

# Kensington Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	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
Email Address	jsanders@wccusd.net
Website	<a href="http://www.wccusd.net/kensington">www.wccusd.net/kensington</a>
County-District-School (CDS) Code	07617966004808

Entity	Contact Information
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Matthew Duffy
<b>Email Address</b>	matthew.duffy@wccusd.net
<b>Website</b>	www.wccusd.net

### School Description and Mission Statement (School Year 2019-20)

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/emotional 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 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	62
<b>Grade 1</b>	74
<b>Grade 2</b>	71
<b>Grade 3</b>	71
<b>Grade 4</b>	66
<b>Grade 5</b>	75
<b>Grade 6</b>	56
<b>Total Enrollment</b>	475

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.4
Asian	12.4
Filipino	2.1
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.6
White	58.5
Two or More Races	11.4
Socioeconomically Disadvantaged	7.8
English Learners	6.5
Students with Disabilities	9.3
Foster Youth	0.4
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	21	24	1241
Without Full Credential	1	1	0	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
<b>Science</b>	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
<b>History-Social Science</b>	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Fair	Install a "Fire extinguisher inside" sign at the kiln room below the library.  Place an "Electric panels inside" sign at the utility room next to the kiln room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Elevator is out of order by the library building.  Check the fire alarm panel.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Install a fire extinguisher in the kiln room below the library.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	86	36	36	50	50
Mathematics (grades 3-8 and 11)	75	74	24	25	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	269	100.00	0.00	86.25
Male	149	149	100.00	0.00	85.91
Female	120	120	100.00	0.00	86.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	30	30	100.00	0.00	86.67
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	74.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	169	169	100.00	0.00	90.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0.00	90.48
Socioeconomically Disadvantaged	27	27	100.00	0.00	55.56
English Learners	34	34	100.00	0.00	67.65
Students with Disabilities	33	33	100.00	0.00	69.70
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	269	100.00	0.00	73.61
Male	149	149	100.00	0.00	76.51
Female	120	120	100.00	0.00	70.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	30	30	100.00	0.00	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	48.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	169	169	100.00	0.00	79.88
Two or More Races	21	21	100.00	0.00	71.43
Socioeconomically Disadvantaged	27	27	100.00	0.00	37.04
English Learners	34	34	100.00	0.00	61.76
Students with Disabilities	33	33	100.00	0.00	54.55
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.2	37.0	19.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

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, Multicultural 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.2	0.2	0.0	5.9	5.8	5.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24		3		21	1	2	
1	24		3		24		3		25		3	
2	26		3		23		3		24		3	
3	26		3		24		3		24		3	
4	33		1	1	30		2		27		2	
5	30		2		31		2	1	29		3	
6	29		2	1	21	1	1		28		2	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,426.10	\$448.79	\$4,977.31	\$79,408.68
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-42.2	11.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-40.5	-3.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

The following are programs/services available at the school that support and assist students:

- AMAZON.COM
- BERKELEY REPERTORY T
- EAST BAY TIMES
- EBMUD/HERCULES UUT
- HEINEMANN COMPANY
- SOUTHWEST SCHOOL & O

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	7

Ongoing professional development occurs throughout the year in the areas of writing, math, social/emotional learning, and other topics of interest to our faculty. Our work in the Units of Study in Reading and Writing is supported by Teachers College at Columbia University. Trainers from TC provide training to our teachers, grades K-6. A full day of Caring School Community training was provided for all staff before school started in August. Teachers meet collaboratively on a weekly basis to support each others' learning.