Posted: Sunday, February 22, 2026

All staff, parents/guardians, and members of the public are invited to attend the SSC meeting.

Todo el personal, padres/tutores y miembros del público están invitados a asistir a la reunión del Consejo Escolar (SSC) de la Escuela Secundaria Kennedy.

John F. Kennedy Middle School

Date: Feb. 25, 2026 **Location: Virtual**

Starting Time: 5:00 p.m. **Proposed Ending Time: 6:30 p.m.**

School Site Council Members:

	Name		Role
1	Chandra Leonardo		Principal
2.	Shanna Laney	X	Assistant Principal
3.	Jennifer Virnich		Teacher
4.	Endre Balogh		Teacher
5.	Princess Margaret Paz		Teacher
6.	Katherine Robles	X	Classified Staff
7.	Cynthia Cardona		Community/Staff
8.	Chuck Walter		Parent
9.	Robin Hayes		Parent
10.	Whitney Glockner Black	X	Parent
11.	James “Jim” Smith	X	Parent
12.	Arnulfo Prado		Community/Staff

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
1. Call the Meeting to Order *Llamar a la orden la reunión*	Secretary takes notes/ *Secretaria toma apuntes* Meeting is called to order at 4:34. pm	Principal	1 minute
2. Roll Call *Asistencia*	Read off names of members/Introduce New Members/ Select Roles *Se lee los nombres de los participantes que pueden votar y seleccionan roles* *Role was called, there were 7 out of 11 voting members present.*	Principal	1 minute
3. Establish A Quorum *Establecer un quórum*	Count voting members – majority is 51% *Miembros que pueden votar- mayoría 51%* *A quorum was established.*	Principal	1 minute
4. Approval of Agenda *Aprobar la agenda*	Review of the Agenda and Minutes from January 29, 2026 *Repasa la agenda y los minutos del mes de octubre* *Jenn moved to approve the minutes from January, Robin seconded, and the minutes were approved.*	Principal	2 minutes
5. Review Draft Copy of 2026-27 SPSA *Revisar el borrador del SPSA 2026-27*	Discuss the proposed budget for 2026-27. *Discuta el presupuesto propuesto para 2026-27.* *The school district has moved to creating the SPSA in the spring, so it is ready for the fall. The major limitation is from the previous school year so we do not have all the data from the current year. We are making decisions based on data from a year ago.* *If things change, or we find there is regression, when the data comes out in June- we can adjust the SPSA.* *ATSI - Kennedy is not an ATSI school, so we don't qualify for extra targeted support.* *(insert what they look at)* *It doesn't mean more money, it means there are more people monitoring the school, so thankfully - none of the schools in the district are an ATSI school. which is great.* *We look at the CA healthy kids survey that was given in the winter. We are required to look at the data - highlight 2-3 areas that indicate growth or areas for support.* *Parent engagement:*	Principal	30 minutes

	Less than half the families - participate in the school *About 30% of parents don't feel welcome to get involved.* *Who is not receiving school communication,* *Why are they not receiving school communication* *With email or communications - parents may block one type of communication but that blocks everything.* *How do we continuously reach out to our families, how do we connect with them. Teachers show that when parents are connected their students' outcomes improve.* *86% families believe KMS does a great job of SEL* *52- 61% kids feel more connected* *70% highest in 6th graders, then goes down in 7th, but increases again in 8th* *56% students feels connected to an adult on campus* *67% of students feel safe - nice to have a student on our safety plan committee.* *As kids get older they go to bed later - past 10 pm- or even 12 am.* *We need to educate our students about the science of sleep- tracking their sleep, research on sleep- so they understand the need for a good night's sleep- without chromebook and cellphone.* *Looking at dashboard data- need to raise overall ELA and Math - achievement so need to support ELL and those disabilities.* *The data shows that the structural support for ELL is working.* *Making connections between classes to improve reading. E.g. SS and Music connection* *Suspensions are down, CA is pushing to use alternatives to suspicions. That is good but we need more support for student behaviors. Need to work with district what are we going to do- can we have an opportunity school with 1-1 student support? That is really difficult.*		

	There has been growth across subjects. The long-term EL and EL students and students with disabilities - there is still work to do. Once kids who have ELL status how do teachers support those students? *District goal push to get kids ready by 2nd.* *Questions- how do we use title 1, measure U dollars to address ELL* *Another area of focus is ELA-* *In 2024/2025 we were orange 6.1 points below the status. We didn't get worse but we didn't get better* *Concern areas- students with disabilities, long term ELs, homeless students. (Increase in number with homeless students at school site)* *Math improved- but still below the standard* *Students with disabilities are red, EL and LT EL are orange.* *Chronic absenteeism - was at 29%, then dropped to 20.7- goal to be below 10%* *Our TOSA helps with the outreach and student engagement - student stores open before a holiday. Need direct outreach when notice attendance is a concern. TK,K and 8 highest area of concern* *Outreach, how can we make sure we have 8th graders at school.* *In yellow for chronic absenteeism.- highest rate Students with disabilities, homeless, long term EL. - this impacts educational outcomes.* *Absenteeism linked to educational outcomes - communication to families and showing how we can help improve attendance* *How we measure goal 1:* *(refer to slide)* *Calling when a student is absent and talking to parents has helped a lot.* *Goal 2: focus on ELs area of concern across district - every student will reclassify before middle school* *Goal 3: by June 2027 every student makes 1 year of growth*		

	Suggestions: *Robin mentioned Tutoring and teacher coaching.* *Virnich- Instructional aids - it is really challenging when you have too many kids who don't have science before 6th grades. IT is challenging when you have a significant number of kids who have IEPs, 504s, then you need to teach science and reading -there are only so many minutes in a day.* *Deficit for science - e,g number of kids who didn't learn photosynthesis or have ever planted a seed.* *Question for teachers ? is coaching, dedicated time to plan- would that be helpful?* *Appreciate the summer learning opportunities -* *How do we explore the sleep question-* *Echo supporting neurodiversity in the classroom- does that look like support for teachers, does that mean - helping kids stay in the room and then provide preparedness - study skills, exec functioning skills - this is a struggle for families.* *Explore options.* *We will get a budget in march- so spend time looking at information and if you get any information - let her know.* *Academic boot camp in boys and girls club- looking to see if that had an impact.* *Parents want parents to be educated at the school- a parent came and talked about AI and I am looking at how the principal's coffee can integrate more parent education into it. Parents want more resources on how to help their students - parents across the board but more with parents with LTEL and disabilities.* *Hiring someone or buying several sessions- making sure outreach is connected to those families. Having morning and evening sessions - food.* *Families do SEL lessons in 6th grade classrooms- family challenges.*		

6. Public Input *Preguntas del público*	Additional comments from anyone. Comentarios del público	Principal	3 minutes
7. Future SSC meetings *Reuniones del futuro*	Next meeting is February 25, 2026 *Próxima reunión: 25 de febrero.*	Principal	1 minute
8. Public Input *Preguntas del público*	Additional comments from anyone. Comentarios del público	Principal	3 minutes
9. Adjournment *Cerrar la reunión*	Approval to adjourn the meeting. Aprobar el cierre de la reunión Chuck motioned to adjourn, balo;ugh second and it was approved.	Principal	1 minute