	47.3
Native Hawaiian or Pacific Islander	10	10	7	70.0
Two or More Races	21	21	7	33.3
White	122	122	28	23.0
English Learners	203	201	121	60.2
Foster Youth	0	0	0	0.0
Homeless	18	17	12	70.6
Socioeconomically Disadvantaged	438	435	235	54.0
Students Receiving Migrant Education Services	11	11	0	0.0
Students with Disabilities	135	132	75	56.8

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.99	0.00	1.63	0.07	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.08	1.92	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The School Site Safety Plan is evaluated and revised annually in the fall by the School Site Council. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: Anti-Bullying plan, SEL lessons, lunchtime activities and clubs, educational assemblies, and PBIS programs such as Cougar Cash and the students store, Student of the Month, and the Honor Roll Breakfast to encourage and rewards students who are doing well! The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake, and lock down drills are held every month alternately. We also have a CERT trailer (from the Red Cross) filled with first aid, generators, and other emergency preparedness items and water storage in case of a major disaster.

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 must receive prior authorization for classroom visits.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	18	27	20	
Mathematics	21	8	12	1
Science	25	4	15	
Social Science	23	6	14	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	29	17	
Mathematics	21	7	16	
Science	23	6	15	
Social Science	23	5	15	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	29	7	
Mathematics	22	11	11	
Science	23	6	15	
Social Science	21	12	8	

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$13,859	\$5,153	\$8,706	\$87,918
District	N/A	N/A	\$8,336	\$84,874
Percent Difference - School Site and District	N/A	N/A	4.3	3.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	3.1	2.4

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,140	\$52,060
Mid-Range Teacher Salary	\$81,301	\$84,043
Highest Teacher Salary	\$103,420	\$107,043
Average Principal Salary (Elementary)	\$139,760	\$133,582
Average Principal Salary (Middle)	\$139,760	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$226,071	\$240,628
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

2021-22

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).

2020-21

The focus for PD during a school year in which the majority of instruction took place virtually, was on providing excellent distance learning opportunities for all students, regardless of grade level. All students were provided with the necessary devices and hot spots to be able to participate in daily synchronous and asynchronous instruction. Teachers received 5 days of training at the beginning of the school year in a variety of online tools and applications. Throughout the year, Doug Fisher, of Corwin Press, presented key aspects of designing high quality distance learning lessons: clarity, engaging, feedback, and supporting the students as drivers of their own learning.

National Urban Alliance (NUA) mentors and coaches worked with teachers in grades 4-8 across the district to develop rigorous, student-centered instruction through opportunities for collaboration, creativity, communication, and critical thinking.

2019-20

In the beginning of the 2019-20 school year, school staff were trained in the implementation of the Multi-Tiered System of Supports (MTSS) framework, accompanied by Positive Behavior Interventions and Support. Each school developed an MTSS Leadership Team, designed to develop leveled supports for students in the academics, behavior, and social-emotional domains. While this work began during this school year, it was interrupted in 2020-21 by the pandemic, but has been renewed in 2021-22.

The Sobrato Early Academic Language (SEAL) initiative continued for part of this school year (interrupted by the pandemic). The focus of this training was to promote language and literacy development through integrated units of study.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	4