

**Kenilworth Junior High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Kenilworth Junior High School
Street	800 Riesling Rd.
City, State, Zip	Petaluma, Ca, 94954-2549
Phone Number	707-778-4710
Principal	Bennett Holley
Email Address	bholley@petk12.org
Website	<a href="https://www.petalumacityschools.org/kenilworth">https://www.petalumacityschools.org/kenilworth</a>
County-District-School (CDS) Code	49708626062137

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	<a href="http://www.petalumacityschools.org">www.petalumacityschools.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### About Our School:

Kenilworth Junior High School is one of two junior high schools and seven secondary schools in the Petaluma Joint High School District. Students attending Kenilworth typically matriculate to Casa Grande High School. Students from ten elementary schools represent three districts (Waugh, Old Adobe, and Petaluma Elementary districts) and promote from sixth grade into Kenilworth.

Kenilworth is committed to creating a learning environment that instills a love of learning, and a desire to become lifelong learners. Teachers and students are organized into four teams: two at the seventh grade level and two at the 8th grade level. Teachers work together to create interdisciplinary units, projects, and theme days. The school and district are dedicated to continual academic improvement utilizing a block schedule format, along with a master schedule that addresses the the needs of all learners. We offer educational supports in order to work toward closing the achievement gap by tapping into support programs funded through Title 1 resources. Examples of these supports include collaboratively taught coursework in all subject areas, study skills opportunities, and a variety of English courses to address the needs of EL learners. We also have a special day class (SDC), and advanced courses for the gifted and talented.

Kenilworth teachers are creating and implementing Common Core aligned curriculum and are being supported through professional development opportunities to ensure their success as 21st Century educators. The use of technology is an important element of our academic program. We have wireless connection throughout our campus. We currently have an inventory of Chromebooks, laptops, classroom computers and a digital media lab. Every student is issued a Chromebook with preloaded curriculum and we have infused technology into every subject area. Teachers utilize technology to enhance their curricular delivery, ultimately increasing the level of learning at Kenilworth. Examples of this are: movie making to assess slow motion movement in PE classes, digital portfolios, collaborating on assignments, imovie trailers as book reports, flipped classrooms, and so much more! We have a student run television station that records daily newscasts called KTV, and these can be viewed from our website. We also have a very active makerspace. The makerspace is utilized during class and at lunch time as well.

Lastly, Kenilworth believes in the importance of educating the entire child. Through monthly life skill lessons, coupled with human interaction lessons, students learn about cyber safety, respect, community, responsibility, empathy, mindfulness, maturity, integrity, and empowerment. These life skills are reflected upon within the core and elective subjects to reinforce the overall messages. Our staff recently revised our vision statement to include these life skills. The acronym we came up with is Kenilworth CARES. CARES stands for Creativity, Accountability, Respect, Empathy, and Success. These serve as guiding traits we strive to instill in our students as we partner with families to prepare students for high school and beyond.

#### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	421
Grade 8	450
<b>Total Enrollment</b>	<b>871</b>

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	0.8
<b>American Indian or Alaska Native</b>	0.1
<b>Asian</b>	3.7
<b>Filipino</b>	0.8
<b>Hispanic or Latino</b>	45.2
<b>White</b>	42.6
<b>Two or More Races</b>	6.7
<b>Socioeconomically Disadvantaged</b>	52.2
<b>English Learners</b>	18.3
<b>Students with Disabilities</b>	12.1
<b>Homeless</b>	1.5

## 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 Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	41	42	42	274
Without Full Credential	1	1	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Readers Choice, adopted 2003  Intervention: Sopris West Language!, adopted 2005 Read 180/System 44, adopted in 2010  StudySync- adopted in 2018	Yes	0.0
Mathematics	College Preparatory Math (CPM)	Yes	0.0
Science	TCI- Bring Science Alive (2020), Adopted 2020	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Holt California Social Studies: World History, Medieval to Early Modern  Times, 2006, adopted 2006 United States History, Independence to 1914, 2006, adopted 2006	Yes	0.0
<b>Foreign Language</b>	Spanish Houghton Mifflin (2010)/ National Geographic	Yes	0.0

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

### School Facility Conditions and Planned Improvements

Overall, the school facility is safe, clean and adequate.

### School Facility Good Repair Status

Using the **most recently collected** 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:** July 2020

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

## 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, which 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); and
- 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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	47	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	35	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

On an annual basis, parents can participate in a wide variety of activities on campus. The following is a list of opportunities that are available:

- PTSA Pledge-a-Thon
- Tutoring
- 7th grade parent boot camp
- Parent Education nights
- Library volunteer
- ELAC (English Learner Advisory Committee)
- PTSA (Parent Teacher Student Association)
- Field trips
- Chaperone for athletic events
- Site Council Member
- Student variety show (Not offered every year)
- Eighth grade promotion and dance
- Baking/Purchasing food for dances/school parties



Office assistance  
 Dance chaperone  
 Music booster  
 Lunch Clubs- Approved through ASB  
 Mentor Me Petaluma

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.2	13.6	8.7	8.5	3.6	3.5
Expulsions	0.2	0.2	0.3	0.2	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.65	9.85	NA
Expulsions	0	0.18	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

The School Safety plan is reviewed each year. We are committed to the ongoing effort of training our staff in emergency procedures and protocols. A number of our staff have participated in emergency training offered by RESIG. As a school community we practice Fire, Earthquake, and Code Red drills. Every year we participate in the statewide Earthquake drill (Great Shakeout) and activate a number of sections of our EOP including student release with parent volunteers. The Site Council reviews the plan which provides opportunities for parent/student input. We also include district and local emergency agencies in our drills to monitor and provide feedback to help make us more effective in ensuring student and staff safety. Kenilworth trains all students and staff in “hands only” CPR techniques. Lastly, while safety is typically in the physical sense, we also recognize emotional safety is equally important on campus. We therefore have created lifeskill lessons and lean on our shared visioning acronym, Kenilworth CARES (creativity, accountability, respect, empathy, and success), to teach students the importance of understanding and being aware of how their actions impact others. These lessons focus on diversity, equity, sexual harassment, internet/cyber safety, drug and alcohol awareness, motivation, determination, and promoting a healthy learning environment.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	23	20	23	3	24	13	29		25	14	25	2
Mathematics	27	4	33		28	5	32		31	3	30	4
Science	27	5	23		28	3	26		29	2	26	1
Social Science	27	5	23		28	2	26		30	1	26	1

\*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 2019-2020)

Title	Ratio
Academic Counselors*	435.5

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	08
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,615.16	\$2,133.60	\$5,481.55	\$77412
District	N/A	N/A	\$5,615	\$73,153
Percent Difference - School Site and District	N/A	N/A	-2.4	5.7
State	N/A	N/A	\$7,750	\$83,059
Percent Difference - School Site and State	N/A	N/A	-34.3	-7.0

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

## Types of Services Funded (Fiscal Year 2019-2020)

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,479	\$49,782
Mid-Range Teacher Salary	\$60,056	\$76,851
Highest Teacher Salary	\$86,277	\$97,722
Average Principal Salary (Elementary)	\$103,961	\$121,304
Average Principal Salary (Middle)	\$109,099	\$128,629
Average Principal Salary (High)	\$117,833	\$141,235
Superintendent Salary	\$212,364	\$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Throughout the 19/20 and 20/21 school year there are four professional development days set aside to specifically work with teachers. District staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for the professional development days. Professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings. During the end of the 19/20 school year, and throughout the 20/21 school year, the primary focus around professional development stemmed from teachers needs regarding distance learning due to the pandemic. Additionally, Kenilworth has dedicated one Wednesday per month toward "CARES Conversations" with the focus topics being around diversity, inclusivity, and in alignment with the districts focus on the Circle Up program.