School Accountability Report Card
Reported for School Year 2002-2003
Published During 2003-2004

Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ope/sarc/data.htm. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at http://www.cde.ca.gov/demographics/glossary.

School Information		District Information	
School Name	Kenwood Elementary	**District Name**	Kenwood Elementary
Principal	Bob Bales	**Superintendent**	Bob Bales
Street	230 Randolph Ave.	**Street**	230 Randolph Ave.
City, State, Zip	Kenwood, CA 95452-0220	**City, State, Zip**	Kenwood, CA 95452-0220
Phone Number	707-833-2500	**Phone Number**	707-833-2500
FAX Number	707-833-2181	**FAX Number**	707-833-2181
Web Site	www.kenwood.k12.ca.us	**Web Site**	www.kenwood.k12.ca.us
E-mail Address	bbales@kenwood.k2.ca.us	**E-mail Address**	bbales@kenwood.k2.ca.us
CDS Code	49-70789-6051825	**SARC Contact**	Suzanne Cirenick, Suzanne@kenwood.k12.ca.us
Grades Served	K-6		

School Description and Mission Statement

The Kenwood School is the only school in the Kenwood School District, which serves about 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	Joan Dinner, President	707-833-2500
Kenwood School Association	Randy Sue Collins and Stacy Delaplaine, Co-Chairs	707-833-2500
Kenwood School Site Council	Bob Bales, Principal	707-833-2500

I. Demographic Information

Student Enrollment, by Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	17
Grade 1	15
Grade 2	17
Grade 3	18
Grade 4	24
Grade 5	29
Grade 6	25
Total Enrollment	145

Student Enrollment, by Ethnic Group
Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	2	1.4	Hispanic or Latino	21	14.5
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	122	84.1
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September 2002	Date Last Discussed with Staff	August 2002

The school safety plan is reviewed annually.

School Programs and Practices that Promote a Positive Learning Environment

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 and extended day tutoring program. Character education is taught and reinforced on a school-wide basis through our "Character Counts in Kenwood" program.

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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	**2002**	**2003**	**2001**	**2002**	**2003**
Number of Suspensions	5	3	0	5	3	0
Rate of Suspensions	3%	2%	0	3%	2%	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

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.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at http://star.cde.ca.gov/.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	66	61	55	66	61	55	30	32	35
Not Tested	7	20	7	7	20	7	6	8	1
Mathematics									
Proficient or Advanced		66	53		66	53		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced								30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced								28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at http://star.cde.ca.gov/.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced					21		58
Not Tested					0		1
Mathematics							
Proficient or Advanced					29		55
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

CST - Subgroups
Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at http://star.cde.ca.gov/.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	47	63	18	27	58	18	59	
Not Tested	6	8	0	0	8	8	7	
Mathematics								
Proficient or Advanced	53	53	27	9	58	17	58	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)
Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	79	78	65	79	78	65	44	45	43
Mathematics	88	86	70	88	86	70	53	55	50

NRT - Racial/Ethnic Groups
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					46		72
Mathematics					31		74

NRT - Subgroups
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	59	71	45	27	69		67	
Mathematics	71	69	36	27	75	36	74	

Local Assessment
not applicable

California Physical Fitness Test
Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/statetests/pe/pe.html. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	25.9		20.0	25.9		20.0	23.8	25.2	22.3

Academic Performance Index (API)
The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://www.cde.ca.gov/psaa/api/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	98	Percent Tested	100	98	100
API Base Score	864	873	832	API Growth Score	878	854	808
Growth Target	#	A	A	Actual Growth	14	-19	-24
Statewide Rank		10	9				
Similar Schools Rank		N/A	N/A				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				**African-American**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				**Asian**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				**Filipino**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				**Hispanic or Latino**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				**Pacific Islander**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				**White (Not Hispanic)**			
API Base Score	895	893	842	API Growth Score	899	863	829
Growth Target	#	A	A	Actual Growth	4	-30	-13

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	**2001**	**2002**	**2003**	**Federal Programs**	**2001**	**2002**	**2003**
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	**2001**	**2002**	**2003**				
Eligible for Governor's Performance Award	Yes	No	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp/ or by speaking with the school principal.

Groups	School 2001	School 2002	School 2003	District 2001	District 2002	District 2003
All Students	---	---	No	---	---	No
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	N/A
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	N/A	---	---	N/A
English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	N/A	---	---	N/A

IV. School Completion (Secondary Schools)

Not applicable

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001 Avg. Class Size	2001 Number of Classrooms 1-20	2001 21-32	2001 33+	2002 Avg. Class Size	2002 Number of Classrooms 1-20	2002 21-32	2002 33+	2003 Avg. Class Size	2003 Number of Classrooms 1-20	2003 21-32	2003 33+
K	17.00	3			13.00	2			18.00	2		
1	19.00	1			19.00	1			15.00	1		
2	18.00	1			17.00	1			17.00	1		
3	18.00	1			18.00	1			18.00	1		
4					21.00		2		24.00		2	
5	20.00	1			18.00	1			21.00		1	
6	23.00		1		19.00	1			17.00	1		
K-3												
3-4	17.00	2										
4-8	17.00	1			15.00	1			16.00	1		
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data are available for this section

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100	100
1	100	100	100
2	100	100	100
3	100	100	100

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	13	13	13
Teachers with Full Credential (full credential and teaching in subject area)	12	12	13
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Teacher Evaluations

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.

Substitute Teachers

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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	.21
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

VII. Curriculum and Instruction

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 w3ith the principal. The school's leadership strives to meet academic and social needs of all students who attend Kenwood School.

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.

Quality and Currency of Textbooks and Other Instructional Materials

A committee reviews the quality of textbooks and instructional materials according to state and local educational standards. Kenwood recently adopted the Saxon math series for all grades. Kenwood students have adequate access to up-to-date textbooks and instructional materials.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	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

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Not applicable

Total Number of Minimum Days

Kenwood School has early dismissal on Wednesdays of every week. In addition, Kenwood had five minimum days during the 2002-2003 school year.

VIII. Postsecondary Preparation (Secondary Schools)

Not applicable

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	33809	33848
Mid-Range Teacher Salary	48098	51197
Highest Teacher Salary	65888	57748
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		74087
Average Principal Salary (High)		
Superintendent Salary		94867
Percent of Budget for Teacher Salaries	41.31	38.70
Percent of Budget for Administrative Salaries	10.59	6.39

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/fiscal/financial/.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
$1321188	$8206	$6444	$6719

Types of Services Funded

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