

Kenwood Elementary

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	230 Randolph Ave. Kenwood, CA , 95452- 0220	Principal:	Nate Myers, Superintendent/Principal
Phone:	(707) 833-2500	Grade Span:	TK-6

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/>.

About This School

Nate Myers, Superintendent/Principal

📍 Principal, Kenwood Elementary

Kenwood Elementary School is located in Kenwood, California at 230 Randolph Ave in beautiful Sonoma County.

About Our School



Nate Myers is both the Principal and Superintendent at Kenwood School District. He can be reached in the main office or by phone at 707-833-2500.

Contact

Kenwood Elementary
230 Randolph Ave.
Kenwood, CA 95452-0220

Phone: [\(707\) 833-2500](tel:7078332500)

Email: nmyers@kenwoodschoo.org

Contact Information (School Year 2024–25)

The following information can also be found on our district website at www.kenwoodschool.org.

District Contact Information (School Year 2024–25)

District Name	Kenwood
Phone Number	(707) 833-2500
Superintendent	Myers, Nate
Email Address	nmyers@kenwoodschool.org
Website	www.kenwood.k12.ca.us

School Contact Information (School Year 2024–25)

School Name	Kenwood Elementary
Street	230 Randolph Ave.
City, State, Zip	Kenwood, CA , 95452-0220
Phone Number	(707) 833-2500
Principal	Nate Myers, Superintendent/Principal
Email Address	nmyers@kenwoodschool.org
Website	www.kenwoodschool.org
Grade Span	TK-6
County-District-School (CDS) Code	49707896051825

School Description and Mission Statement (School Year 2024–25)

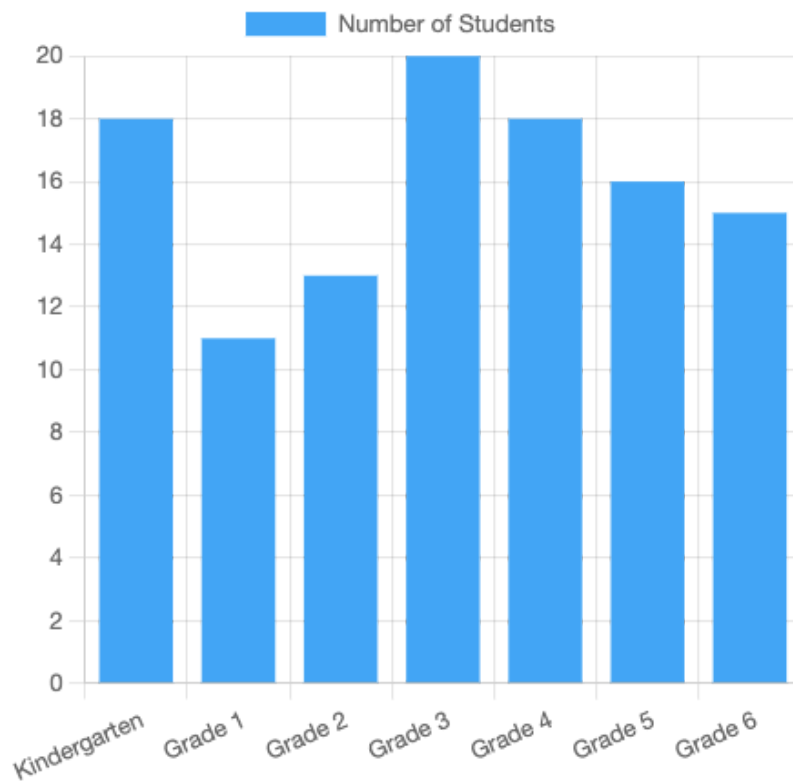
Kenwood School provides academic excellence in a child-centered environment, which allows students to realize their full potential both academically and socially. This is accomplished through the guidance of an experienced and dedicated teaching staff with instructional assistants in every classroom to provide an adult-to-student ratio that is among the

lowest in Sonoma County. Kenwood students receive a well-rounded educational experience through state-of-the-art academic curriculum and enrichment programs 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.?

Student Enrollment by Grade Level (School Year 2023–24)

Kenwood School enrolls students from Transitional Kindergarten to Sixth Grade.

Grade Level	Number of Students
Kindergarten	18
Grade 1	11
Grade 2	13
Grade 3	20
Grade 4	18
Grade 5	16
Grade 6	15
Total Enrollment	111



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	5.40%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	18.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.90%
White	63.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	27.00%
Students with Disabilities	19.80%

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

Teacher Preparation and Placement (School Year 2020–21)

Kenwood School teachers are all highly qualified teachers.

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/Incomplete/NA	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.

Teacher Preparation and Placement (School Year 2021–22)

Kenwood School teachers are all highly qualified teachers.

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)	9.30	100.00%	9.30	100.00%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	9.30	100.00%	9.30	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

Kenwood School teachers are all highly qualified teachers.

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)	8.80	95.69%	8.80	95.69%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	4.31%	0.40	4.31%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
Total Teaching Positions	9.20	100.00%	9.20	100.00%	277698	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00	0
Local Assignment Options	0.00	0.00	0.4
Total Out-of-Field Teachers	0.20	0.00	0.4

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
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%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

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	English Language Arts - Houghton Mifflin 2006 All Grades and Momentum in Teaching (Writing) 2017 All Grades	0
Mathematics	Mathematics - McGraw Hill "My Math" 2017 Grades TK-4th and Eureka Math 2014 Grades 5th-6th	0
Science	Science - Harcourt 200 Grades TK-5 and TCI Grade 6	0
History-Social Science	History/Social Studies - Houghton Mifflin 2008 Grades TK-5 and Savvas Grade 6	0
Foreign Language	NA	0
Health	NA	0
Visual and Performing Arts	NA	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Kenwood School is in very good condition. Construction is in process to modernized and update various parts of the campus.

Kenwood School is in good condition. The school is currently in the middle of a 3 year plan to modernize and upgrade various portions of the school, most notably the removal of 5 portable building that will be replaced with more structurally sound and modern buildings. As our facilities team sees possible wear and tear or worn out facilities, a Facilities Maintenance Repair ticket is processed and repairs are conducted to fix the facilities. Every year the school conducts a Facilities Inspection Toolkit report to ensure all areas of the campus are being checked for needs or repairs.

School Facility Good Repair Status

Overall the school is in Exemplary condition.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Good
Interior: Interior Surfaces		Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		Good
Electrical: Electrical		Good
Restrooms/Fountains: Restrooms, Sinks/Fountains		Good
Safety: Fire Safety, Hazardous Materials		Good
Structural: Structural Damage, Roofs		Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Good

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating

Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

The CAASPP assessment is given to grades 3-6 each spring. The overall results are then presented to the School Board the following school year during January's Board meeting.

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	61%	60%	61%	60%	46%	47%
Mathematics (grades 3-8 and 11)	63%	59%	63%	59%	34%	35%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00%	0.00%	60.00%
Female	41	41	100.00%	0.00%	68.29%
Male	29	29	100.00%	0.00%	48.28%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	15	15	100.00%	0.00%	40.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	42	42	100.00%	0.00%	69.05%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	42.86%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	14.29%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

The state does not show CAASPP results for various groups if fewer than 11 students took the test.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00%	0.00%	58.57%
Female	41	41	100.00%	0.00%	56.10%
Male	29	29	100.00%	0.00%	62.07%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	15	15	100.00%	0.00%	40.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	42	42	100.00%	0.00%	64.29%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	38.10%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	35.71%

Note: 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.

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.

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 Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Test results in both Mathematics and English Language Arts declined slightly, though Kenwood School is still considerably higher than the the State average.

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	82.35%	50.00%	82.35%	50.00%	30.29%	30.73%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Only 5th Grade takes the CAASPP science assessment.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	16	100.00%	0.00%	50.00%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

NA in Elementary School

NA in Elementary School

Career Technical Education (CTE) Participation (School Year 2023–24)

NA

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

NA

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Kenwood students take the California Physical Fitness Test each spring.

Grade	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
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Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2024–25)

Kenwood parents are very engaged in their student's schooling.

Kenwood School has a variety of ways that parents can become more involved in school activities. The Parent Organization is called the Kenwood School Association. This group works closely with the school to provide events and activities centered around the students and the school. Meanwhile the Kenwood Education Foundation works with the greater community to provide funding for numerous school enrichments such as STEAM, Art, PE and Garden. Parents can also volunteer in their student's classroom to provide support to the teachers. The Principal conducts a monthly meeting with parents to discuss other ways that parents or volunteers can become involved with the school in order to help provide a top tier education.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

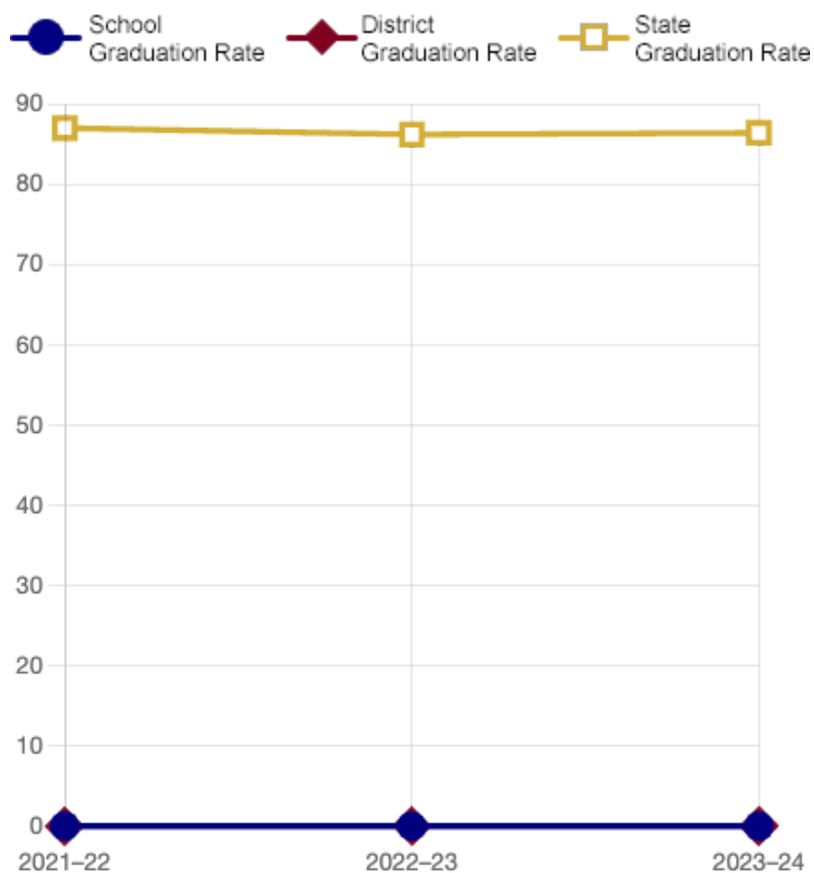
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

NA

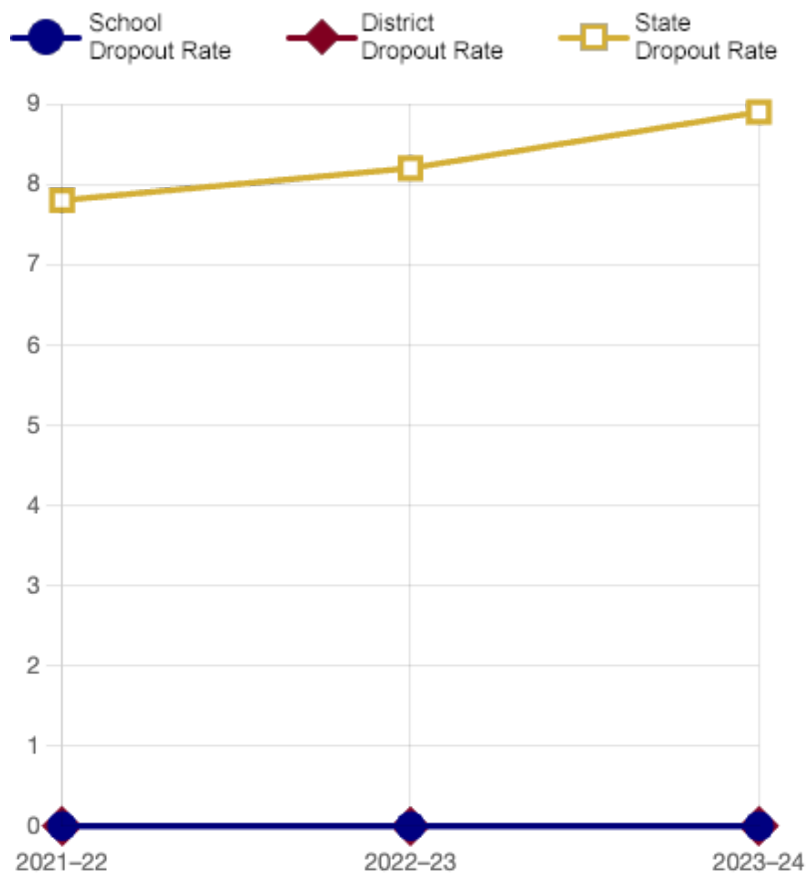
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	0%	0%		0%	0%	0%	87.0%	86.2%	86.4%
Dropout Rate	0%	0%		0%	0%		7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

NA in Elementary School.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Kenwood School has made a concerted effort to reduce Chronic Absenteeism.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	115	114	12	10.5%
Female	57	56	6	10.7%
Male	58	58	6	10.3%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	1	1	0	0%
Asian	6	6	0	0%
Black or African American	1	0	0	0%
Filipino	0	0	0	0%
Hispanic or Latino	22	22	3	13.6%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	12	12	3	25%
White	71	71	5	7%
English Learners	8	8	2	25%
Foster Youth	1	0	0	0%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	40	39	5	12.8%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	24	24	4	16.7%

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.

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

There were no suspensions or expulsions during the 2023-24 school year.

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.84%	0.00%	0.00%	0.84%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

There were no suspensions or expulsions during the 2023-24 school year.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
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	0%	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%

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.

School Safety Plan (School Year 2024–25)

The School Safety Plan is reviewed and modified if necessary by the School Site Council and approved by the School Board each year.

The school's safety plan is reviewed each year by a committee made up of community members, parents, staff, the principal and facilities manager. The plan is modified if needed and approved at a Board Meeting. The safety plan includes plans for various emergencies such as fire, earthquake, or intruder as well as school guidelines on safety and clothing. We aspire to keep all students safe and wearing appropriate clothing is essential to preventing accidents. We also establish protocols and essential employees that are an important aspect of emergencies and how we will best protect our students should an emergency happen.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Kenwood School has only one class per grade level.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	1	0	0
1	17.00	1	0	0
2	19.00	1	0	0
3	18.00	1	0	0
4	17.00	1	0	0
5	14.00	1	0	0
6	17.00	1	0	0
Other**	0.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Kenwood School has only one class per grade level.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	0	0
1	14.00	1	0	0
2	19.00	1	0	0
3	19.00	1	0	0
4	19.00	1	0	0
5	16.00	1	0	0
6	12.00	1	0	0
Other**	0.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Kenwood School has only one class per grade level.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	1	0	0
1	11.00	1	0	0
2	13.00	1	0	0
3	20.00	1	0	0
4	18.00	1	0	0
5	16.00	1	0	0
6	15.00	1	0	0
Other**		1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

NA

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

NA

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

NA

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

NA. There are no academic counselors in Elementary School.

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2023–24)

Kenwood has multiple part time employees because of the small class numbers.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.70
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$79413.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

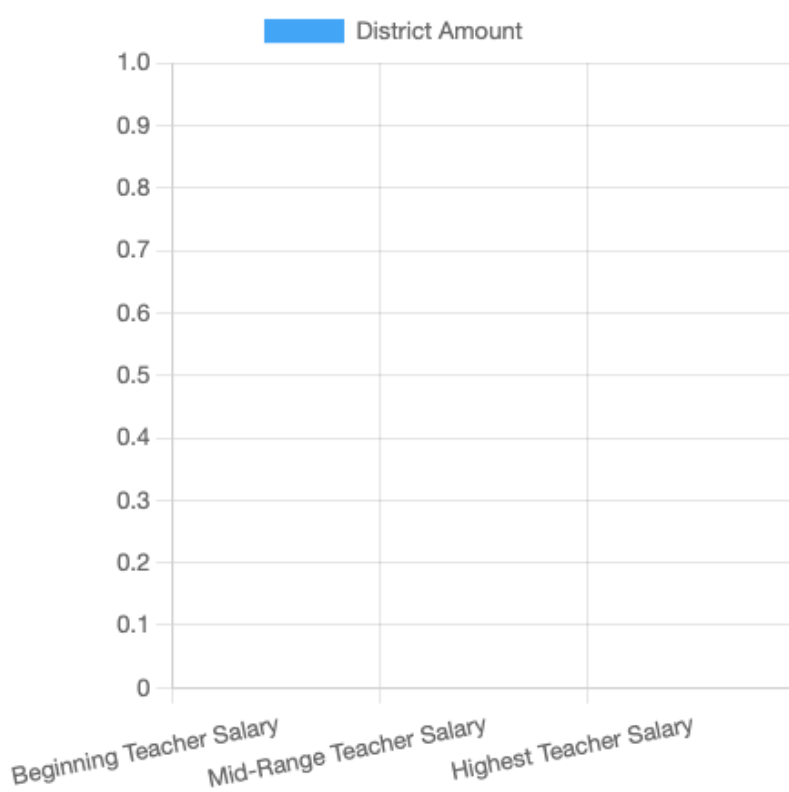
Kenwood School is able to offer a variety of services to support its students.

Kenwood School offers a variety of programs and services that support and assist students. Our school counselor is available for both group and individual support. Kenwood School has a nurse, occupational therapists and speech pathologist that work part time to assist students when needed. The school also has a Reading Specialist, a Special Education Teacher that provides support to both students with Individual Education Plans but also students that need extra support in various areas. Together, this team of professionals are available to support students that qualify for extra learning or support in order to meet the students at their level and guide them alongside their peers.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$51351.73
Mid-Range Teacher Salary	--	\$80424.47
Highest Teacher Salary	--	\$103442.06
Average Principal Salary (Elementary)	--	\$124851.67
Average Principal Salary (Middle)	--	\$135030.13
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$145236.53
Percent of Budget for Teacher Salaries	0.28%	26.17%
Percent of Budget for Administrative Salaries	0.10%	6.29%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2023–24)

NA

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Professional Development is offered once every month.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10