

Kenwood Elementary School

School Accountability Report Card



GRADES K-6

230 Randolph Avenue Kenwood, CA 95452
Phone: (707) 822-2500 Fax: (707) 833-2181
Website: www.kenwoodschool.org

Robert Bales, Superintendent/Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

The Kenwood School is the only school in the Kenwood School District, which serves 170 students in preschool through sixth grade. It is located in Kenwood, California, in Sonoma County, about 60 miles north of San Francisco, in a beautiful agricultural area, the Valley of the Moon. The community is proud of and involved in the school. A very strong parent support group (The Kenwood School Association) and a foundation (The Kenwood Education Foundation) both help ensure strong, supportive community involvement and quality education for the children.

Mission Statement

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.

Vision Statement

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

School Safety

The Kenwood Elementary Safety Committee meets monthly as coordinated by the School Site Council. Monthly fire drills and other emergency drills are scheduled as needed throughout the school year. Additional emergency procedures and in-service training for staff members are provided by the Redwood Empire Schools Insurance Group.

The Kenwood Elementary School utilizes the Emergency Operations Plan for Schools as created by the Redwood Empire Schools Insurance Group; the plan is reviewed annually by the entire staff and updated as needed. It was most recently reviewed, updated, and discussed with school faculty on August 2010.

Professional Development

Staff development sessions focus on best practices and research based instructional design. Teachers participate in cross grade level collaboration, county and state in-service offerings, and targeted academic curriculum areas. Teacher/Principal meetings, peer coaching, and data collection and assessments are used to support implementation.

For the 2008-09 school year, we dedicated one day for professional development. In 2009-10 and 2010-11, there were three days dedicated for professional development.



Kenwood Elementary School District

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

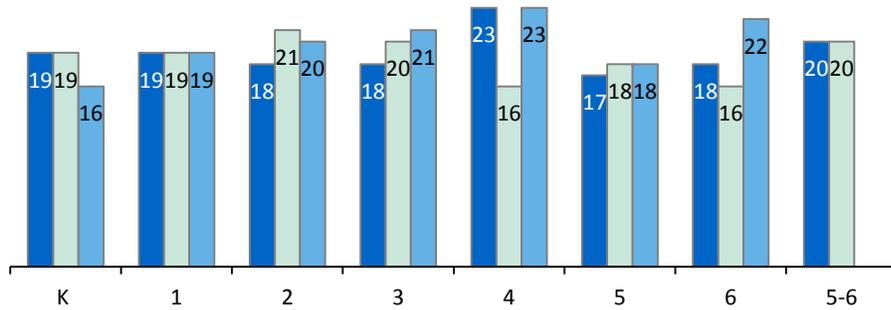


"Home of the Cougars"

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

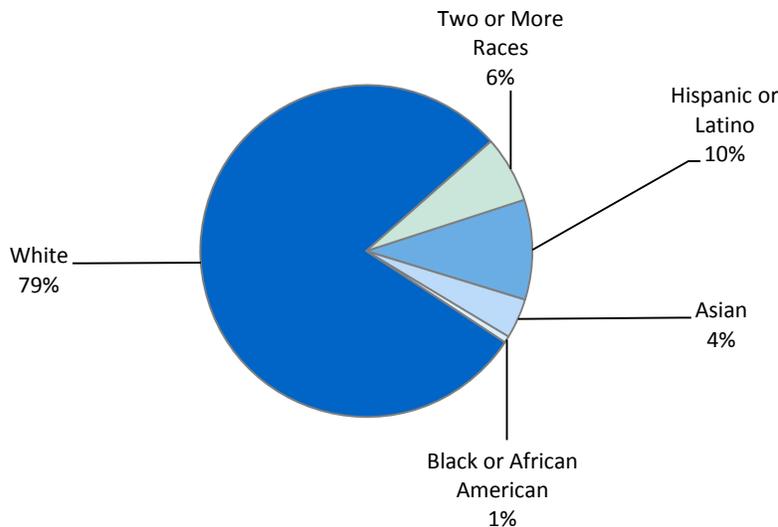


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			2		
1	1			1			1		
2	1				1		1		
3	1			1			1		
4		1		1				1	
5	1			1			1		
6	1			1			1		
5-6	1			1					

Enrollment and Demographics

The total enrollment at the school was 154 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	11.1%
Five of Six Standards	22.2%
Six of Six Standards	50%



Student Enrollment by Group

Kenwood ES	
Socioeconomically Disadvantaged	9.7%
English Learners	5.2%
Students with Disabilities	9.7%

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			12/21/2010
Date of the Most Recent Completion of the Inspection Form			12/21/2010

Please Note: The Facility Inspection information provided is the most recent available. Kenwood Elementary School is scheduled for an inspection on February 3, 2012. Once the inspection is complete this information will be updated.

School Facilities

Kenwood Elementary School consists of the original building constructed in 1960, the multipurpose building constructed in 1987, and four portable classrooms. The original main building houses kindergarten through second grade, computer lab, library, and the school/district office. A modernization project for this building was completed in August 2008. The multipurpose building includes the multipurpose room, kitchen, third and fourth grade classrooms, and the teacher’s staff room. The four portable buildings house fifth and sixth grade, the Resource Specialist, as well as the Creativity Room where art and music classes are held. In addition, Kenwood School has a preschool and day care program on site in two more portable classrooms.

Kenwood School utilizes a Safety Committee consisting of the Superintendent/Principal, a parent member of the School Site Council, and the custodian. The School Site Council reviews the Safety Committee report on a monthly basis. Kenwood School prides itself on the safety and cleanliness of the entire campus.

The district employs two custodians who clean the facility on a daily basis. All classrooms meet state requirements for space. The restrooms, electrical system, and plumbing are checked on a daily basis.

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School Facilities

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Modernization and upgrades were recently completed in the summer of 2008 for the main building, originally constructed in 1961. The project was funded with a 60/40 match by the State as well as mitigation fee and District of Choice revenues.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$5,620 for the Deferred Maintenance Program. This represents 1.5% of the District’s general fund budget.

“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.”



Textbooks and Instructional Materials

All textbooks are adopted from the most recent state-approved list by the Superintendent/Principal with input from the teachers, support staff, and community. The Board of Trustees ultimately approves all curriculum decisions, which are based on content consistent with curriculum frameworks adopted by the State Board of Education. All students, including English Learners, have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2005
Mathematics	McGraw-Hill	2008
Science	Harcourt	2008
History-Social Science	Houghton Mifflin	2008

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Kenwood ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

◇ Not applicable.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

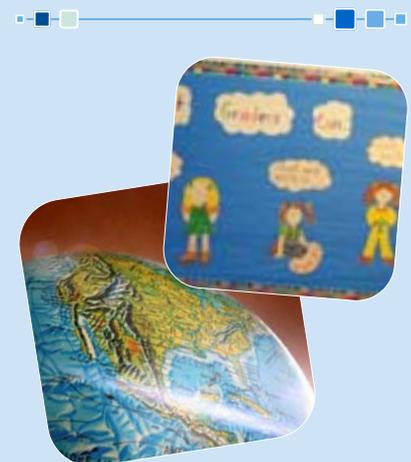
Kenwood ES	
Currency of Textbook Information	
Data Collection Date	08/2011



Parental Involvement

There are many ways for parents to become involved in their child's education at Kenwood Elementary School. Below is a list of programs and their contact information.

- Board of Trustees
Bob Bales
(707) 833-2500
- Kenwood Children's Center
Parent Advisory Committee
Bob Bales, Director
(707) 833-2500
- Kenwood Education Foundation—
Lesley LemMon, President
(707) 264-6081
- Kenwood School Association—
Laura Rogers, Chair
(707) 833-2500
- Kenwood School Site Council—
Bob Bales, Principal
(707) 833-2500



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Kenwood ES			Kenwood ESD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	69%	66%	74%	69%	66%	72%	49%	52%	54%
Mathematics	79%	79%	84%	79%	79%	84%	46%	48%	50%
Science	75%	76%	83%	75%	76%	83%	50%	54%	57%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	72%	84%	83%
All Students at the School	74%	84%	83%
Male	75%	86%	77%
Female	72%	81%	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	78%	86%	80%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	57%	86%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	9	8	8
Similar Schools API Rank	2	1	2

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Kenwood ES — Actual API Change		
	Kenwood ES		Kenwood ESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	99	902	101	899	4,683,676	778	-8	8	31
Black or African American	1	■	1	■	317,856	696	■	■	■
American Indian or Alaska Native	0	■	0	■	33,774	733	■	■	■
Asian	3	■	3	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	7	■	7	■	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	1	■	1	■	26,953	764	■	■	■
White	86	907	88	903	1,258,831	845	-13	5	30
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	9	■	10	■	2,731,843	726	■	■	■
English Learners	4	■	4	■	1,521,844	707	■	■	■
Students with Disabilities	14	826	16	815	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Kenwood ES		Kenwood ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Kenwood ES	Kenwood ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.



Types of Services Funded

Kenwood School employs additional support staff in the following areas: psychologist, counselor, speech and language therapist, instructional aides, nurse, physical education teacher, librarian, music and art programs, computer lab, Title I coordinator, and reading specialist.

Kenwood School also serves students in the Gifted and Talented Program and participates in the Class Size Reduction Program for grades K-3.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Kenwood ESD	Kenwood ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	14	12	15	14
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Kenwood ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

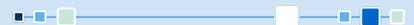
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Kenwood ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.10
Library Media Teacher (Librarian)	0.45
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.05
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.90



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Kenwood ESD	Similar Sized District
Beginning Teacher Salary	\$40,558	\$38,744
Mid-Range Teacher Salary	\$57,685	\$55,509
Highest Teacher Salary	\$78,055	\$70,567
Average Principal Salary	✱	\$92,338
Superintendent Salary	✱	\$109,381
Teacher Salaries — Percent of Budget	37%	37%
Administrative Salaries — Percent of Budget	8%	7%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Kenwood ES	\$9,255	\$64,034
Kenwood ESD	\$9,255	\$64,034
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+41.1%	+10.9%

- ✱ Single-site districts are not required to display this data. (Education Code Section 41409.3).
- ◆ The percent difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Kenwood ES	
Total Expenditures Per Pupil	\$13,593
Expenditures Per Pupil From Restricted Sources	\$4,338
Expenditures Per Pupil From Unrestricted Sources	\$9,255
Annual Average Teacher Salary	\$64,034



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Kenwood ES			
	08-09	09-10	10-11
Suspension Rates	0.066	0.041	0.019
Expulsion Rates	0.000	0.007	0.000
Kenwood ESD			
	08-09	09-10	10-11
Suspension Rates	0.066	0.041	0.019
Expulsion Rates	0.000	0.007	0.000

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PUBLISHED BY:

