

KENWOOD ELEMENTARY SCHOOL

Kenwood Elementary School District



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-6

230 Randolph Avenue Kenwood, CA 95452
Phone: (707) 833-2500 Fax: (707) 833-2181
Web site: www.kenwoodschoo.org

Robert Bales
Superintendent/Principal

Principal's Message

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

The mission of the Kenwood School is to provide a broad-based education with an academic focus, which will enable each student to realize his/her full potential.

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,
 - Karen Borgfeldt, President (707) 833-2500
- Kenwood School Association
 - Diane Kopes-Kerr, Chair (707) 833-2500
- Kenwood School Site Council
 - Bob Bales, Principal (707) 833-2500

School Safety

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

The Kenwood Elementary School utilizes the Emergency Operations Plan for Schools as created by the Redwood Empire Schools Insurance Group. It is reviewed annually by the entire staff and updated as needed. It was most recently reviewed, updated, and discussed with school faculty on November 2009.

Professional Development

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

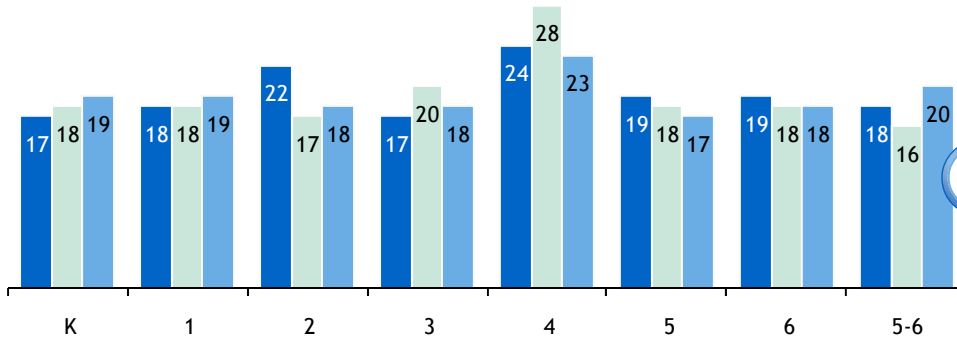
For the 2006-07 school year, two days were dedicated to staff and professional development. For 2007-08 and 2008-09, one day was dedicated to staff and professional development each year.



School Mission Statement

"The mission of the Kenwood School is to provide a broad-based education with an academic focus, which will enable each student to realize his/her full potential."





Class Size

The bar graphs display the three-year data for average class size.

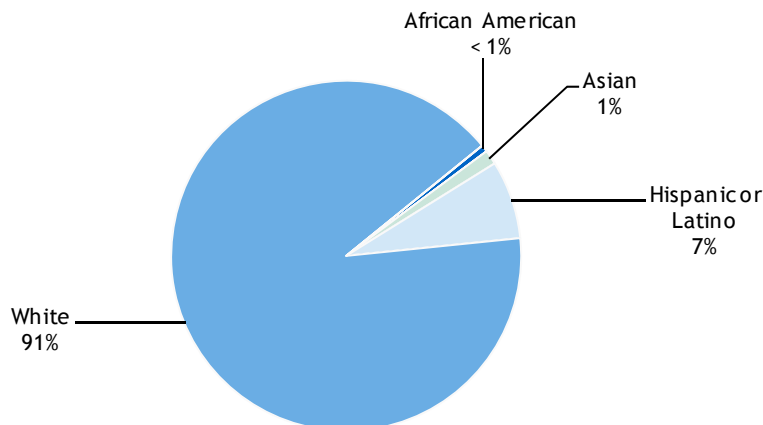
■ 06-07 □ 07-08 ■ 08-09



Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1			1		
2		1		1			1		
3	1			1			1		
4		1			1			1	
5	1			1			1		
6	1			1			1		
5-6	1			1			1		

Enrollment and Demographics

The total enrollment at the school was 152 students for the 2008-09 school year.



"A very strong parent support group (The Kenwood School Association) and a foundation (The Kenwood School Foundation) both help ensure strong, supportive community involvement and quality education for the children."



School Facility Good Repair Status

The table below shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, and poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed and Action Taken or Planned:</u> Kitchen floor is damaged. Kitchen floor will be repaired or replaced in Summer 2010.		✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Clearance in front of electrical panel box. Repaired in February 2010.		✓		
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds <u>Repair Needed and Action Taken or Planned:</u> Doors need to be labeled or numbered on portable and multi-purpose buildings. Will be repaired in Spring 2010.			✓	
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 23, 2009, and the inspection form was most recently completed on January 14, 2010.

School Facilities

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, the Resource Specialist, the Computer Lab, the 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, the kitchen, Third and Fourth grade classrooms and the teacher’s staff room. The four portable buildings house Fifth, Sixth and the 5/6 combination classes, as well as the Creativity Room where art and music classes are held. In addition, Kenwood School has a Preschool and Day Care program on site in two more portable classrooms.

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

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School Facilities

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

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

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$6,869 for the Deferred Maintenance Program. This represents less than 1% of the District’s general fund budget.



Textbooks and Instructional Materials

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

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

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified on August 2009.

✧ Not applicable.

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Kenwood ES			Kenwood ESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.000	0.020	0.066	0.000	0.020	0.066
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



"Teachers participate in cross grade level collaboration, County and State in-service offerings, and targeted academic curriculum areas."



Suspensions and Expulsions

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

STAR Results for All Students: Three-Year Comparison

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

Percentage of Students Scoring At Proficient or Advanced Levels									
	Kenwood ES			Kenwood ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	63%	68%	69%	63%	68%	69%	43%	46%	50%
Mathematics	61%	70%	79%	61%	70%	79%	40%	43%	46%
Science	63%	64%	75%	63%	64%	75%	38%	46%	50%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	62%	76%	72%
Female	79%	83%	79%
Economically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	36%	36%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	73%	80%	74%

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



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	9	8	9
Similar Schools API Rank	1	1	2

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-11	35	-8	863
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-22	42	-13	872
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

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



Academic Performance Index Ranks

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

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

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

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

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

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

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Kenwood ES	Kenwood ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

California Physical Fitness Test

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit <http://www.cde.ca.gov/ta/tg/pf/>.

Percent of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	9.4%
Five of Six Standards	31.3%
Six of Six Standards	46.9%



Teacher Qualifications

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

Teacher Credential Information				
	Kenwood ESD	Kenwood ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	12	12	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	Kenwood ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Kenwood ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

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

◆ Information not available.

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	0:0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.45
Library Media Services Staff (paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	0.20



District Financial Data

District Salary Information		
Category	Kenwood ESD	Similar Sized District
Beginning Teacher Salary	\$39,759	\$38,481
Mid-Range Teacher Salary	\$56,556	\$55,789
Highest Teacher Salary	\$76,626	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	\$114,673	\$110,994
Teacher Salaries – Percent of Budget	36.6%	37.2%
Administrative Salaries – Percent of Budget	8.8%	6.6%

✱ The Principal and Superintendent are combined as one position for Kenwood ESD.

District Financial Data

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



School Financial Data

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

School Financial Data	
	Kenwood ES
Total Expenditures Per Pupil	\$12,816
Expenditures Per Pupil From Restricted Sources	\$4,301
Expenditures Per Pupil From Unrestricted Sources	\$8,515
Average Teacher Salary	\$63,352

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 teacher, art teacher, computer lab, Title I coordinator, and reading specialist.

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

Financial Data Comparison

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

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Kenwood ES	\$8,515	\$63,352
Kenwood ESD	\$8,515	\$63,352
California	\$5,512	\$56,284
% Difference Between School and District	◆	◆
% Difference Between School and California	+35.3%	+11.2%

◆ Because Kenwood ESD is a single-site district, the percent difference does not apply.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.

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Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.