

Kensington Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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	http://www.kensingtonhilltop.org/
Grades Served	K-6
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)

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 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	70
Grade 2	70
Grade 3	72
Grade 4	87
Grade 5	95
Grade 6	55
Total Enrollment	514

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.6
Asian	13.6
Filipino	0.6
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.6
White	66.1
Two or More Races	3.3
Socioeconomically Disadvantaged	8
English Learners	7.6
Students with Disabilities	9.5

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	20	24	24
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	2013-14	2014-15	2015-16
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 2014-15)

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	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

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)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Check the HVAC unit.
Interior: Interior Surfaces	X			Repair handrail in MPR.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace paper towel dispensers. Repair faucet and repair hand dryer in boys restroom 1.
Safety: Fire Safety, Hazardous Materials	X			Bell does not ring.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		New blinds needed. Door will not open room 17. Repair front counter gate. Repair door cylinder utility room.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	84	32	44
Mathematics	76	22	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	72	68	94.4	3	12	24	62
	4	94	92	97.9	7	11	28	53
	5	94	92	97.9	4	14	34	48
	6	58	53	91.4	2	9	36	53
Male	3		37	51.4	3	11	30	57
	4		47	50.0	11	11	32	47
	5		47	50.0	6	17	38	38
	6		15	25.9	7	13	47	33
Female	3		31	43.1	3	13	16	68
	4		45	47.9	2	11	24	60
	5		45	47.9	2	11	29	58
	6		38	65.5	0	8	32	61
Black or African American	3		5	6.9	--	--	--	--
	4		4	4.3	--	--	--	--
	5		10	10.6	--	--	--	--
	6		2	3.4	--	--	--	--
Asian	3		9	12.5	--	--	--	--
	4		10	10.6	--	--	--	--
	5		13	13.8	0	8	31	62
	6		8	13.8	--	--	--	--
Filipino	4		2	2.1	--	--	--	--
	5		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		8	11.1	--	--	--	--
	4		11	11.7	9	18	27	45
	5		7	7.4	--	--	--	--
	6		4	6.9	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
White	3		45	62.5	2	9	20	69
	4		60	63.8	3	7	35	55
	5		60	63.8	2	13	33	52
	6		37	63.8	0	8	35	57
Two or More Races	3		1	1.4	--	--	--	--
	4		4	4.3	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	3.4	--	--	--	--
Socioeconomically Disadvantaged	3		11	15.3	9	36	36	18
	4		13	13.8	15	31	15	31
	5		8	8.5	--	--	--	--
	6		7	12.1	--	--	--	--
English Learners	3		8	11.1	--	--	--	--
	4		7	7.4	--	--	--	--
	5		3	3.2	--	--	--	--
	6		1	1.7	--	--	--	--
Students with Disabilities	3		9	12.5	--	--	--	--
	4		8	8.5	--	--	--	--
	5		5	5.3	--	--	--	--
	6		2	3.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	72	69	95.8	7	12	39	42
	4	94	92	97.9	3	17	36	43
	5	94	91	96.8	10	21	29	41
	6	58	56	96.6	7	18	25	50
Male	3		37	51.4	3	5	43	49
	4		47	50.0	4	17	36	43
	5		46	48.9	9	17	30	43
	6		15	25.9	13	27	27	33
Female	3		32	44.4	13	19	34	34
	4		45	47.9	2	18	36	44
	5		45	47.9	11	24	27	38
	6		41	70.7	5	15	24	56
Black or African American	3		5	6.9	--	--	--	--
	4		4	4.3	--	--	--	--
	5		10	10.6	--	--	--	--
	6		2	3.4	--	--	--	--
Asian	3		9	12.5	--	--	--	--
	4		11	11.7	9	18	27	45
	5		13	13.8	8	15	54	23
	6		8	13.8	--	--	--	--
Filipino	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		8	11.1	--	--	--	--
	4		11	11.7	0	27	36	36
	5		7	7.4	--	--	--	--
	6		5	8.6	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
White	3		46	63.9	9	9	37	46
	4		60	63.8	0	15	35	50
	5		59	62.8	7	15	24	54
	6		38	65.5	11	13	16	61
Two or More Races	3		1	1.4	--	--	--	--
	4		4	4.3	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	3.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		11	15.3	9	36	27	27
	4		13	13.8	8	31	54	8
	5		8	8.5	--	--	--	--
	6		8	13.8	--	--	--	--
English Learners	3		9	12.5	--	--	--	--
	4		8	8.5	--	--	--	--
	5		3	3.2	--	--	--	--
	6		3	5.2	--	--	--	--
Students with Disabilities	3		9	12.5	--	--	--	--
	4		8	8.5	--	--	--	--
	5		4	4.3	--	--	--	--
	6		2	3.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	86	90	91	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	91
Male	93
Female	88
Black or African American	--
Asian	84
Filipino	--
Hispanic or Latino	--
White	96
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.40	31.90	54.30

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)

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 chaperons 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.69	0.56	0.55	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

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. 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 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. Our faculty participated in modified CERT training before school started this 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	25		3		21	1	2		22	1	2	
1	26		3		25		3		23		3	
2	28		3		24		3		23		3	
3	27		4		28		3		24		3	
4	33			2	28		3		29		3	
5	29		2	1	29		3		32		3	
6	32		2		28		2		28		2	

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7397.49	\$5542.16	\$1855.33	\$64813.88
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-80.7	15.0
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-65.3	-11.2

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Kensington School include:

- Economic Impact Aid
- Special Ed
- Gifted and Talented Ed

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
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 (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.