

Kenmore Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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](#) 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.

Jane Sattari, Principal

 Principal, Kenmore Elementary

About Our School

Welcome to Kenmore Elementary School. We are a transitional kindergarten to grade 6 elementary school. We are proud of our programs that serve all of our students including GATE students, English Language Learners low socioeconomic, migrant, and foster children.

In 2016, 57% of Kenmore students met or exceeded the English Language Arts Standards and 37% met or exceeded the Math Standards as measured by the CAASPP, California Assessment of Student Performance and Progress. Student successes are recognized and Kenmore is part of the No Excuses University network that encourages a culture of college awareness and preparation.

Our teachers receive training on strategies to teach the California Common Core Standards. These include SAMR technology, Close Reading, Shared Inquiry, Thinking Maps, Write from the Beginning and Beyond, and Cognitively Guided Instruction. Teachers in turn design lessons to help students become successful as 21st Century Learners; using the 4C's-creativity, communication, collaboration and critical thinking.

In the area of technology, Kenmore students have access to three computer labs and three class sets of chrome books. The school has site licenses to give all students access to Accelerated Reader and iReady. In addition, primary students have access to Reading Eggs and Math Seeds programs.

Contact

Kenmore Elementary
3823 Kenmore Ave.
Baldwin Park, CA 91706-4039

Phone: 626-962-8316
E-mail: jssattar@15@bpusd.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Baldwin Park Unified
Phone Number	(626) 962-3311
Superintendent	Froilan Mendoza
E-mail Address	fmendoza674@bpusd.net
Web Site	www.bpusd.net

School Contact Information (School Year 2016-17)	
School Name	Kenmore Elementary
Street	3823 Kenmore Ave.
City, State, Zip	Baldwin Park, Ca, 91706-4039
Phone Number	626-962-8316
Principal	Jane Sattari, Principal
E-mail Address	jssattari915@bpusd.net
Web Site	http://ke-bpusd-ca.schoolloop.com
County-District-School (CDS) Code	19642876011449

Last updated: 1/26/2017

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

Kenmore Elementary School is located in the San Gabriel Valley, in Los Angeles County and is part of the Baldwin Park Unified School District. Kenmore Elementary School has a diverse student population and meets the needs of 539 students. Our student population is 6.1% Asian, 2.2% Filipino, 1.9% White, and .3% African American. Kenmore receives school wide Title I funding with 86.79% of our students being low income. 183 of our students are English Language Learners. In 2015, 57% of our English Learner Students made progress toward English Proficiency

Our main focus has been strategies for English Language Arts across the curriculum. With the implementation of the Common Core Standards, we have implemented Cognitively Guided Instruction for math, Thinking Maps, and Write from the Beginning and Beyond for Writing. Additionally, we have been ensuring that technology in the classrooms is optimal for meeting the academic needs of our students.

With the acceptance into the No Excuses University Program in 2009, our commitment is to prepare our students for college by creating six exceptional systems: a culture of universal achievement, collaboration, standards alignment, assessment plan, data management and intervention

In 2015, Kenmore received a Gold Ribbon Award for its Literacy Integration Program using Thinking Maps and Write from the Beginning and Beyond to improve higher level thinking in reading comprehension and enabling students to organize and write about their thinking.

In 2016, 57% of Kenmore students met or exceeded the English Language Arts standards and 37% met or exceeded the Math standards as measured by the CAASPP, California Assessment of Student Performance and Progress.

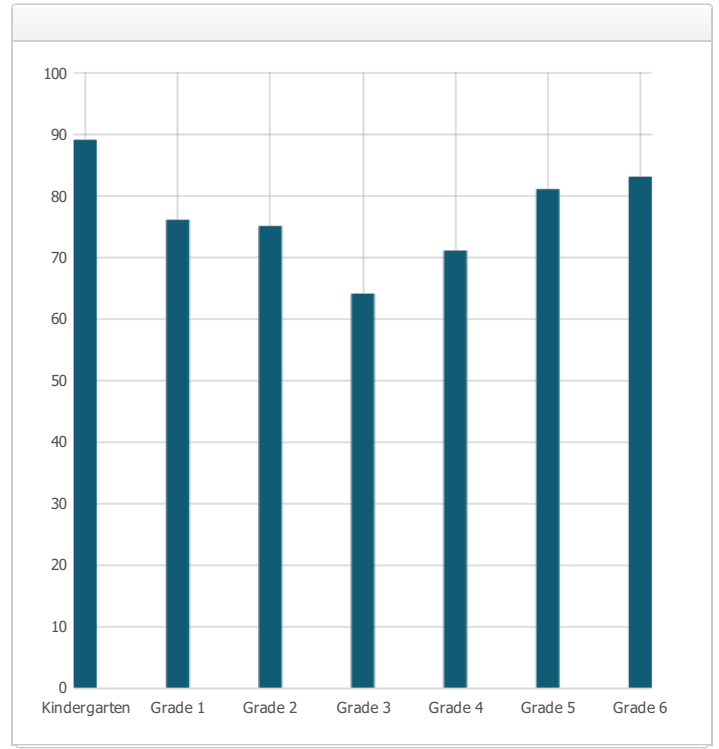
School Site Mission:

At Kenmore School we are committed to challenging students to think critically, collaborate, and communicate effectively in order to be prepared for the 21st Century.

Last updated: 1/26/2017

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	76
Grade 2	75
Grade 3	64
Grade 4	71
Grade 5	81
Grade 6	83
Total Enrollment	539



Last updated: 1/26/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	0.4 %
Asian	7.2 %
Filipino	3.2 %
Hispanic or Latino	86.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.1 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.7 %
English Learners	32.3 %
Students with Disabilities	14.3 %
Foster Youth	0.9 %

Last updated: 1/26/2017

A. Conditions of Learning

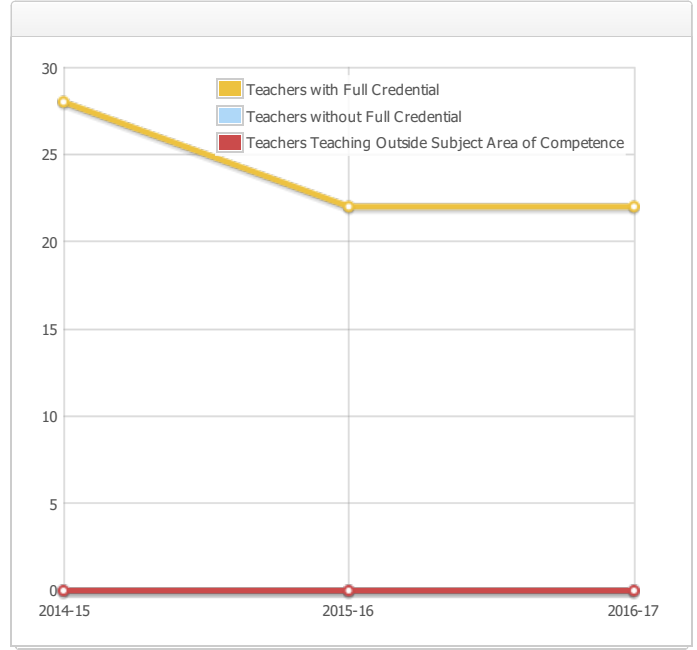
State Priority: Basic

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

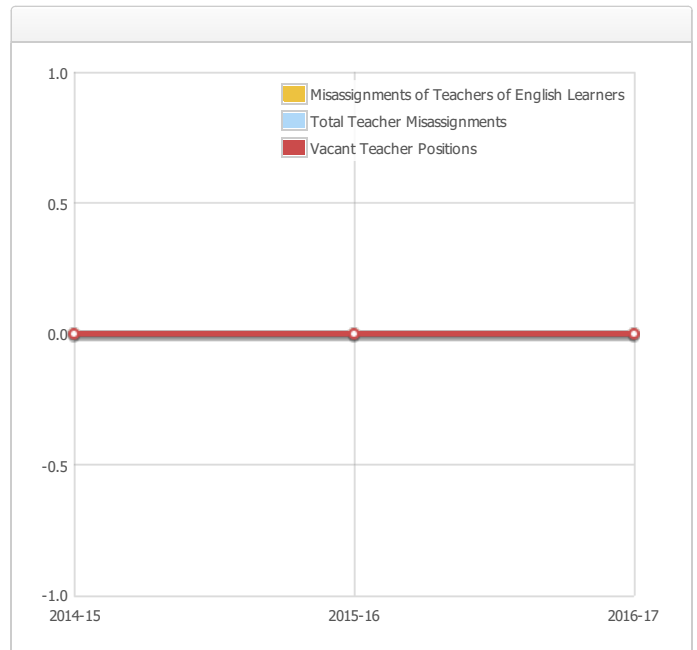
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	22	22	624
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/26/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/26/2017

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

Last updated: 1/26/2017

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

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Little Treasures - Macmillan/McGraw-Hill (2010)</p> <p>22 English Big Book Titles - Macmillan/McGraw-Hill (2010)</p> <p>California Treasures 1.1 - Macmillan/McGraw-Hill (2010)</p> <p>California Treasures 1.2 - Macmillan/McGraw-Hill (2010)</p> <p>California Treasures 1.3 - Macmillan/McGraw-Hill (2010)</p> <p>California Treasures 1.4 - Macmillan/McGraw-Hill (2010)</p> <p>California Treasures 1.5 - Macmillan/McGraw-Hill (2010)</p> <p>California Treasures 1.6 - Macmillan/McGraw-Hill (2010)</p>	Yes	0.0 %
Mathematics	<p>My Math Big Book - Macmillan/McGraw-Hill (2015)</p> <p>My Math, Grades K-5, consumable student editions - Macmillan McGraw-Hill (2015)</p> <p>California Math, Course 1, consumable student editions - Glencoe McGraw-Hill (2015)</p>	Yes	0.0 %
Science	<p>California Science Kindergarten Kit - Houghton Mifflin (2007)</p> <p>California Science Level 1 - Houghton Mifflin (2006)</p> <p>California Science Level 2 - Houghton Mifflin (2006)</p> <p>California Science Level 3 - Houghton Mifflin (2006)</p> <p>California Science Level 4 - Houghton Mifflin (2006)</p> <p>California Science Level 5 - Houghton Mifflin (2006)</p> <p>Earth Science - Holt Reinhart and Winston (2007)</p>	Yes	0.0 %
History-Social Science	<p>My World and Me - Big Book - Houghton Mifflin (2006)</p> <p>School and Family - Houghton Mifflin (2006)</p> <p>Neighborhoods - Houghton Mifflin (2006)</p> <p>Communities - Houghton Mifflin (2006)</p> <p>California Studies - Houghton Mifflin (2006)</p>	Yes	0.0 %

Early United States - Houghton Mifflin (2006)
 Ancient Civilizations - Holt Reinhart and Winston (2006)

Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/26/2017

School Facility Conditions and Planned Improvements

The Baldwin Park Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a Facility Instrument Tool (FIT) developed by the State of California OPSC. The results of this survey is available upon request.

The Maintenance and Operations Department has implemented a cloud-based online work order system in order to prioritize, track requests, and monitor completion rates. The mission of the department is to provide quality service in an efficient and professional manner to ensure all facilities are safe and comfortable for all students and staff.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary
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Last updated: 1/26/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	57.0%	34.0%	37.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	30.0%	37.0%	19.0%	22.0%	34.0%	36.0%

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.

Last updated: 1/26/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	65	100.0%	50.8%
Male	29	29	100.0%	62.1%
Female	36	36	100.0%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.0%	47.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	52.9%
Male	32	32	100.0%	34.4%
Female	39	38	97.4%	68.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.4%	50.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	49.2%
English Learners	11	11	100.0%	--
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/26/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	80	97.6%	61.3%
Male	38	36	94.7%	52.8%
Female	44	44	100.0%	68.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.6%	60.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.0%	61.3%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	23.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/26/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100.0%	60.9%
Male	47	47	100.0%	51.1%
Female	40	40	100.0%	72.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	71	100.0%	59.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.0%	56.3%
English Learners	12	12	100.0%	8.3%
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	65	100.0%	55.4%
Male	29	29	100.0%	79.3%
Female	36	36	100.0%	36.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.0%	50.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.0%	54.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	38.6%
Male	32	32	100.0%	43.8%
Female	39	38	97.4%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.4%	37.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	35.4%
English Learners	11	11	100.0%	--
Students with Disabilities	12	12	100.0%	16.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	81	98.8%	33.3%
Male	38	37	97.4%	29.7%
Female	44	44	100.0%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.6%	31.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	7.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/19/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100.0%	26.4%
Male	47	47	100.0%	31.9%
Female	40	40	100.0%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	71	100.0%	19.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.0%	22.5%
English Learners	12	12	100.0%	--
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/19/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	55.0%	68.0%	56.0%	50.0%	41.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/19/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	82	81	98.8%	67.9%
Male	38	37	97.4%	70.3%
Female	44	44	100.0%	65.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.6%	65.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	75	75	100.0%	68.0%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	84.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 1/19/2017

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

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.4%	22.2%	11.1%

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.

Last updated: 1/19/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents were invited to attend Back to School Night and Parent Conferences in fall and spring. Parents were also given the opportunity to attend School Site Council meetings and English Learner Association Council meetings. Informal parent meetings were held with the principal once a month to share questions, concerns, and praises for Kenmore School. Parent Universities were also held once a month to educate parents on Common Core Standards, Mathematical shifts, CAASPP test results, and Thinking Maps. In addition, Kenmore also opened its library and computer lab for parents after school.

State Priority: Pupil Engagement

Last updated: 1/26/2017

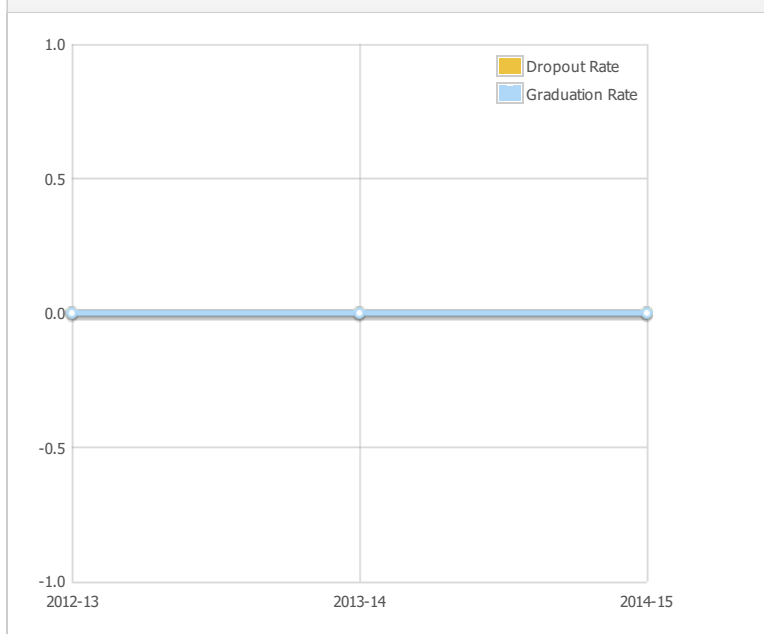
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	93.20	92.40	93.90	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



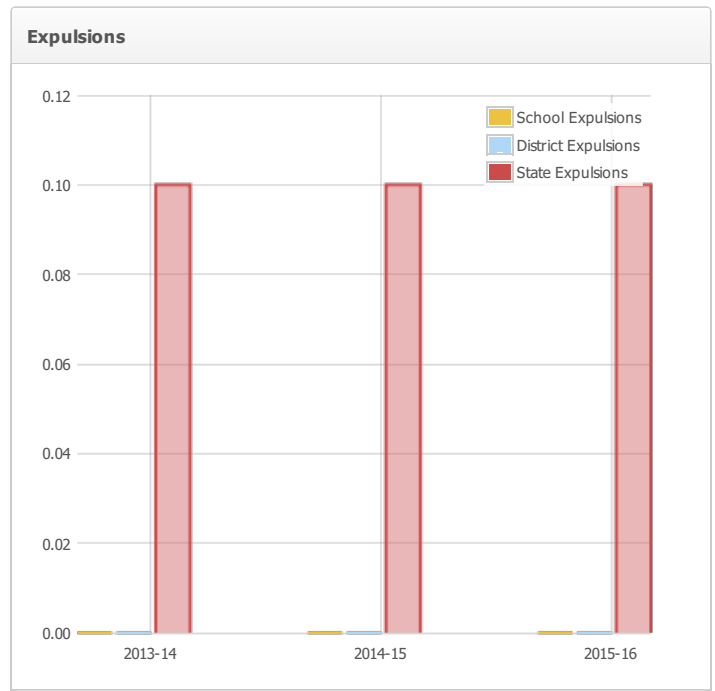
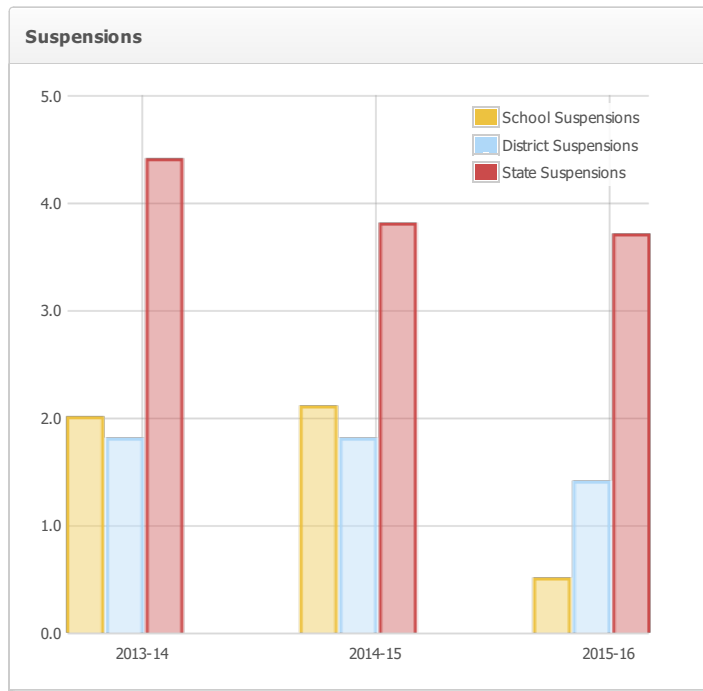
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	2.1	0.5	1.8	1.8	1.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2017

School Safety Plan (School Year 2016-17)

The Comprehensive School Safety Plan is comprised of information regarding: Child Abuse, Disaster Procedures, Suspension Policies, Harassment, Dress Codes, Discipline, Safe Routes, and other Related Policies. There is a copy available at each site, and there are copies of each individual site's plan in the office of Business, Risk Management and Benefits. This plan has been standardized throughout the district for the benefit of all students, personnel, and school visitors. The mission of our district-wide safety plan is to provide a safe and positive learning environment for our students. We are dedicated to providing high profile supervision throughout the school day to help our students feel a strong sense of safety. We maintain a closed campus and allow no non-students on our campuses. Ongoing fire, earthquake, and lockdown drills are held. Feedback obtained during simulations is used to modify the site's safety plan and procedures as needed

Last updated: 1/26/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	95.0%

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	2	0	22.0	1	3	0	22.6	0	3	0
1	22.0	0	3	0	21.0	1	3	0	24.3	0	3	0
2	20.0	1	3	0	23.0	0	3	0	18.8	4	0	0
3	20.0	2	3	0	23.0	1	3	0	21.3	1	2	0
4	27.0	1	0	2	26.0	0	3	0	28.0	0	2	0
5	30.0	0	1	2	28.0	0	3	0	31.3	0	2	1
6	31.0	0	3	0	29.0	0	3	0	27.6	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	1.0	1	0	0

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

Last updated: 1/30/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	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.

Last updated: 1/27/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5961.1	\$311.7	\$5649.4	\$89243.2
District	N/A	N/A	\$6146.1	\$82420.0
Percent Difference – School Site and District	--	--	-8.1%	5.5%
State	N/A	N/A	\$5677.0	\$74216.0
Percent Difference – School Site and State	--	--	-42.3%	8.3%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

Local Control Funding Formula

The local control funding formula (LCFF) establishes base, supplemental, and concentration funding. These fundings replace many of the former state categorical programs. Supplemental and Concentration grants go to help high needs students: English Language Learners, low-income students and foster youth. School districts have greater flexibility, than in the past, to decide how to use the funds with input from their local communities. Budgets are tied to improvement goals in the district's Local Control and Accountability Plan (LCAP).

Federal – Title I Schoolwide Program

Title I funding is provided to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and meet state standards. The Title I Schoolwide Program is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school.

Federal – Title II

Title II, Part A, Teacher and Principal Training and Recruiting is a federal categorical program for the purpose of increasing the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Federal – Title III

The main priority of Title III is for limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children and youths, to attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

Last updated: 1/9/2017

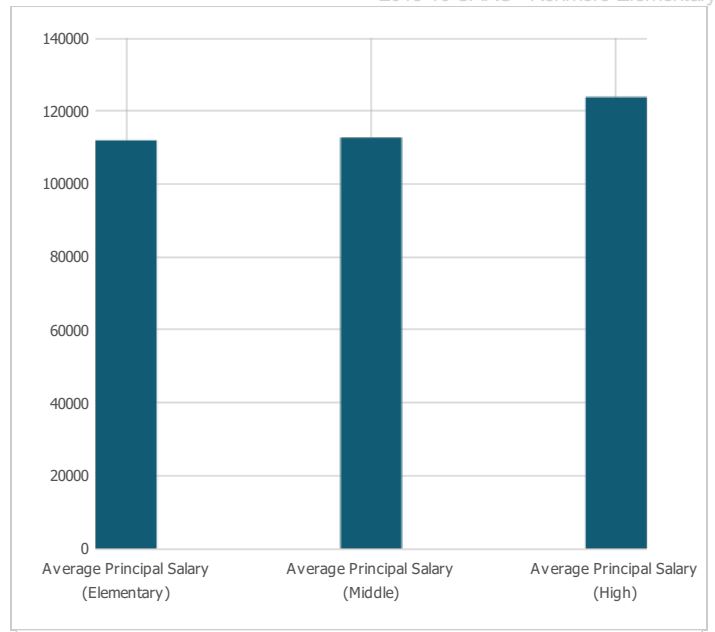
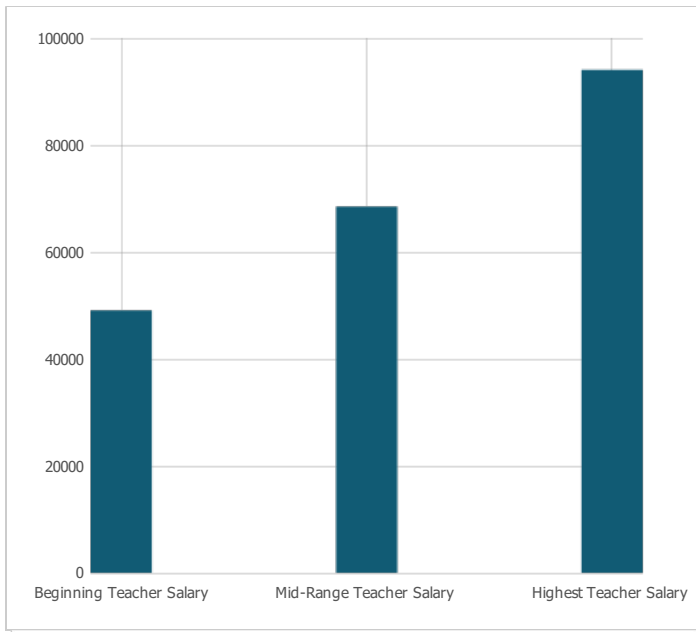
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,102	\$44,958
Mid-Range Teacher Salary	\$68,513	\$70,581
Highest Teacher Salary	\$94,068	\$91,469
Average Principal Salary (Elementary)	\$111,954	\$113,994
Average Principal Salary (Middle)	\$112,715	\$120,075
Average Principal Salary (High)	\$123,818	\$130,249
Superintendent Salary	\$203,766	\$218,315
Percent of Budget for Teacher Salaries	42.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

[Teacher Salary Chart](#)

[Principal Salary Chart](#)



Last updated: 1/23/2017

Professional Development

Districtwide areas of focus include Professional Learning Communities, Response to Intervention, and Positive Behavioral Interventions and Supports. All teachers participate in professional development of Common Core strategies including rigor, collaboration, communication, critical thinking, and creativity to promote student success in 21st century careers during weekly Common Meeting times, grade level collaboration, workshops, inservices and professional development days. Professional development activities are supported by teacher observations, principal classroom visits, and outside coaching opportunities.

NUMBER OF DAYS PROVIDED FOR PROFESSIONAL DEVELOPMENT IN THE MOST RECENT THREE YEAR PERIOD

2013-14...4 Shortened Days, 35 Common Meeting Time Days

2014-15...2 Professional Development Days, 3 Shortened Days, 31 Common Meeting Time Days

2015-16...2 Professional Development Days, 3 Shortened Days, 34 Common Meeting Time Days

Last updated: 1/10/2017