

Kenwood Elementary School

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

Robert B. Bales, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Kenwood School District

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

District Governing Board

Pat Alexander
Virginie Boone
Susan Reiter
Robin Stoecker
Fran Threewit

District Administration

Robert B. Bales
Superintendent

Principal's Message

Kenwood School is the only school in the Kenwood School District, which serves 138 students in Kindergarten through the Sixth grade. The school is located in the town of Kenwood (Sonoma County), which is adjacent to the cities of Sonoma and Santa Rosa, approximately 60 miles north of San Francisco. The community takes great pride in the school, supporting it through a parcel tax and through consistent donations to the Kenwood Education Foundation. Parents value the consistent quality of the educational program, as well as the personal, nurturing aspect of the school's programs. The district also operates a preschool adjacent to the elementary school campus. The preschool serves 8-15 students per day.

Mission Statement

Kenwood School provides academic excellence in a child-centered, developmentally appropriate 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 School students receive a well-rounded educational experience through a challenging academic curriculum, as well as enrichment/arts programs that are 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

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	20
Grade 1	16
Grade 2	20
Grade 3	21
Grade 4	22
Grade 5	17
Grade 6	33
Total Enrollment	149

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	1.3
Filipino	0
Hispanic or Latino	10.7
Native Hawaiian or Pacific Islander	0
White	77.2
Two or More Races	10.1
Socioeconomically Disadvantaged	15.4
English Learners	5.4
Students with Disabilities	14.1
Foster Youth	0.7

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			
Kenwood Elementary School	15-16	16-17	17-18
With Full Credential	12.1	10.57	10.29
Without Full Credential	0	0	.33
Teaching Outside Subject Area of Competence	0	0	0
Kenwood School District	15-16	16-17	17-18
With Full Credential	♦	♦	10.29
Without Full Credential	♦	♦	.33
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kenwood Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks are selected from the recent State-approved list by the Superintendent/Principal and teaching staff. Community members are welcome to give any input and ideas to staff. The Board of Trustees ultimately approves all curriculum decisions, which are based on content consistent with curriculum adopted by the California State Board of Education. The staff will be piloting a new Language Arts curriculum for adoption in the 2018-19 school year. All students, including English Language Learners, have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill "My Math" Grades K-3 Adopted 2017 Engage New York Grades 4-6 Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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 third grade, a computer lab, a library, and the school/district office. The multi purpose building includes the multi purpose room, kitchen, fourth and fifth grade classrooms, and the teacher's staff room. The four portable buildings house the sixth grade classroom, the Resource Specialist, as well as the Creativity Room where art and music classes are held. The school introduced a classroom designated to STEAM instruction in the 2017-18 school year. In addition, Kenwood School has a preschool and day care program on site in two more portable 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 2016-17 school year, the District budgeted \$7,200 for the Deferred Maintenance Program. This represents 0.2% of the District's general fund budget. The Solar Panel Array installation was completed in 2016 and was funded in part by the Proposition 39 Clean Energy Jobs Act.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 01/24/2018					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X		Paneling, paint and moulding repairs to be done in various classrooms	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: 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 Rating	Exemplary	Good	Fair	Poor	Overall rating 95.84%. All repair issues are of a minor nature and have noted by the Facilities Coordinator.
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	74	68	74	68	48	48
Math	71	62	71	62	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	83	82	83	82	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.8	31.2	31.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	34	34	100.0	82.4
Male	17	17	100.0	82.4
Female	17	17	100.0	82.4
White	22	22	100.0	95.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	92	95.83	68.48
Male	49	47	95.92	61.7
Female	47	45	95.74	75.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	12	92.31	41.67
White	70	69	98.57	71.01
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90	44.44
English Learners	12	11	91.67	36.36
Students with Disabilities	15	14	93.33	28.57

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students 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: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	91	94.79	61.54
Male	49	47	95.92	65.96
Female	47	44	93.62	56.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	12	92.31	41.67
White	70	68	97.14	64.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90	33.33
English Learners	12	11	91.67	36.36
Students with Disabilities	15	14	93.33	21.43

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: 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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

Bob Bales, Director

(707) 833-2500

Kenwood Education Foundation -

Chris Tonelli, President

(707) 833-2500

Kenwood School Association -

Connie Stocks, 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 State priority: School Climate (Priority 6):

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

School Safety Plan

The Kenwood School Safety Committee meets approximately six times per year as coordinated by the School Site Council. The School Site Council is continually revising and updating the School Safety Plan, as needed.

Monthly fire drills and other related emergency drills are scheduled throughout the school year. Local organizations (Kenwood Fire Department, Sonoma County Sheriff’s Department, California Highway Patrol, and Sonoma County Office of Education) are consulted on a regular basis and are consistent observers and participants in safety drills 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, discussed and update by school faculty in August, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	2.0	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	2.0	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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		
Percent of Schools Currently in Program Improvement		

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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	10	14	10	2	1	2						
1	19	19	16	1	1	1						
2	21	20	20		1	1	1					
3	19	18	21	1	1				1			
4	18	19	22	2	1				1			
5	18	17	17	1	2	1						
6	18	18	17	1	1	2						

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

Professional Development provided for Teachers

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 2017, all classroom teachers spent a minimum of 25 hours focusing on Common Core curriculum with an emphasis on differentiated instructional materials .

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (ES)		\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary		\$117,868
Percent of District Budget		
Teacher Salaries	30%	32%
Administrative Salaries	10%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$15,409	\$5,090	\$10,320	\$67,842
District	♦	♦	\$10,320	\$67,842
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			44.3	9.1

* Cells with ♦ do not require data.

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, Intervention Specialist, and reading specialist.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.