

# Kenwood Elementary 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/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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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 is focussed on Positive Behavior strategies, Restorative Practices, and Diversity, Equity, and Inclusivity (DEI). The district also operates a preschool adjacent to the elementary school campus. The preschool serves 8-15 students per day and works closely with our TK/Kindergarten Teacher to provide a smooth and seamless transition into elementary school.

### 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	14
Grade 2	19
Grade 3	19
Grade 4	19
Grade 5	16
Grade 6	12
<b>Total Enrollment</b>	<b>113</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.8%
Male	44.2%
Asian	2.7%
Hispanic or Latino	20.4%
Two or More Races	8.8%
White	65.5%
English Learners	8%
Socioeconomically Disadvantaged	23.9%
Students with Disabilities	16.8%

## 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>	8.60	97.09	8.60	97.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	2.91	0.20	2.91	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.30	100.00	9.30	100.00	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	9.30	100.00	9.30	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	0.20	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.00

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)	0	0
<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)	0	0

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

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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Spelling and Vocabulary Adopted 2005 Momentum In Teaching Writing Adopted 2017	Yes	0%
<b>Mathematics</b>	McGraw-Hill "My Math" Grades K-3 Adopted 2017 Engage New York Grades 4-6 Adopted 2014	Yes	0%
<b>Science</b>	Harcourt Adopted 2008	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin Adopted 2008 TCI Grades 4-5 Adopted 2022 Savaas Grade 6 Adopted 2023	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 2023-24 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. The Facility Inspection Tool completed resulted in an overall rating of 99%, or Exemplary, with one deficiency.

**Year and month of the most recent FIT report**

1/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system is showing age and inefficiency. A new system will be installed during the summer of 2024.
<b>Interior:</b> Interior Surfaces	X			Multipurpose Room / Stage: floor shows signs of moisture intrusion from slab below - seams beginning to fail
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Intermediate playground drinking fountain enamel showing signs of failure - becoming increasingly difficult to clean. New ADA compliant fountains will be installed during the summer of 2025
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			4th Grade (Room 9): Gutter has shifted from level and is pooling water. Needs to have additional downspout installed during the summer of 2024. Several portable buildings are showing signs of age. Building to be replaced by the summer of 2025.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground will need resurfacing soon-multiple cracks. Summer of 2024 and 2025

## 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)	60	61	60	61	47	46
<b>Mathematics</b> (grades 3-8 and 11)	58	63	58	63	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>	67	67	100.00	0.00	61.19
<b>Female</b>	38	38	100.00	0.00	63.16
<b>Male</b>	29	29	100.00	0.00	58.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	15	100.00	0.00	46.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	42	100.00	0.00	69.05
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	19	19	100.00	0.00	31.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	40.00

## 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>	67	67	100.00	0.00	62.69
<b>Female</b>	38	38	100.00	0.00	57.89
<b>Male</b>	29	29	100.00	0.00	68.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	15	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	42	100.00	0.00	73.81
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	19	19	100.00	0.00	26.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	40.00

## 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
Science (grades 5, 8 and high school)	76.92	82.35	76.92	82.35	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
All Students	17	17	100.00	0.00	82.35
Female	11	11	100.00	0.00	81.82
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
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	--	--	--	--	--
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.

#### 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 5	100%	100%	100%	100%	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.

#### 2023-24 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

Cheryl Ghisla, President

(707) 833-2500

- Kenwood Children's Center (Rainbow Garden)

Jill Dawson, Director

(707) 833-2500

- Kenwood Education Foundation (KEF)

Greg Nerpouni, 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	117	28	23.9
Female	66	65	12	18.5
Male	53	52	16	30.8
Non-Binary	0	0	0	0.0
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	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

### 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	0.00	0.84	0.00	0.00	0.84	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	0.84	0
Female	0	0
Male	1.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.33	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 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, School Site Council, and updated as needed. It was most recently reviewed, discussed and updated by school staff in November, 2023 and will be review again in February, 2024. The Board of Trustees will review the plan and vote to approve our CSSP during the March, 2024 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.

## 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	18	1		
2	21		1	
3	18	1		
4	19	1		
5	19	1		
6	21		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	12	1		
1	17	1		
2	19	1		
3	18	1		
4	15	1		
5	16	1		
6	17	1		

## 2022-23 Elementary 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 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	14	1	0	0
1	14	1	0	0
2	19	1	0	0
3	19	1	0	0
4	19	1	0	0
5	17	1	0	0
6	12	1	0	0
Other	0	0	0	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
<b>Pupils to Academic Counselor</b>	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>	0.6
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.1
<b>Social Worker</b>	
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	0.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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>	\$27,205	\$7,768	\$19,437	\$81,508
<b>District</b>	N/A	N/A	\$19,437	\$81,508
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$7,607	\$75,753
<b>Percent Difference - School Site and State</b>	N/A	N/A	87.5	7.3

## Fiscal Year 2022-23 Types of Services Funded

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

## 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>	\$58,366	\$48,481
<b>Mid-Range Teacher Salary</b>	\$83,039	\$73,129
<b>Highest Teacher Salary</b>	\$116,998	\$99,406
<b>Average Principal Salary (Elementary)</b>	\$122,542	\$117,381
<b>Average Principal Salary (Middle)</b>	N/A	\$128,158
<b>Average Principal Salary (High)</b>	N/A	
<b>Superintendent Salary</b>	\$52,516	\$138,991
<b>Percent of Budget for Teacher Salaries</b>	25%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5.99%

## 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	