Kennedy Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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

2025-26 School Contact Information

School Name	Kennedy Middle School
Street	750 Bradford Street Redwood City, CA 94063
City, State, Zip	Redwood City, CA 94061
Phone Number	(650) 482-2409
Principal	Chandra Leonardo
Email Address	cleonardo@rcsdk8.net
School Website	https://kennedy.rcsdk8.net
Grade Span	6-8
County-District-School (CDS) Code	41-69005-6044531

2025-26 District Contact Information

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

2025-26 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

2025-26 School Description and Mission Statement

All students will have options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	287
Grade 7	249
Grade 8	272
Total Enrollment	808

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Asian	2.7
Black or African American	1.2
Filipino	0.4
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.8
White	14
English Learners	25.7
Foster Youth	0.2
Homeless	6.8
Migrant	1
Socioeconomically Disadvantaged	67.7
Students with Disabilities	19.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.5	57.75	267.9	71.82	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.4	2.8	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.1	17.56	39	10.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.3	15.52	20.7	5.56	11953.1	4.28
Unknown/Incomplete/NA	3.7	9.12	34.9	9.36	15831.9	5.67
Total Teaching Positions	40.7	100	373.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	60.5	217.6	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.8	22.28	67.7	19.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	6.39	14.7	4.31	11746.9	4.23
Unknown/Incomplete/NA	4.2	10.78	35	10.27	14303.8	5.15
Total Teaching Positions	39.7	100	341.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.9	53.91	223	60	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.9	1.61	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.5	29.6	100	26.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.1	14.48	23.5	6.35	12112.8	4.34
Unknown/Incomplete/NA	0.8	1.95	19	5.13	13705.8	4.91
Total Teaching Positions	42.5	100	371.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.50	1.7	0
Misassignments	6.60	7.1	12.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	7.10	8.8	12.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.30	0	0
Local Assignment Options	5.00	2.5	6.1
Total Out-of-Field Teachers	6.30	2.5	6.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.2	16.7	30.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	0	9.3

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

2025-26 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 2025-2026 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 2025 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2025-2026)

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Imagine Learning, Illustrative Mathematics 6th, 7th, 8th, Accelerated 6th, Accelerated 7th, Algebra ©2024 – Board Adopted in 2025	0%
Science	Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	0%
History-Social Science	Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	0%

Foreign Language		0%
Health		0%

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report	6/12/2022

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	50	42	46	47	48
Mathematics (grades 3-8 and 11)	30	31	35	38	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	805	782	97.14	2.86	50.00
Female	391	380	97.19	2.81	56.05
Male	414	402	97.10	2.90	44.28
American Indian or Alaska Native	0	0	0	0	0
Asian	22	21	95.45	4.55	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	619	604	97.58	2.42	42.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	87.50

White	113	107	94.69	5.31	76.64
English Learners	207	196	94.69	5.31	7.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	388	377	97.16	2.84	36.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	161	158	98.14	1.86	12.66

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	804	785	97.64	2.36	30.65
Female	391	380	97.19	2.81	31.93
Male	413	405	98.06	1.94	29.46
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	618	606	98.06	1.94	20.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	84.38
White	113	107	94.69	5.31	61.32
English Learners	206	201	97.57	2.43	2.49
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	387	379	97.93	2.07	14.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	161	155	96.27	3.73	9.09

CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.13	20.97	31.17	33.12	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	278	270	97.12	2.88	20.97
Female	129	123	95.35	4.65	20.49
Male	149	147	98.66	1.34	21.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	194	97.49	2.51	10.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	53.85
White	48	46	95.83	4.17	52.17
English Learners	64	60	93.75	6.25	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	128	97.71	2.29	8.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	50	92.59	7.41	8.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	94%	96%	94%	77%

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.

2025-26 Opportunities for Parental Involvement

Parents play an important role at Kennedy Middle School through active participation and involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTO), monthly Principal's Coffees, monthly parent support groups, and other support committees. Parents are encouraged to attend monthly Principal's Coffees and read the weekly Cougar Connect newsletters to be up-to-date on events, announcements, and school data. Spanish-speaking families can also join Kennedy's WhatsApp group to get current information about Kennedy in Spanish. Our PTO also has a WhatsApp group to communicate school events to all families in English adn Spanish. We encourage families to participate in our monthly family challenges and listen to our monthly family podcasts. Parents can volunteer in classrooms and at school events such as dances, the school musical, reading with ELD students, the Color Run, 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 One Life Counseling, The Marine Science Institute, Jasper Ridge Farms, 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/

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	824	818	169	20.7
Female	401	397	76	19.1
Male	423	421	93	22.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	632	631	149	23.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	1	3.0
White	117	113	13	11.5
English Learners	215	215	65	30.2
Foster Youth	--	--	--	--
Homeless	78	78	23	29.5
Socioeconomically Disadvantaged	565	562	140	24.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	167	166	43	25.9

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.19	2.97	1.58	3.39	2.52	1.27	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.58	0.00
Female	0.50	0.00
Male	2.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.85	0.00
English Learners	2.33	0.00
Foster Youth	0.00	0.00
Homeless	3.85	0.00
Socioeconomically Disadvantaged	2.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.99	0.00

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

2025-26 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, the student store, Student of the Month, and the Honor Roll Breakfast.

Kennedy complies 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. Gates are to remain locked during school hours.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	18	64	40	2
Other	0	0	0	0

2023-24 Elementary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	16	62	40	1
Other	0	0	0	0

2024-25 Elementary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
6	20	45	60	4

2022-23 Secondary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses 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 Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses 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

2023-24 Secondary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses 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 Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	19	28	25	
Mathematics	22	9	14	
Science	24	5	16	
Social Science	21	11	12	

2024-25 Secondary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses 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 Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	20	23	25	
Mathematics	21	13	11	
Science	24	5	16	
Social Science	21	9	14	

2024-25 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

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$21,956	$9,528	$12,428	$93,738
District	N/A	N/A	$12,840	$98,083
Percent Difference - School Site and District	N/A	N/A	-3.3	-2.2
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	14.3	-2.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,041	$61,597
Mid-Range Teacher Salary	$97,976	$98,902
Highest Teacher Salary	$124,633	$126,340
Average Principal Salary (Elementary)	$160,238	$158,383
Average Principal Salary (Middle)	$160,238	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,000	$288,332
Percent of Budget for Teacher Salaries	26.06%	31.29%
Percent of Budget for Administrative Salaries	8.11%	5.38%

Professional Development

2025-26
During the 2025–26 school year, the district implemented a comprehensive professional development plan aligned to instructional priorities and adopted curricula. Middle school teachers (grades 6–8) received training on the newly adopted Illustrative Mathematics curriculum, while K–2 teachers participated in professional development focused on implementing math centers and using math assessments to better support student learning. Teachers in grades 3–5, as well as 6–8 Social Studies and Science teachers, engaged in training through the California Reading and Literature Project (CRLP). Additionally, 6–8 English Language Arts teachers received training in ECRW. New teachers across grades K–8 were provided professional development on the Language Power curriculum.

School leaders engaged in ongoing professional development through Solution Tree, with an emphasis on establishing and leading effective Professional Learning Communities (PLCs) at their sites. Six school sites also participated in PBIS training provided through a partnership between Santa Clara County and San Mateo County Offices of Education. Administrators received training on best practices from the California English Learner Roadmap and the ELD Framework through Komir Minds. This training also supported targeted professional development at selected school sites to enhance instructional practices for English learners.

2024-25
The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

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

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

2023-24

Professional Development

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5