

# Kennedy Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Kennedy Middle School
<b>Street</b>	2521 Goodwin Avenue
<b>City, State, Zip</b>	Redwood City, CA 94061
<b>Phone Number</b>	(650) 482-2409
<b>Principal</b>	Chandra Leonardo
<b>Email Address</b>	cleonardo@rcsdk8.net
<b>School Website</b>	<a href="https://kennedy.rcsdk8.net">https://kennedy.rcsdk8.net</a>
<b>County-District-School (CDS) Code</b>	41-69005-6044531

## 2023-24 District Contact Information

<b>District Name</b>	Redwood City School District
<b>Phone Number</b>	(650) 482-2200
<b>Superintendent</b>	Dr. John Baker, Ed.D.
<b>Email Address</b>	jbaker@rcsdk8.net
<b>District Website</b>	www.rcsdk8.net

## 2023-24 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.

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	267
Grade 7	221
Grade 8	218
Total Enrollment	706

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	52.5%
Asian	2.7%
Black or African American	1.7%
Filipino	0.4%
Hispanic or Latino	72.1%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	3.8%
White	18.4%
English Learners	25.1%
Foster Youth	0.8%
Homeless	1.8%
Migrant	0.7%
Socioeconomically Disadvantaged	64.4%
Students with Disabilities	18.8%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.10	55.61	264.40	71.82	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.51	4.50	1.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.50	18.90	33.90	9.22	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.80	12.25	30.20	8.20	12115.80	4.41
<b>Unknown</b>	4.60	11.69	35.00	9.51	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.50	57.75	267.90	71.82	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.40	2.80	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.10	17.56	39.00	10.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.30	15.52	20.70	5.56	11953.10	4.28
<b>Unknown</b>	3.70	9.12	34.90	9.36	15831.90	5.67
<b>Total Teaching Positions</b>	40.70	100.00	373.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.50
Misassignments	5.50	6.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>7.50</b>	<b>7.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	1.30
Local Assignment Options	4.80	5.00
<b>Total Out-of-Field Teachers</b>	<b>4.80</b>	<b>6.30</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	17.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.8	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 2023-2024 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 2023 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2023-2024)

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
<b>Reading/Language Arts</b>	Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015	Yes	0%
	Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008		
<b>Mathematics</b>	CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016	Yes	0%
<b>Science</b>	Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
<b>History-Social Science</b>	Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
<b>Foreign Language</b>			0%
<b>Health</b>			0%

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> 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
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				Annex 2: CLEAN FLOOR Staff RR: NEEDS SOAP
<b>Electrical</b>				Girls' RR: LIGHT OUT / TOILET LEAK Library: LIGHT OUT MUB: LIGHTS OUT Room 423: WALL PLATE / LIGHT OUT
<b>Restrooms/Fountains:</b> 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

<b>Safety:</b> Fire Safety, Hazardous Materials				Room 421: WINDOW CRACKED Room B10: HIGH STORAGE CHEMICAL Staff Room: STACKED APPLIANCES
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43	45	43	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	27	29	33	35	33	34

## 2022-23 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
<b>All Students</b>	713	679	95.23	4.77	45.36
<b>Female</b>	341	327	95.89	4.11	49.54
<b>Male</b>	372	352	94.62	5.38	41.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100.00	0.00	84.21
<b>Black or African American</b>	13	13	100.00	0.00	38.46
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	513	487	94.93	5.07	34.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	26	96.30	3.70	84.62
<b>White</b>	132	125	94.70	5.30	76.00
<b>English Learners</b>	153	132	86.27	13.73	4.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	11	100.00	0.00	18.18
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	455	435	95.60	4.40	33.56
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	140	134	95.71	4.29	17.91

## 2022-23 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
<b>All Students</b>	713	694	97.34	2.66	29.25
<b>Female</b>	341	333	97.65	2.35	27.03
<b>Male</b>	372	361	97.04	2.96	31.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100.00	0.00	84.21
<b>Black or African American</b>	13	13	100.00	0.00	7.69
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	513	502	97.86	2.14	16.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	26	96.30	3.70	69.23
<b>White</b>	132	125	94.70	5.30	66.40
<b>English Learners</b>	153	149	97.39	2.61	0.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	11	100.00	0.00	9.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	455	446	98.02	1.98	16.59
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	140	132	94.29	5.71	15.15

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	25.99	25.48	29.85	34.22	29.47	30.29

## 2022-23 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
<b>All Students</b>	217	212	97.70	2.30	25.12
<b>Female</b>	102	100	98.04	1.96	23.00
<b>Male</b>	115	112	97.39	2.61	27.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	157	154	98.09	1.91	15.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	41	39	95.12	4.88	53.85
<b>English Learners</b>	22	22	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	138	135	97.83	2.17	13.43
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	43	41	95.35	4.65	4.88

## 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, 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	89%	85%	77%	87%	88%

## 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.

#### 2023-24 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 in order 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 at school events and in classrooms like 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 volunteer may contact the school at (650) 482-2409, or visit the website at <https://kennedy.rcsdk8.net/>

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	739	725	214	29.5
Female	349	346	105	30.3
Male	390	379	109	28.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	19	19	0	0.0
Black or African American	14	14	4	28.6
Filipino	3	3	0	0.0
Hispanic or Latino	537	523	171	32.7
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	27	27	6	22.2
White	133	133	32	24.1
English Learners	217	207	73	35.3
Foster Youth	6	6	2	33.3
Homeless	23	23	9	39.1
Socioeconomically Disadvantaged	481	473	154	32.6
Students Receiving Migrant Education Services	6	6	3	50.0
Students with Disabilities	152	147	55	37.4

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.75	4.19	0.07	3.02	3.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.19	0
Female	3.44	0
Male	4.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.26	0
Black or African American	7.14	0
Filipino	0	0
Hispanic or Latino	4.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.7	0
White	1.5	0
English Learners	4.61	0
Foster Youth	0	0
Homeless	8.7	0
Socioeconomically Disadvantaged	4.78	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.58	0

## 2023-24 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 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/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.

## 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	

## 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	0
Mathematics	20	14	10	0
Science	23	7	12	0
Social Science	20	11	10	0

## 2022-23 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

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$18,574	\$7,399	\$11,175	\$87,251
<b>District</b>	N/A	N/A	\$10,477	
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.4	-0.2
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	51.6	0.0

## Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>		\$54,215
<b>Mid-Range Teacher Salary</b>		\$86,843
<b>Highest Teacher Salary</b>		\$111,440
<b>Average Principal Salary (Elementary)</b>		\$140,851
<b>Average Principal Salary (Middle)</b>		\$147,065
<b>Average Principal Salary (High)</b>		\$142,189
<b>Superintendent Salary</b>		\$252,466
<b>Percent of Budget for Teacher Salaries</b>	28.02%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	8.18%	5.15%

## Professional Development

### 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.

## Professional Development

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).

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	5