

Executive Summary • School Accountability Report Card

Kenwood School

Address 230 Randolph Ave
Kenwood, CA 95452
Phone 707-883-2500
Principal Bob Bales
Grades K-6

Student Enrollment

Group	Enrollment
Number of students	157
African American	1.3 %
American Indian or Alaska Native	0.0 %
Asian	2.5 %
Filipino	0.0 %
Hispanic or Latino	7.0 %
Pacific Islander	0.0 %
White (not Hispanic)	89.2 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	5.0 %
English Learners	1.0 %
Students with Disabilities	0.0 %

Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

About This School

Welcome to Kenwood Elementary School! Our school is a wonderful place where teachers, students, parents and community members work together to create an environment where children love to learn. Kenwood School District is a single-school district, with a grades K-6 school.

The district is governed by a 5-member elected board of trustees. Bob Bales is the District Superintendent/Principal. Our current enrollment is 154 students. We have one class for each grade level, as well as a specifically designed multigrade classroom of fifth/sixth graders. Our school averages less than 19 students per room.

In addition to our outstanding, dedicated teacher staff, all classrooms are supported by an instructional aide, who assists the teacher and works with small groups of students during focused instructional time.

As a public school that is situated in a beautiful and peaceful country setting in Sonoma County, our unparalleled small class sizes and high achievement in standardized tests continues to draw the interest of families who are looking for the most comprehensive educational program for their elementary school age children.

Curriculum & Instruction Materials	
Core Curriculum Area	Pupils Lacking Textbooks & Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/ Social Science	0%
Foreign Language	n/a
Health	n/a

School Finances	
Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Academic Progress	
Indicator	Result
2006 API Growth Score	
Statewide Rank (2005)	
2006-07 Program Improvement Status	Not in PI

Student Performance	
Subject	Students Above Proficient on CST
English-Language Arts	73
Mathematics	72
Science	57
History/ Social Science	

School Facilities

Summary of Most Recent Site Inspection

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None needed.

Kenwood Elementary School

School Accountability Report Card

Reported for School Year 2005-06
Published During 2006-07



Kenwood School Grades K-6

230 Randolph Ave
Kenwood, CA 95452
(707) 883-2500
Bob Bales, Principal
bbales@kenwood.k12.ca.us

SARC Contact

Bob Bales, Principal
(707) 883-2500

Kenwood School District

(707) 883-2500
Bob Bales, Superintendent
bbales@kenwood.k12.ca.us
www.kenwood.k12.ca.us

This School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) website at <http://www.cde.ca.gov/ta/ac/sarc>. For additional information about the school, parents, contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. General Information

School Description and Mission Statement

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 their full potential.

Opportunities for Parental Involvement

Board of Trustees
Bob Bales
707-833-2500

Kenwood Children's Center
Parent Advisory Committee
Bob Bales, Director
707-833-2500

Kenwood Education Foundation
Andie Altman, President
707-833-2500

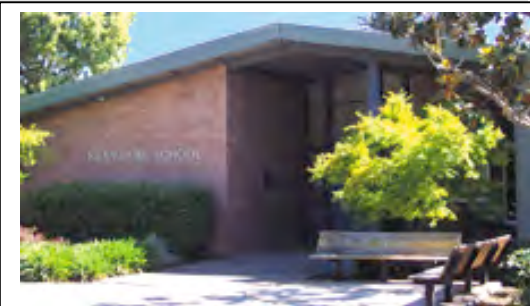
Kenwood School Association
Marjorie MacLeod and
Cathy Cook, Co-Chairs
707-833-2500

Kenwood School Site Council
Bob Bales, Principal
707-833-2500

School Safety Plan

Date of last review:	August 2005
Date Last Discussed with Staff:	August 2005

The school safety plan is reviewed annually



Student Enrollment by Grade

Grade Level	Number of Students
Kindergarten	17
Grade 1	21
Grade 2	19
Grade 3	18
Grade 4	25
Grade 5	29
Grade 6	28
Total	157

Student Enrollment by Group

Group	% of Total Enrollment
African American	1.3
American Indian or Alaska Native	0.0
Asian	2.5
Filipino	0.0
Hispanic or Latino	7.0
Pacific Islander	0.0
White (not Hispanic)	89.2
Multiple or No Response	0.0
Socioeconomically Disadvantaged	5.0
English Learners	1.0
Students with Disabilities	0.0

Class Size Reduction Participation

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100	100
1	100	100	100
2	100	100	100
3	100	100	100%

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Average Class Size and Class Size Distribution

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2			21.0		1		16.0	1		
1	20.0	1			16.0	1			21.0		1	
2	17.0	1			19.0	1			19.0	1		
3	17.0	1			18.0	1			18.0	1		
4	20.0	2			20.0	2			24.5		2	
5	18.0	1			18.0	1			24.0		1	
6	22.0		1		19.0	1			17.0	1		
K-3												
3-4												
4-8	18.0	1			17.0	1			16.0	1		
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

II. School Climate

School Discipline Practices

All students at Kenwood School participate in instruction in reading, writing, mathematics, science, social studies, spelling, physical education, computer technology, library skills, and music. The classroom instructional program is enhanced by our reading specialist, Title 1 program, resource specialist. Students' efforts and successes are regularly

acknowledged and celebrated through our daily announcements, monthly assemblies, honor roll (grades 5-6), Kenwood Cougar's Reading Club, and the Hope of America Award. Students are honored through a weekly "Cougar Purr" awards and individual classroom recognition.

Suspensions and Expulsions

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	2%	2%	6%	2%	2%	6%
Expulsions	0	0	0	0	0	0

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

III. School Facilities

School Facility Conditions and Improvements

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. 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.

School Facilities Good Repair Status			
Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

IV. Teachers

Teacher Credentials				
Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	13	12	13	13
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

A misassignment is a teacher assigned without proper legal authorization. A vacant teacher positions is one not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0.0
All Schools in District	100%	0.0
High-Poverty Schools in District	100%	0.0
Low-Poverty Schools in District	0.0	0.0

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Substitute Teacher Availability

The district maintains a list of credentialed teachers and the areas in which they are qualified to teach. We have had a sufficient number of substitute teachers with the necessary qualifications to maintain continuity of instruction.

Teacher Evaluation Process

Teachers are evaluated on a regular basis, according to a process outlined in the negotiated contract. 100% of the required evaluations were completed on time.

V. Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.21	
Library Media Teacher (Librarian)	.27	---
Library Media Services Staff (paraprofessional)	.05	---
Psychologist		---
Social Worker	.09	---
Nurse	.21	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other	.21	---

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials		
Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adequate & sufficient textbooks & materials are available to all students. Houghton-Mifflin	0
Mathematics	Adequate & sufficient textbooks & materials are available to all students. Saxon Math, available to all students; Great Source Ed. Group – Grade 5	0
Science	Adequate & sufficient textbooks & materials are available to all students. Foss science kits are available to all students; Harcourt Achieve- Grade 5	0
History-Social Science	Adequate & sufficient textbooks & materials are available to all students. Houghton-Mifflin	0
Foreign Language		
Health		
<p><i>This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.</i></p>		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental	Basic	
School Site				
District	---	---		\$0
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$52,375
Percent Difference – School Site and State	---	---		
<i>Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.</i>				

Types of Services Funded

Kenwood School employs additional support staff in the following areas: Psychologists; Counselors; Speech and Language Therapist; Instructional Aides; Nurse; Physical Education Teacher; Librarian; Music Teacher; Computer Lab; Title 1 Coordinator; Reading Specialist.

Teacher and Administrative Salaries (Fiscal Year 2004-05)		
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$35,546
Mid-Range Teacher Salary		\$51,472
Highest Teacher Salary		\$62,511
Average Principal Salary (Elementary)		\$78,512
Average Principal Salary (Middle)		\$82,123
Average Principal Salary (High)		\$64,642
Superintendent Salary		\$94,827
Percent of Budget for Teacher Salaries	37.5	38.9
Percent of Budget for Administrative Salaries	7.0	6.4
<i>Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.</i>		

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as

performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	58	67	73	58	67	73	36	40	42
Mathematics	58	74	72	58	74	72	34	38	40
Science	62	52	57	62	52	57	25	27	35
History-Social Science							29	32	33

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	*	*	*	
Filipino				
Hispanic or Latino	*	*	*	
Pacific Islander				
White (not Hispanic)	78	77	62	
Male	69	69	57	
Female	76	74	57	
Economically Disadvantaged	*	*	*	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students

scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	69	76	59	69	76	59	43	41	42
Mathematics	78	69	71	78	69	71	51	52	53

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

NRT Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	67	80
Male	64	73
Female	*	*
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	31.0

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when 10 or fewer students are tested.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API – Three-Year Comparison

API Rank	2003-04	2004-05	2005-06
Statewide	8	9	9
Similar Schools	7	10	10

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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	25	46	-25	854
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	25		-39	872
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

AYP Overall and by Criteria			
AYP Criteria	School	District	<p>The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:</p> <ul style="list-style-type: none"> • Participation rate on the state's standards-based assessments in English-Language Arts (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).
Overall	No	No	
Participation Rate - English-Language Arts	No	No	
Participation Rate - Mathematics	No	No	
Percent Proficient - English-Language Arts	Yes	Yes	
Percent Proficient - Mathematics	Yes	Yes	
API	Yes	Yes	
Graduation Rate	N/A	N/A	

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

The school leadership team consists of the board, principal, and staff. In addition, a Peer Assistance Review Panel consisting of a representative from both the primary grades and the intermediate grades meet on a regular basis with the principal. The school's leadership strives to meet academic and social needs of all students who attend Kenwood School.

Instructional Minutes		
Grade	Offered	State Requirement
K	38,700	36,000
1	52,895	50,400
2	52,895	50,400
3	52,895	50,400
4	57,795	54,000
5	57,795	54,000
6	57,795	54,000

Professional Development

The district has made professional development a high priority. Teachers in all grade levels have attended training in spelling, reading, language arts, math, science, and social studies.

Minimum Days in School Year

Kenwood School has early dismissal on Wednesdays of every week. In addition, Kenwood had seven minimum days during the 2005-2006 school year.