Kensington Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Kensington Elementary School
Street	90 Highland Blvd.
City, State, Zip	Kensington, CA 94708
Phone Number	(510) 231-1415
Principal	Judith Sanders
E-mail Address	jsanders@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=953
CDS Code	07-61796-6004808

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

At Kensington Elementary teachers, administrators, staff, parents and community members work together to create a school culture in which:

- All students and educators have the freedom, right and responsibility to learn and help others and to treat one another with respect and fairness.
- All students are challenged within a range of difficulty that allows them to be consistently successful.
- All students are encouraged to celebrate their own successes and the success of others.
- All students are taught to develop a love of learning and curiosity about the world.
- All students are prepared academically, socially and emotionally for middle school and beyond.
- All students realize the importance of reflecting on their life experiences.
- All students have the freedom to take risks and make mistakes.
- All students gain knowledge and appreciation of the greater community's ethnic and cultural groups.
- All students express their interests and talents through artistic, musical, technological, athletic, social, dramatic and intellectual activities.
- All students demonstrate democratic values, ethics and principles.
- All parents are welcome..
- All students strive for fairness, responsibility, integrity, honesty, and academic excellence.
- All students have equal access to all programs.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	64
Grade 1	76
Grade 2	72
Grade 3	83
Grade 4	98
Grade 5	73
Grade 6	55
Total Enrollment	521

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.0
Asian	14.8
Filipino	0.6
Hispanic or Latino	8.8
Native Hawaiian orPacific Islander	0.4
White	67.4
Two or More Races	1.7
Socioeconomically Disadvantaged	8.1
English Learners	7.7
Students with Disabilities	7.5

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	20	20	20
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	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 (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	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 in which data were collected: October 2014				
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]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Replace paper towel dispenser, repair hand dryer, repair faucet (all work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Repair door, repair front counter, repair door cylinders (all work complete), new blinds needed (work order submitted)

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	91	87	90	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	90
Male	88
Female	91
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	91
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	89	92	88	41	43	42	54	56	55
Mathematics	88	87	89	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	7	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	19	7	-3
Black or African American			
American Indian or Alaska Native			
Asian	40	1	
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	3	1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.1	30.0	52.9

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 (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS

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, science lab,and computer lab; and at our annual Art 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).

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.2	0.7	0.6	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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. This year we purchased two iPads and emergency contact information for each student is being put on the iPads and 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 this year the water has been replaced by the PTA. Each educator has a disaster preparedness handbook. Teachers and auxilliary personnel met this 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. 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. Lockdown 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12 Avg. Class Size	2011-12 Number of Classes 1-20	2011-12 21-32	2011-12 33+	2012-13 Avg. Class Size	2012-13 Number of Classes 1-20	2012-13 21-32	2012-13 33+	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 21-32	2013-14 33+
K	25.7	0	3	0	25		3		21	1	2	
1	20	4	0	0	26		3		25		3	
2	20.4	5	0	0	22	1	3		24		3	
3	25.3	0	3	0	21	1	4		28		3	
4	33	0	0	2	25	1	1	1	25	1	3	
5	31.7	0	3	0	16	2	2	1	24	1	2	
6	31.5	0	2	0	31		2		28		2	
Other												

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.80	---
Resource Specialist	.50	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	$7,019.96	$2,113.75	$4,906.21	$65,950.71
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-11.6	19.7
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-11.4	-5.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Kensington School include:
- Economic Impact Aid
- Special Ed
- Gifted and Talented Ed

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
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

Three days of professional development were 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.