

Kenwood Elementary School

230 Randolph Ave. • Kenwood, CA 95452-0220 • (707) 833-2500 • Grades K-6
Robert B. Bales, Principal
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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Kenwood Elementary School District

230 Randolph Ave / P.O. Box 220
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(707) 833-2500
www.kenwood.k12.ca.us

District Governing Board

Pat Alexander
Diane Cupples
Cory O'Donnell
Susan Reiter
Fran Threwit

District Administration

Robert B. Bales
Superintendent

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (707) 833-2500.

Principal's Message

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 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.

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 -
Ed Colby, President
(707) 264-6081
- Kenwood School Association -
Laura Rogers, 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	26
Gr. 1	21
Gr. 2	37
Gr. 3	19
Gr. 4	21
Gr. 5	19
Gr. 6	20
Total	163

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	3.1
Filipino	0.0
Hispanic or Latino	9.8
Native Hawaiian/Pacific Islander	0.0
White	76.7
Two or More Races	7.4
Socioeconomically Disadvantaged	12.9
English Learners	7.4
Students with Disabilities	12.9

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	16	19	13	2	1	2	0	0		0	0	
Gr. 1	19	16.5	21	1	2		0	0	1	0	0	
Gr. 2	20	19	19	1	1	2	0	0		0	0	
Gr. 3	21	19	19	1	1	1	0	0		0	0	
Gr. 4	23	20	21	0	1		1	0	1	0	0	
Gr. 5	18	20	19	1	1	1	0	0		0	0	
Gr. 6	22	20	20	1	1	1	0	0		0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.95	2.0	4.0
Expulsions Rate	0	0.000	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	1.95	2.0	4.0
Expulsions Rate	0	0.000	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 November 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
 - Description of any planned or recently completed facility improvements
 - The year and month in which the data were collected
 - Description of any needed maintenance to ensure good repair
-

Year and month in which data were collected: 12/27/2013

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, a computer lab, a 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. In the summer of 2013 the oldest portable building was replaced and maintenance and minor modernization was done to the multipurpose room building. The modernization included a new roof for the multipurpose 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.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
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]	[]	[]		
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 97.45%. All repair issues are of a minor nature and have noted by the Facilities Coordinator.
	[]	[X]	[]	[]	

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	14	13	12.55
Without Full Credential	0	0	.3
Teaching Outside Subject Area	0	0	
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,273	\$4,747	\$9,526	\$60,799
District	♦	♦	\$9,526	\$66,051
State	♦	♦	\$5,537	\$57,720
Percent Difference: School Site/District			0.0	-8.0
Percent Difference: School Site/ State			72.0	5.3

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,558	\$38,719
Mid-Range Teacher Salary	\$57,685	\$55,637
Highest Teacher Salary	\$78,055	\$70,797
Average Principal Salary (ES)	\$0	\$90,284
Average Principal Salary (MS)	\$0	\$94,675
Average Principal Salary (HS)	\$0	\$85,183
Superintendent Salary	\$121,263	\$104,272
Percent of District Budget		
Teacher Salaries	37.2%	35.5%
Administrative Salaries	8.5%	6.5%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

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	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Houghton Mifflin Adopted 2005</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>McGraw-Hill Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Harcourt Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Houghton Mifflin Adopted 2008</p>

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	83	85	72	83	85	72	57	60	59
H-SS							48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	69	76	72	
All Student at the School	69	76	72	
Male	69	79		
Female	70	73	64	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	73	80	83	
Two or More Races				
Socioeconomically Disadvantaged	28	56		
English Learners				
Students with Disabilities	41	50		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.0	20.0	35.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

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	-6
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			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	9	8
Similar Schools	2		

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
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

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	113	114	4,655,989
	API-G	880	881	790
Black or African American	Students	4	4	296,463
	API-G			708
American Indian or Alaska Native	Students	0	0	30,394
	API-G			743
Asian	Students	4	4	406,527
	API-G			906
Filipino	Students	0	0	121,054
	API-G			867
Hispanic or Latino	Students	10	10	2,438,951
	API-G			744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	85	86	1,200,127
	API-G	897	897	853
Two or More Races	Students	10	10	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	17	17	2,774,640
	API-G	778	778	743
English Learners	Students	9	9	1,482,316
	API-G			721
Students with Disabilities	Students	24	25	527,476
	API-G	796	803	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A