Kenilworth Junior High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School 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	Whitney Cottrell
Email Address	wcottrell@petk12.org
School Website	https://www.petalumacityschools.org/Kenilworth
Grade Span	7-8
County-District-School (CDS) Code	49708626062137

2025-26 District Contact Information

District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

About Our School:

Kenilworth Junior High School is one of two comprehensive junior high schools in the Petaluma Joint Union High School District. Serving students from ten elementary schools across the Waugh, Old Adobe, and Petaluma Elementary districts, Kenilworth prepares students to matriculate to Casa Grande High School.

Our mission is to foster a love of learning and empower students to become lifelong learners. Through a block schedule and a thoughtfully designed master schedule, we address the diverse needs of all students, offering a range of academic supports to close achievement gaps. These include co-taught courses in Math and English, study skills programs, specialized English Learner (EL) classes, a Special Day Class (SDC), and accelerated options in Math and English.

Kenilworth teachers implement state-aligned curriculum supported by ongoing professional development, ensuring success as 21st-century educators. Technology is integrated throughout our academic program: every student is issued a Chromebook, and our campus is fully equipped with wireless access, classroom devices, and a digital media lab. Teachers use technology creatively to enhance learning, such as slow-motion analysis in PE, digital portfolios, collaborative assignments, iMovie trailers for book reports, and flipped classrooms. Our student-run television station, KTV, produces daily newscasts available on our website.

At Kenilworth, we emphasize educating the whole child. Through lessons, presentations, and interactive activities, students develop essential life skills such as cyber safety, respect, responsibility, empathy, mindfulness, and integrity. These values are encapsulated in our school motto, Kenilworth CARES—Creativity, Accountability, Respect, Empathy, and Success. Together with families, we prepare students not just for high school but for lifelong success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	406
Grade 8	406
Total Enrollment	812

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	2.2
Black or African American	1.1
Filipino	0.1
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.7
White	48.6
English Learners	7.6
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	45.7
Students with Disabilities	14.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.8	87.1	208.2	84.93	234405.2	84
Intern Credential Holders Properly Assigned	1	2.5	3.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	3.48	5.5	2.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	4.4	17.5	7.16	11953.1	4.28
Unknown/Incomplete/NA	1	2.5	10.4	4.25	15831.9	5.67
Total Teaching Positions	40	100	245.2	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.4	89.25	199.8	85.18	231142.4	83.24
Intern Credential Holders Properly Assigned	1.1	3.08	1.7	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	5.65	11.1	4.77	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.93	14.1	6.05	11746.9	4.23
Unknown/Incomplete/NA	0.4	1.04	7.6	3.27	14303.8	5.15
Total Teaching Positions	38.5	100	234.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.6	93.62	198.6	84.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.4	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	9	3.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.34	12.2	5.2	12112.8	4.34
Unknown/Incomplete/NA	2	5.04	12.9	5.49	13705.8	4.91
Total Teaching Positions	40.2	100	235.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.2	0
Misassignments	1.30	1.9	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	2.1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.70	0.3	0.5
Total Out-of-Field Teachers	1.70	0.3	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6	5.1	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	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	Nov 2025

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	StudySync, Adopted 2018 CommonLit NoRedInk Lexia	0.0
Mathematics	College Preparatory Math (CPM) StudyIsland	0.0
Science	TCI- Bring Science Alive (2020), Adopted 2020 7th grade Integrated 8th grade Integrated	0.0
History-Social Science	TCI - History Alive!, Adopted 2023 The Medieval World and Beyond (2019) The United States Through Industrialism (2017)	0.0
Foreign Language	Spanish Houghton Mifflin (2010)/ National Geographic	0.0
Health	Teen Talk	

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

School Facility Conditions and Planned Improvements

Overall, the school is in excellent condition.

Year and month of the most recent FIT report	Dec 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	51	54	56	47	48
Mathematics (grades 3-8 and 11)	39	40	37	40	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	805	768	95.40	4.60	51.24
Female	400	380	95.00	5.00	55.67
Male	405	388	95.80	4.20	46.91
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	334	318	95.21	4.79	36.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	45	95.74	4.26	64.44

White	391	372	95.14	4.86	62.53
English Learners	62	56	90.32	9.68	3.57
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	366	349	95.36	4.64	32.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	111	91.74	8.26	11.82

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	805	767	95.28	4.72	39.56
Female	400	382	95.50	4.50	37.80
Male	405	385	95.06	4.94	41.30
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	334	320	95.81	4.19	28.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	44	93.62	6.38	38.64
White	391	370	94.63	5.37	48.65
English Learners	62	58	93.55	6.45	5.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	366	350	95.63	4.37	24.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	110	90.91	9.09	8.26

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 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.

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.41	28.75	33.71	34.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	405	394	97.28	2.72	28.68
Female	204	196	96.08	3.92	30.61
Male	201	198	98.51	1.49	26.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	174	173	99.43	0.57	17.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	19	90.48	9.52	42.11
White	189	181	95.77	4.23	39.78
English Learners	34	34	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	185	98.93	1.07	13.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	66	91.67	8.33	4.55

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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

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.

2025-26 Opportunities for Parental Involvement

Each year, parents, families, and caregivers are invited to engage with our school community through a wide range of activities and events. Below is a list of opportunities that may be available for parents, families, and caregivers to get involved:

PTSA (Parent Teacher Student Association)
PTSA Pledge-a-Thon
Site Council Member
ELAC (English Learner Advisory Committee)
Purchasing Food and Drinks for School Events
Volunteer at School Events
Guest Speakers
Tutoring
Parent Education Nights
Campus or Library Volunteer
Chaperone for Field Trips and/or Athletic Events
Volunteer at Eighth Grade Promotion and Dance
Music Booster
Lunch Clubs - Approved through ASB

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	834	826	129	15.6
Female	416	409	60	14.7
Male	418	417	69	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	2	11.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	346	345	52	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	47	7	14.9
White	406	401	67	16.7
English Learners	78	77	16	20.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	387	382	78	20.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	129	32	24.8

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: School Climate

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 data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.7	2.6	3.24	4.33	3.21	2.92	3.6	3.28	2.94

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.

This table displays expulsions data.

					Expulsions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.47	0	0.18	0.16	0.02	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24	0.00
Female	1.92	0.00
Male	4.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.71	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.34	0.00

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.

2025-26 School Safety Plan

The School Safety plan is reviewed and approved each year with our school site council. 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, Secure Campus, and Lockdown 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.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	16	24	0
Mathematics	26	5	30	1
Science	28	2	24	0
Social Science	27	3	25	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	26	
Mathematics	26	6	29	1
Science	31		26	
Social Science	28	2	27	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	26	
Mathematics	25	7	29	
Science	29	2	25	
Social Science	28	3	26	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	412

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9525.29	2777.76	6747.53	93069
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-12.9	7.6
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-49.2	

Fiscal Year 2024-25 Types of Services Funded

Kenilworth Junior High School offers a range of programs and services designed to support student success. These include Math support classes, collaboratively taught English and Math courses, dedicated certificated and classified staff for English Learners, and an after-school Homework Club. Additionally, we provide Mental Health support services for students in need, ensuring their well-being and readiness to learn.

Kenilworth is also a Title I school, and we utilize these funds to help students achieve academic excellence. Title I funding has supported key initiatives such as the development of our computer lab, staffing to enhance student support, and other academic resources aimed at fostering equitable opportunities for all learners.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

Professional Development

5 professional development days have been built into the work year calendar for 2025-2026 These PD days are a combination of district-wide, secondary and site-specific PD. Two PD days held prior to the start of the school year were dedicated to an overall theme of equity. Staff participated in a series of district-wide, secondary-only, site-specific and workshop sessions focused on: empowering students and teachers; equity in the math classroom; Universal Design for Learning; Project Based Learning; redesigning student assessments to empower students to self-assess; using site improvement data for continuous improvement; Title VI training: and LGBTQ+ rights.

Petaluma City Schools continues to prioritize Positive Behavioral Interventions and Support (PBIS), and Welcoming Schools (LGBTQ+) training for secondary staff. In addition, trainings have been scheduled throughout the school year to support a core team at each school site dedicated to enhancing a positive school climate.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5