

# Kenwood Elementary School

230 Randolph Ave. • Kenwood, CA 95452-0220 • (707) 833-2500 • Grades K-6

Robert B. Bales, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### **Kenwood School District**

230 Randolph Ave / P.O. Box 220  
Kenwood, CA 95452  
(707) 833-2500  
[www.kenwoodschool.org](http://www.kenwoodschool.org)

### **District Governing Board**

Pat Alexander

Virginie Boone

Diane Cupples

Susan Reiter

Fran Threewit

### **District Administration**

Robert B. Bales  
**Superintendent**

### **Principal's Message**

Kenwood School is the only school in the Kenwood School District, which serves 152 students in Kindergarten 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 with, 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.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (707) 833-2500.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	20
Gr. 1	19
Gr. 2	20
Gr. 3	38
Gr. 4	19
Gr. 5	22
Gr. 6	21
<b>Total</b>	<b>159</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.0
Asian	3.1
Filipino	0.0
Hispanic or Latino	11.3
Native Hawaiian/Pacific Islander	0.0
White	73.6
Two or More Races	10.1
Socioeconomically Disadvantaged	14.5
English Learners	7.5
Students with Disabilities	12.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Kenwood Elementary School	12-13	13-14	14-15
Fully Credentialed	12.55	11.7	12.15
Without Full Credential	.3	0	0
Teaching Outside Subject Area of Competence			
Kenwood Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	12.15
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Kenwood Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

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.

The textbooks listed are from most recent adoption:

Yes

Percent of students lacking their own assigned textbook:

0%

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adopted 2005
Mathematics	McGraw-Hill (Piloting "Engage New York" 2014-15) Adopted 2008
Science	Harcourt Adopted 2008
History-Social Science	Houghton Mifflin Adopted 2008

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Kenwood Elementary School consists of the original building constructed in 1960, the multi purpose building constructed in 1987, and four portable classrooms. The original main building houses kindergarten through second grade, a computer lab, a library, and the school/district office. A modernization project for this building was completed in August 2008. The multi purpose building includes the multi purpose 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. In the summer of 2013 the oldest portable building was replaced and maintenance and minor modernization was done to the multi purpose room building. The modernization included a new roof for the multi purpose room, updated HVAC and new carpet, tackboards and paint for the 3rd and 4th grade classrooms.

Kenwood School utilizes a campus safety team consisting of the Superintendent/Principal, a parent member of the School Site Council, and the Facilities Coordinator. The Facilities Coordinator provides a report to the School Site Council at each meeting. Kenwood School prides itself on the safety and cleanliness of the entire campus.

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

The District continues to contribute funds to the State School Deferred Maintenance Program which helps the school with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted \$5,587 for the Deferred Maintenance Program. This represents 0.2% of the District's general fund budget. Plans to move forward with projects related to the Proposition 39 Clean Energy Jobs Act funding are in process.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 01/14/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	Overall rating 97.45%. All repair issues are of a minor nature and have noted by the Facilities Coordinator.
	[ ]	[X]	[ ]	

**Types of Services Funded at Kenwood Elementary School**

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, Intervention Specialist, Spanish Language Instructor and reading specialist.

**Professional Development provided for Teachers at Kenwood Elementary School**

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.

During the summer of 2014, all classroom teachers spent a minimum of 25 hours focusing on Common Core Math Instruction. During the 2014-15 school year, five of our ten classroom teachers formed a Leadership Team as part of Sonoma County's Common Core Collaborative . This team focused on Common Core Math activities that could be implemented on a school-wide basis.

For the previous three school years, we had 3 days each year dedicated to staff and professional development.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	85	72	81	85	72	81	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	74	72	69	72	72	69	54	56	55
Math	84	79	76	84	79	76	49	50	50
HSS							48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	8	8
Similar Schools			7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.5	23.8	61.9

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	81
Male	79
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	81
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	31	-16	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	30	-12	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parental Involvement

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

- Board of Trustees  
Bob Bales  
(707) 833-2500
- Kenwood Children's Center  
Parent Advisory Committee -  
Bob Bales, Director  
(707) 833-2500
- Kenwood Education Foundation -  
Rosemarie Ramponi, President  
(707) 264-6081
- Kenwood School Association -  
Regina Rolland, Chair  
(707) 833-2500
- Kenwood School Site Council -  
Bob Bales, Principal  
(707) 833-2500

For more information on how to become involved at the school, please contact Bob Bales, Superintendent/Principal, at (707) 833-2500.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The Kenwood Elementary Safety Committee meets monthly as coordinated by the School Site Council. The School Site Council is currently revising and updating the School Safety Plan.

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.

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 in August 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.8	2.8	1.0
Expulsions Rate	0.0	0.0	0
District	11-12	12-13	13-14
Suspensions Rate	1.8	2.8	1.0
Expulsions Rate	0.0	0.0	0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	N/D	N/D
Met Participation Rate: English-Language Arts	N/D	N/D
Met Participation Rate: Mathematics	N/D	N/D
Met Percent Proficient: English-Language Arts	N/D	N/D
Met Percent Proficient: Mathematics	N/D	N/D
Met API Criteria	N/D	N/D

AYP data was not provided in 2013-14. There is no data.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	0.45
Library Media Services Staff (Paraprofessional)	
Psychologist	0.05
Social Worker	
Nurse	0.03
Speech/Language/Hearing Specialist	0.20
Resource Specialist	.90
Other	
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19	13	20	1	2	1	0			0		
Gr. 1	16.5	21	19	2		1	0	1		0		
Gr. 2	19	19	20	1	2	1	0			0		
Gr. 3	19	19	19	1	1	2	0			0		
Gr. 4	20	21	19	1		1	0	1		0		
Gr. 5	20	19	22	1	1		0		1	0		
Gr. 6	20	20	21	1	1		0		1	0		

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,558	\$38,970
Mid-Range Teacher Salary	\$57,685	\$56,096
Highest Teacher Salary	\$78,055	\$71,434
Average Principal Salary (ES)		\$91,570
Average Principal Salary (MS)		\$97,460
Average Principal Salary (HS)		\$99,544
Superintendent Salary	\$121,263	\$107,071
Percent of District Budget		
Teacher Salaries	36	36
Administrative Salaries	10	7

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,590	\$4,353	\$9,237	\$65,639
District	♦	♦	\$9,237	
State	♦	♦	\$4,690	\$57,931
Percent Difference: School Site/District			0.0	-8.0
Percent Difference: School Site/ State			97.0	13.3