

# Kenwood Elementary School

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

Robert B. Bales, Principal  
bbales@kenwoodschool.org  
www.kenwoodschool.org

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Kenwood School District

230 Randolph Ave  
Kenwood, CA 95452  
(707) 833-2500  
www.kenwoodschool.org

### District Governing Board

Pat Alexander

Nate Lamar

Robin Stoecker

Fran Threewit

Amy Vogler

### District Administration

Robert B. Bales  
Superintendent

### Principal's Message

Kenwood School is the only school in the Kenwood School District, which serves 145 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 55 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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	16
Grade 2	21
Grade 3	21
Grade 4	21
Grade 5	23
Grade 6	15
<b>Total Enrollment</b>	<b>138</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	9.4
White	79
Two or More Races	9.4
Socioeconomically Disadvantaged	14.5
English Learners	3.6
Students with Disabilities	13.8
Foster Youth	0.7
Homeless	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 for Kenwood Elementary	17-18	18-19	19-20
With Full Credential	10.29	10.94	10.48
Without Full Credential	.33	.33	.40
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kenwood School	17-18	18-19	19-20
With Full Credential	◆	◆	10.48
Without Full Credential	◆	◆	.40
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Kenwood Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2019-20)

Textbooks are selected from the State-approved list by the Superintendent/Principal and the 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. All students, including English Language Learners, have access to their own textbooks and instructional materials.

During the 2018-19 school year, the staff continued to implement a K-6 writing program that is supported by the "Momentum in Teaching" organization, which provides ongoing in-service training for classroom teachers.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

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 and a classroom designated to STEAM instruction. In addition, Kenwood School has a preschool and day care program on site in two more portable classrooms. The portable classroom that houses the day care program was replaced in the summer of 2019 with a new building as well as an updated path of entry from the front of the school. Also part of the project was the addition of two large water tanks that will serve as an emergency fire suppression water supply for the the school and neighboring community.

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 2018-19 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: 01/30/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Replacement of graywater pump needed soon for MPR.
<b>Interior:</b> Interior Surfaces	Good	Moulding repairs to be done in one classroom
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Downspout adjustment needed MPR.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	Overall rating 97.11%. All repair issues are of a minor nature and have noted by the Facilities Coordinator.

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	65	60	65	60	50	50
Math	57	51	57	51	38	39

Note: 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.

Note: ELA and 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.

### School Year 2018-19 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	79	77	97.47	59.74
Male	42	42	100.00	52.38
Female	37	35	94.59	68.57
Hispanic or Latino	--	--	--	--
White	59	59	100.00	67.80
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.91	60.00
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00	57.14

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	34.8	34.8	17.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 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	79	78	98.73	51.28
Male	42	42	100.00	50.00
Female	37	36	97.30	52.78
Hispanic or Latino	--	--	--	--
White	59	59	100.00	59.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	63.64
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00	35.71

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 school site

**Opportunities for Parental Involvement (School Year 2019-20)**

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 -  
Cheryl Ghisla, President  
  
(707) 833-2500
- Kenwood School Association -  
Krista Holden, 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, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	1380.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	2			19	1			21		1	
1	16	1			20	1			16	1		
2	20	1			20	1			21		1	
3	21		1		19	1			21		1	
4	22		1		24		1		21		1	
5	17	1			19	1			23		1	
6	17	2			18	1			15	1		
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 specifically targeted curriculum areas. Teacher/Principal meetings, peer coaching, and data collection and assessments are used to support implementation of curriculum.

During the summer of 2019, all classroom teachers spent a minimum of 25 hours focusing on implementation of the "Momentum in Teaching" writing program. In addition, all staff will receive ongoing training throughout the 2019-20 school year on teaching "Mindfulness" practices to the students in grades K-6. All classroom teachers will continue to receive professional development training in our school-wide writing program during the 2019-20 school year.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	31%
Administrative Salaries	11%	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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$19,330	\$5,298	\$14,032	\$74,690
District	N/A	N/A	\$14,032	\$74,690
State	N/A	N/A	\$7,506.64	\$64,978.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	60.6	13.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### 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.