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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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 This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Kensington Elementary School
Street	90 Highland Boulevard
City, State, Zip	Kensington, CA 94708-1023
Phone Number	(510) 231-1415
Principal	Judith Sanders
E-mail Address	jsanders@wccusd.net
Web Site	www.kensingtonhilltop.org/
CDS Code	07-61796-6004808

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Kensington Elementary School is a cooperative partnership of students, teachers, staff, and parents, working together to maintain a strong learning environment and a caring school community. Our school vision is to use this partnership to meet the academic and social needs of all students. Kensington Elementary School is part of the West Contra Costa Unified School District. Teachers, students, and parents are dedicated to creating a learning environment in which children can acquire an excellent, comprehensive education from kindergarten through grade six. Our ethnic make-up is approximately 7% African-American, 8% Hispanic, 19% Asian, and 64% White. Our students speak approximately eight primary languages in addition to English. This rich and complex mix of backgrounds encourages interaction and mutual respect. We are united in a common goal: a distinguished education for all students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	70
Grade 1	73
Grade 2	72
Grade 3	71
Grade 4	71
Grade 5	93
Grade 6	84
Total Enrollment	534

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0
Asian	12.9
Filipino	1.1
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.6
White	57.3
Two or More Races	4.5
Socioeconomically Disadvantaged	6.2
English Learners	9.7
Students with Disabilities	8.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	24	21	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kensington campus was modernized January 2006. The remodel includes new electrical, mechanical, and technology systems. All facilities are handicapped accessible. A new wing at the west end of the site contains the library/media center space, multi-use science and art classrooms, and standard classrooms. The MPR has a new stage.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Damaged floor tiles in front office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights burned out site-wide
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	84	86	33	35	44	48
Mathematics	76	78	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	71	97.3	93.0
	4	70	67	95.7	79.1
	5	95	88	92.6	85.2
	6	84	81	96.4	85.2
Male	3	37	36	97.3	88.9
	4	40	38	95.0	76.3
	5	49	45	91.8	82.2
	6	47	44	93.6	79.5
Female	3	36	35	97.2	97.1
	4	30	29	96.7	82.8
	5	46	43	93.5	88.4
	6	37	37	100.0	91.9
Black or African American	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	81.8
Asian	3	12	12	100.0	83.3
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	12	12	100.0	91.7
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	46	44	95.7	95.5
	4	46	43	93.5	76.7
	5	64	58	90.6	89.7
	6	50	48	96.0	87.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	10	90.9	60.0
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	72	98.6	87.5
	4	70	68	97.1	82.3
	5	95	88	92.6	68.2
	6	84	83	98.8	78.3
Male	3	37	37	100.0	86.5
	4	40	38	95.0	84.2
	5	49	45	91.8	66.7
	6	47	46	97.9	80.4
Female	3	36	35	97.2	88.6
	4	30	30	100.0	80.0
	5	46	43	93.5	69.8
	6	37	37	100.0	75.7
Black or African American	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	72.7
Asian	3	12	12	100.0	91.7
	4	--	--	--	--
	5	--	--	--	--
	6	12	12	100.0	83.3
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	46	45	97.8	91.1
	4	46	44	95.7	81.8
	5	64	59	92.2	69.5
	6	50	49	98.0	85.7
Two or More Races	3	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	10	90.9	60.0
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	91	87	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	95	90	94.7	86.7
Male	49	46	93.9	82.6
Female	46	44	95.7	90.9
White	64	60	93.8	91.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	26.7	45.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

There are a variety of opportunities for parents to be involved at Kensington School. Parent volunteers are welcomed in our classrooms; during enrichment programs including art, PE, science lab, and computer lab; and at our annual Art Night, Family Math Night, Multi-Cultural Night, and Book Fair. We rely on parent volunteers to supervise the playgrounds during lunch recess and to volunteer as drivers and chaperones on field trips.

There are three parent organizations on our campus: PTA, KEF, and Dads' Club. The PTA invites speakers of general interest to bi-monthly meetings, sponsors the annual spring carnival, and provides a regular forum for parents to hear from the school principal, educators, and other interested parents, as well as to advocate for the interests of students and families on the local, state, and national level. Kensington Education Foundation (KEF) raises money for enrichment and intervention programs that serve all students. The Dads' Club helps to improve the school's facilities and sponsors social events such as the school carnival and the annual movie night in conjunction with the PTA.

The School Site Council (SSC) gives parents, faculty, and staff more on-site decision making ability by giving individuals the opportunity to work together to plan school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	0.6	0.2	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Each classroom has a backpack of emergency supplies that is updated each year. Emergency cards are obtained for every student on our campus and copies are stored in the emergency container and in the emergency backpacks in each classroom. We have two iPads with emergency contact information for each student; these will be updated throughout the year and kept as current as possible. Emergency supplies are located in a container on the lower playground of our campus. A new emergency container was purchased in spring, 2009; emergency supplies were purchased during the 2009-10 school year and last year the water was replaced by the PTA. Each educator has a disaster preparedness handbook. Teachers and auxiliary personnel met last year to create a plan and assign tasks to be performed in the event of an earthquake or other disaster. A chart of assigned tasks will be posted in the office and the staff room. Our faculty participated in modified CERT training before school started last year. Fire drills are held monthly, and duck and cover drills are held twice each year. Each year we participate in the Statewide Earthquake "Stop, Drop, and Hold On" drill as well as the area-wide Shelter-in-Place drill. Lock-down drills are practiced twice each year. Kensington has rapid access to local law enforcement and security services. The Kensington Police patrol our school daily. Signs are posted on the outside of classroom doors reminding visitors/volunteers to sign in at the office and wear identification stickers. Rigorous procedures address student arrival and departure, and before and during school duty assignments have been established for faculty members.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		22	1	2		23		3	
1	25		3		23		3		25		3	
2	24		3		23		3		24		3	
3	28		3		24		3		24		3	
4	28		3		29		3		32		1	2
5	29		3		32		3		32		1	1
6	28		2		28		2		27		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4440.23	337.12	4103.10	70459.39
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-36.0	8.3
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-27.7	-7.1

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Kensington School include:
CENTRAL SUPPLEMNTL/CONCENTRATION
SPECIAL ED - E
MEDI-CAL ADMIN ACTIVITIES
MISC DONATIONS
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional Development was held in August before school began. We focused our work on our new writing curriculum, Teachers College Units of Study in Writing, which is being implemented at all grade levels. In addition, we collaborated as a faculty and in grade-level groups on our District focus areas for writing, math, and English Language Development. Ongoing support from a Teachers College Writing Project trainer is being given to teachers throughout the school year. We have partnered with two other nearby elementary schools to work in grade-level professional learning communities focused on the new writing program. Our parent-led education foundation (KEF) has set aside funds to support professional development for teachers and we have had teachers attend conferences throughout the state.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all curriculum content areas. Beyond the content areas, professional development is provided in English Language Development and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.