Kenwood Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Kenwood Elementary School
Street	230 Randolph Ave.
City, State, Zip	Kenwood, CA 95452-0220
Phone Number	(707) 833-2500
Principal	Nathan Myers
Email Address	nmyers@kenwoodschool.org
School Website	www.kenwoodschool.org
County-District-School (CDS) Code	49707896051825

2022-23 District Contact Information

District Name	Kenwood School District
Phone Number	(707) 833-2500
Superintendent	Nathan Myers
Email Address	nmyers@kenwoodschool.org
District Website Address	www.kenwoodschool.org

2022-23 School Overview

Principal's Message
Kenwood School is the only school in the Kenwood School District, which serves 113 students in Transitional Kindergarten through the Sixth grade. The school is located in the town of Kenwood (Sonoma County), which is adjacent to the cities of Sonoma and Santa Rosa, approximately 55 miles north of San Francisco. The community takes great pride in the school, supporting it through a parcel tax and through consistent donations to the Kenwood Education Foundation. Parents value the consistent quality of the educational program, as well as the personal, nurturing aspect of the school's programs. The district also operates a preschool adjacent to the elementary school campus. The preschool serves 8-15 students per day.

Mission Statement
Kenwood School provides academic excellence in a child-centered, developmentally appropriate environment which allows students to realize their full potential, both academically and socially. This is accomplished through the guidance of an experienced and dedicated teaching staff, with instructional assistants in every classroom to provide an adult-to-student ratio that is among the lowest in Sonoma County. Kenwood School students receive a well-rounded educational experience through a challenging academic curriculum, as well as enrichment/arts programs that are supported by active parent and community involvement. In this setting, all children are acknowledged and valued by the entire staff, creating expectations for high student achievement and behavior, as well as a sense of personal responsibility to the school and the community.

Vision Statement
Kenwood School is a small, community elementary school committed to the highest standards of academic excellence and social values, where students are provided a foundation for lives of purpose, service and lifelong learning.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	18
Grade 2	18
Grade 3	18
Grade 4	15
Grade 5	16
Grade 6	17
Total Enrollment	115

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.0
Male	47.0
American Indian or Alaska Native	0.0
Asian	0.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.3
White	68.7
English Learners	7.8
Foster Youth	0.9
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	20.9
Students with Disabilities	13.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.60	97.09	8.60	97.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	2.91	0.20	2.91	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	8.90	100.00	8.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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

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	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Text books are selected from the State-approved list by the Superintendent/Principal and the teaching staff. Community members are welcome to give any input and ideas to staff. The Board of Trustees ultimately approves all curriculum decisions, which are based on content consistent with curriculum adopted by the California State Board of Education. All students, including English Language Learners, have access to their own textbooks and instructional materials.
The staff has also implemented a K-6 writing program that is supported by the "Momentum in Teaching" organization, which provided in-service training for classroom teachers. Grades 4-6 have recently adopted TCI Social Studies Curriculum.

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Spelling and Vocabulary Adopted 2005 Momentum In Teaching Writing Adopted 2017	Yes	0%
Mathematics	McGraw-Hill "My Math" Grades K-3 Adopted 2017 Engage New York Grades 4-6 Adopted 2014	Yes	0%
Science	Harcourt Adopted 2008	Yes	0%
History-Social Science	Houghton Mifflin Adopted 2008 TCI Grades 4-6 Adopted 2022	Yes	0%

School Facility Conditions and Planned Improvements

Kenwood Elementary School consists of the original building constructed in 1960, the multi purpose building constructed in 1987, and four portable classrooms. The original main building houses kindergarten through third grade, a computer lab, a library, and the school/district office. The multi purpose building includes the multi purpose room, kitchen, fourth and fifth grade classrooms, and the teacher's staff room. The four portable buildings house the sixth grade classroom, the Resource Specialist, as well as the Creativity Room where art and music classes are held and a classroom designated to STEAM instruction. In addition, Kenwood School has a preschool and day care program on site in two more portable classrooms. The portable classroom that houses the day care program was replaced in the summer of 2019 with a new building as well as an updated path of entry from the front of the school. Also part of the project was the addition of two large water tanks that will serve as an emergency fire suppression water supply for the the school and neighboring community.

Kenwood School utilizes a campus safety team consisting of the Superintendent/Principal, a parent member of the School Site Council, and the Facilities Coordinator/Head of Maintenance. The Facilities Coordinator/Head of Maintenance provides a report to the School Site Council at each meeting. Kenwood School prides itself on the safety and cleanliness of the entire campus. The district employs two custodians who clean the facility on a daily basis. All classrooms meet state requirements for space. The restrooms, electrical system, and plumbing are checked on a daily basis. The District continues to contribute funds to the State School Deferred Maintenance Program which helps the school with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2022-23 school year, the District budgeted $7,200 for the Deferred Maintenance Program. This represents 0.2% of the District's general fund budget. The Solar Panel Array installation was completed in 2016 and was funded in part by the Proposition 39 Clean Energy Jobs Act.

Year and month of the most recent FIT report	1/06/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Multipurpose Room / Stage: floor shows signs of moisture intrusion from slab below - numerous seams beginning to fail
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Intermediate playground drinking fountain enamel showing signs of failure - becoming increasingly difficult to clean.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	4th Grade (Room 9): Gutter has shifted from level and is pooling water. Needs to have additional downspout installed. Several portable buildings are showing signs of dry rot and age.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cougar Club (Room 17): new fencing needed to block off unused area. Preschool (Room 16): Front door drags on ramp Playground will need resurfacing soon-multiple cracks

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	60	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	N/A	58	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	65	98.48	1.52	60.00
Female	36	36	100.00	0.00	69.44
Male	30	29	96.67	3.33	48.28
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	33.33
White	44	43	97.73	2.27	76.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	12	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	30.77

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	65	98.48	1.52	58.46
Female	36	36	100.00	0.00	58.33
Male	30	29	96.67	3.33	58.62
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	41.67
White	44	43	97.73	2.27	67.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	12	100.00	0.00	41.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	46.15

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	76.92	NT	76.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	13	92.86	7.14	76.92
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	90.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93%	93%	93%	86%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parental Involvement
There are many ways for parents to become involved in their child's education at Kenwood Elementary School. Below is a list of programs and their contact information:
- Board of Trustees
Nate Lamar
(707) 833-2500
- Kenwood Children's Center (Rainbow Garden)
Jill Dawson, Director
(707) 833-2500
- Kenwood Education Foundation (KEF)
Chad Wyatt, President
(707) 833-2500
- Kenwood School Association (KSA)
Christine Tenorio, Chair
(707) 833-2500
- Kenwood School Site Council - Nathan Myers, Principal
(707) 833-2500

For more information on how to become involved at the school, please contact Nate Myers, Superintendent/Principal, at (707) 833-2500.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	117	33	28.2
Female	63	62	18	29.0
Male	56	55	15	27.3
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	18	18	7	38.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	8	57.1
White	81	80	17	21.3
English Learners	9	9	4	44.4
Foster Youth	1	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	28	27	9	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	22	4	18.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.67	0.67	2.45
Expulsions	0.00	0.00	0.05

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

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

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Kenwood School Safety Committee meets approximately three times per year as coordinated by the School Site Council. The School Site Council is continually revising and updating the School Safety Plan, as needed.

Monthly fire drills and other related emergency drills are scheduled throughout the school year. Local organizations (Kenwood Fire Department, Sonoma County Sheriff's Department, California Highway Patrol, and Sonoma County Office of Education) are consulted on a regular basis and are consistent observers and participants in safety drills throughout the school year.

Additional emergency procedures and in-service training for staff members are provided by the Redwood Empire Schools Insurance Group. Kenwood Elementary School utilizes the Emergency Operations Plan for Schools as created by the Redwood Empire Schools Insurance Group. The plan is reviewed annually by the entire staff and updated, as needed. It was most recently reviewed, discussed and updated by school staff in November, 2022 and will be review again in January, 2023. The Board of Trustees will review the plan and vote to approve our CSSP during the March, 2023 Board Meeting.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	21	1		
2	17	1		
3	20			
4	22	1	1	
5	20			
6	23		1	
Other	1	1		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	19	1		
2	21		1	
3	18	1		
4	19	1		
5	20	1		
6	21		1	
Other	16	1		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K		1		
1	17	1		
2	19	1		
3	18	1		
4	16	1		
5	15	1		
6	17	1		
Other	12	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.7
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,200	$6,216	$15,984	$84,913
District	N/A	N/A	$15,984	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	83.2	13.7

2021-22 Types of Services Funded

Kenwood School employs additional support staff in she following areas: psychologist, counselor, speech and language therapist, instructional aides, nurse, librarian, music and art programs, computer lab, English language specialist, intervention specialist, and reading specialist.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$46,844
Mid-Range Teacher Salary		$73,398
Highest Teacher Salary		$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary		$136,296
Percent of Budget for Teacher Salaries	27%	30%
Percent of Budget for Administrative Salaries	12%	6%

Professional Development

Staff development sessions focus on best practices and research based instructional design. Teachers participate in cross grade level collaboration, county and state in-service offerings, and specifically targeted curriculum areas. Teacher/Principal meetings, peer coaching, and data collection and assessments are used to support implementation of curriculum. During the summer of 2020, all classroom teachers spent a minimum of 25 hours focusing on implementation of the "Momentum in Teaching" writing program and enhancing virtual learning platforms. Due to the COVID-19 pandemic, all teachers continued a "Distance Learning" virtual format at the start of the 2020-21 school year. As we head into the start of 2021, our teachers have done an excellent job of providing instruction in this virtual format to all grade levels.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	3