

Kensington Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Kim Jordan
Email Address	kim.jordan@wccusd.net
School Website	http://kensington.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004808

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 School Description and Mission Statement

At Kensington Elementary School, we are dedicated to creating a safe and inclusive learning environment where all students grow into confident, lifelong learners and leaders. We believe that strong collaboration and trust among students, staff, and parents are key to fostering a nurturing community where every student can succeed. Our goal is to equip students with the perseverance, independence, and academic excellence needed to thrive while cultivating a lifelong love of learning. Through this cooperative partnership, we aim to support the academic, social, and emotional needs of all students and empower them to positively impact their communities.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	66
Grade 2	55
Grade 3	62
Grade 4	60
Grade 5	75
Grade 6	50
Total Enrollment	473

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49
Male	51
Asian	13.5
Black or African American	1.3
Filipino	1.7
Hispanic or Latino	13.1
Two or More Races	20.1
White	50.3
English Learners	5.7
Homeless	0.2
Socioeconomically Disadvantaged	14.2
Students with Disabilities	11.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.5	91.36	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.47	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	3.7	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.47	91.2	5.99	15831.9	5.67
Total Teaching Positions	20.2	100	1522.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	98.77	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	1.23	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0	0	94.3	6.58	14303.8	5.15
Total Teaching Positions	20.2	100	1433.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	93.57	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1.2	6.43	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	19.4	100	1399.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.70	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5, c2025 - adopted 2025 Amplify, Desmos Math, grade 6, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

7/30/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: ALL GENDER RESTROOM: 2. VENT IS RUSTED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACKS IN CEILING. (MENSTRUAL NOTICE NOT ADEQUATE)
Interior: Interior Surfaces		X		10: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED) 16: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. 7. ELECTRICAL COVERS ARE MISSING. TWO LIGHT PANELS ARE OUT. (WILLIAMS NOTICES ARE NOT POSTED) 5: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVERS ARE MISSING. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CABINETS. 12. CRACKS IN INTERIOR WALL. 6: 4. HOLES IN WALL. (WILLIAMS NOTICE IS STACKED) 7: 4. SECTION OF RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVERS ARE MISSING. 12. CRACKS IN EXTERIOR WALL. (WILLIAMS NOTICES ARE STACKED) ADMINISTRATION: 4. FORMICA IS CHIPPING ON COUNTER. COUNTER IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ALL GENDER RESTROOM: 4. LINOLEUM FLOORING IS CRACKED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT ADEQUATE) CONFERENCE ROOM: 4. CARPET IS LIFTING. 7. TWO LIGHT PANELS ARE OUT. K3: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVERS ARE MISSING. LIBRARY: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE. 7. ONE CAN LIGHT IS OUT. 11. PAINT IS PEELING ON DOOR. OT ROOM: 4. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED.

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				21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. (WILLIAMS NOTICES ARE NOT POSTED) 22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICES ARE NOT POSTED) 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. (WILLIAMS NOTICES ARE NOT POSTED) 27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICES ARE STACKED) ADMINISTRATION: 4. FORMICA IS CHIPPING ON COUNTER. COUNTER IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. HEALTH ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN CEILING. (MENSTRUAL NOTICE NOT ADEQUATE) K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. (WILLIAMS NOTICES ARE STACKED) LIBRARY: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE. 7. ONE CAN LIGHT IS OUT. 11. PAINT IS PEELING ON DOOR. OT ROOM: 4. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON EAVES. RECORDS: 5. UNSECURED ITEMS ARE STORED TOO HIGH. SPEECH: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STAFF ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE. WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.
Electrical			X	10: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED)

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Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	11: 7. ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 12: 7. ELECTRICAL COVERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL AND DOORFRAME. (WILLIAMS NOTICES ARE NOT POSTED) 14: 7. ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED) ALL GENDER RESTROOM: 2. VENT IS RUSTED. 8. MENSTRUAL PRODUCTS ARE NOT READILY

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Safety: Fire Safety, Hazardous Materials		X	10: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED) 11: 7. ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.

School Facility Conditions and Planned Improvements

			12: 7. ELECTRICAL COVERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL AND DOORFRAME. (WILLIAMS NOTICES ARE NOT POSTED) 13: 7. ELECTRICAL COVERS ARE MISSING. 11. PAINT IS PEELING ON DOORFRAME. 14: 7. ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED) 17: 7. ELECTRICAL COVERS ARE MISSNG. 11. PAINT IS PEELING ON DOORFRAME. 18: 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED) 19: 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE NOT POSTED) 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICES ARE NOT POSTED) 25: 7. ELECTRICAL COVERS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 27: 5. UNSECURED ITEMS AREVSTORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICES ARE STACKED) 5: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVERS ARE MISSING. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CABINETS. 12. CRACKS IN INTERIOR WALL. 9: 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICES ARE STACKED) ANNEX: 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 11. PAINT IS PEELING ON DOOR. LIBRARY: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE. 7. ONE CAN LIGHT IS OUT. 11. PAINT IS PEELING ON DOOR. MPR: 7. THREE LIGHT PANELS ARE OUT. 10. WHEELCHAIR LIFT IS BEING USED AS STORAGE. OT ROOM: 4. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON EAVES. UTILITY : 10. FIRE EXTINGUISHER IS NOT MOUNTED.
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School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			11: 7. ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 5: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVERS ARE MISSING. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CABINETS. 12. CRACKS IN INTERIOR WALL. 7: 4. SECTION OF RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVERS ARE MISSING. 12. CRACKS IN EXTERIOR WALL. (WILLIAMS NOTICES ARE STACKED) 8: 7. ELECTRICAL COVERS ARE MISSING. 12. CRACKS IN EXTERIOR WALLS. (WILLIAMS NOTICES ARE STACKED) ALL GENDER RESTROOM: 2. VENT IS RUSTED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACKS IN CEILING. (MENSTRUAL NOTICE NOT ADEQUATE) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN CEILING. (MENSTRUAL NOTICE IS NOT ADEQUATE) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACKS IN CEILING. (MENSTRUAL NOTICE NOT ADEQUATE) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN CEILING. (MENSTRUAL NOTICE NOT ADEQUATE) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN COVERED WALKWAY. (MENSTRUAL NOTICE NOT ADEQUATE) HEALTH ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN CEILING. (MENSTRUAL NOTICE NOT ADEQUATE)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICES ARE STACKED) BOYS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS DAMAGED. NUTRITION CENTER: 15. DOOR CLOSER COVER IS MISSING.

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	83	79	33	34	47	48
Mathematics (grades 3-8 and 11)	75	73	23	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	240	97.96	2.04	79.17
Female	129	125	96.90	3.10	84.00
Male	116	115	99.14	0.86	73.91
American Indian or Alaska Native	0	0	0	0	0
Asian	30	27	90.00	10.00	85.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	60.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	51	50	98.04	1.96	82.00
White	127	126	99.21	0.79	82.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	40	93.02	6.98	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	55.56

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	242	98.78	1.22	73.14
Female	129	127	98.45	1.55	71.65
Male	116	115	99.14	0.86	74.78
American Indian or Alaska Native	0	0	0	0	0
Asian	30	29	96.67	3.33	79.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	53.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	51	50	98.04	1.96	72.00
White	127	126	99.21	0.79	77.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	44.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	77.19	63.89	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	72	97.30	2.70	63.89
Female	38	37	97.37	2.63	56.76
Male	36	35	97.22	2.78	71.43
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	75.00
White	39	38	97.44	2.56	78.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	67.6	67.6	67.6	67.6	98.6

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

There are many opportunities for families to become involved at Kensington Elementary. Parent volunteers are welcomed into our classrooms and enrichment programs, to support with supervision on the playground during lunch recesses, and to chaperone on field trips.

Additionally, parents are invited to attend and participate in:

- Welcome Back BBQ (Fall)
- Back-to-School Night (Fall)
- Parent Teacher Conferences (Fall)
- Open House (Spring)
- Family STEAM Night (Spring)
- PTA Carnival (Spring)
- Coffee with the Principal (monthly)

Parents can get involved at Kensington through several key organizations:

School Site Council (SSC) empowers parents, staff, and faculty to collaborate on school performance and develop the annual School Plan for Student Achievement (SPSA). It includes five parent/community members, the principal, three teachers, and one other staff member.

PTA (Parent Teacher Association) organizes volunteers and events to support the school community, including traffic safety, classroom assistance, teacher appreciation, and fundraising activities like Movie Nights and the Spring Carnival. Meetings occur monthly, with General Association meetings three times a year.

African American Parent Advisory Council (AAPAC) focuses on improving academic outcomes for Black/African American students by advising the school on programs and services that support their success. AAPAC meets monthly to review data and make recommendations for the School Plan for Student Achievement (SPSA).

The Auxiliary (AUX) was founded as the "Dad's Club" in the 1940's but has been renamed to reflect its inclusive membership and invitation to ALL parents and caregivers of Kensington students. The AUX supports fundraising for teacher stipends and campus improvements. It organizes events like the Welcome Back BBQ, Movie Nights, and the Spring Carnival.

SOAR is a new parent group that is committed to the belief that with the right Support, Opportunities, And Resources, all children at Kensington Elementary can soar. SOAR is dedicated to supporting children neurodiversity, learning differences, mental health conditions, intellectual/developmental disabilities, and/or other disabilities. It promotes a more inclusive environment where all students can thrive.

Kensington Education Foundation (KEF) raises funds to provide enrichment programs designed to create hands-on learning experiences. Classes take place during the school day and include: Art, STEAM, Library, PE, Music, Playworks, Running Club, Reading Lab, and Math Enrichment.

Culture & Community Coalition (CCC) works to build a more welcoming, inclusive, and respectful school community at Kensington Elementary. CCC partners with the principal to address racism and bullying behaviors, eliminate the use of all slurs, and support our neurodivergent students.

Each organization plays a vital role in fostering a strong, supportive school community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	477	22	4.6
Female	235	233	10	4.3
Male	245	244	12	4.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	65	1	1.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	62	6	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	96	96	3	3.1
White	241	240	10	4.2
English Learners	27	27	1	3.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	79	78	9	11.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	67	6	9.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.64	0.83	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.83	0.00
Female	0.85	0.00
Male	0.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.08	0.00
White	0.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 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 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	6	0	0
1	20	4	2	0
2	22	0	4	0
3	20	4	2	0
4	29	0	4	0
5	30	0	4	0
6	30	0	2	0
Other	22	1	4	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	3	0
1	22	0	2	0
2	22	0	2	0
3	21	1	1	0
4	29	0	2	0
5	26	0	1	0
6	29	0	2	0
Other	24	0	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	22		3	
2	23		2	
3	25		2	
4	30		2	
5	25		3	
6	25		2	
Other	23		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7298.51	656.41	6642.10	98331.30
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	6.5	15.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-47.4	3.8

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 BLICK ART MATERIALS LLC
 CLAY PEOPLE INC
 FOLLETT CONTENT SOLUTIONS LLC
 KBA DOCUMENT SOLUTIONS, LLC
 PROJECT LEAD THE WAY INC
 RAINBOW RESOURCE CENTER INC

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

Ongoing professional development at Kensington focuses on key areas such as reading, writing, math, social-emotional learning, anti-racism, school climate and safety, and other topics relevant to our faculty. Teachers participate in two full days of professional development in August and collaborate weekly to refine curriculum, align on grade level & school-wide goals, and improve their instructional practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	9	50