Kennedy Middle School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

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.

2022-23 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://kennedy.rcsdk8.net
County-District-School (CDS) Code	41-69005-6044531

2022-23 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

2022-23 School Overview

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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	219
Grade 7	215
Grade 8	229
Total Enrollment	663

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.0
Asian	1.7
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.2
White	18.3
English Learners	25.8
Foster Youth	0.5
Homeless	1.7
Migrant	1.2
Socioeconomically Disadvantaged	55.2
Students with Disabilities	17.8

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	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	2.00	
Misassignments	5.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.80	
Total Out-of-Field Teachers	4.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.30	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022-2023 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 2022 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2022-2023)

Year and month in which the data were collected	August 2022

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	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
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

School Facility Conditions and Planned Improvements

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	33	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	670	648	96.72	3.28	42.66
Female	321	309	96.26	3.74	47.08
Male	349	339	97.13	2.87	38.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	499	484	96.99	3.01	35.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	55.00
White	121	116	95.87	4.13	68.97
English Learners	139	129	92.81	7.19	2.33
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	385	374	97.14	2.86	29.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	124	122	98.39	1.61	19.67

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	670	650	97.01	2.99	27.12
Female	321	310	96.57	3.43	24.92
Male	349	340	97.42	2.58	29.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	499	486	97.39	2.61	19.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	55.00
White	121	116	95.87	4.13	50.86
English Learners	139	132	94.96	5.04	2.27
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	385	375	97.40	2.60	16.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	124	121	97.58	2.42	10.74

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.99	NT	29.85	28.5	29.47

2021-22 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	231	227	98.27	1.73	25.99
Female	107	105	98.13	1.87	23.81
Male	124	122	98.39	1.61	27.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	173	97.74	2.26	17.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	40	100	0	55
English Learners	36	35	97.22	2.78	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	137	97.86	2.14	18.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	8.11

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	93%	64%	67%	66%	64%

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.

2022-23 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	694	682	225	33.0
Female	334	327	95	29.1
Male	360	355	130	36.6
American Indian or Alaska Native	0	0	0	0.0
Asian	11	11	1	9.1
Black or African American	9	9	2	22.2
Filipino	4	4	0	0.0
Hispanic or Latino	519	508	186	36.6
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	22	21	4	19.0
White	123	123	28	22.8
English Learners	186	180	79	43.9
Foster Youth	4	4	2	50.0
Homeless	14	14	7	50.0
Socioeconomically Disadvantaged	410	401	161	40.1
Students Receiving Migrant Education Services	8	8	3	37.5
Students with Disabilities	132	128	49	38.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.75	0.07	3.02	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.75	0.00
Female	2.69	0.00
Male	4.72	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	4.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	1.63	0.00
English Learners	6.45	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	5.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

2022-23 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.

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	

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	

2021-22 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

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$15,913	$6,425	$9,489	$90,471
District	N/A	N/A	$8,804	$87,469
Percent Difference - School Site and District	N/A	N/A	7.5	3.4
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	36.0	3.6

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$55,266	$52,641
Mid-Range Teacher Salary	$84,553	$83,981
Highest Teacher Salary	$107,557	$107,522
Average Principal Salary (Elementary)	$145,350	$136,247
Average Principal Salary (Middle)	$145,350	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$235,114	$242,166
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

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
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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	5