



W. A. Kendrick Elementary School

2200 Faith Ave. • Bakersfield, CA 93304-7254 • 661.837.6190 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Greenfield Union School District

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District Governing Board

Dr. Ricardo Herrera
Melinda Long
Richard Saldana
Mike Shaw
Kyle Wylie

District Administration

Ramon Hendrix
Superintendent
Sarah Dawson
**Assistant Superintendent
Curriculum**
Lucas Hogue
**Assistant Superintendent
Personnel**
Rebecca Thomas/TBD
**Assistant Superintendent
Business**

School Description

We, the staff, students, parents, and community of W. A. Kendrick School, are committed to meeting the needs of all students by creating a challenging and nurturing environment and effective instructional programs based on California Common Core State Standards. We will use research-based instructional methods that will facilitate the greatest amount of students' achievement. We encourage communication, parental involvement, and shared decision making to empower our students to become young adults who are caring, responsible citizens.

W. A. Kendrick School is located in southwest Bakersfield on a 12-acre campus at 2200 Faith Avenue.

Kendrick is one of twelve schools in the Greenfield Union School District. The 2018-2019 student enrollment is 805 Kindergarten through 5th grade students. There are 32 regular education classes, two Learning Center Programs and a Speech/Language Program. The site also has an Academic Coach, School Psychologist, and School Social Worker to support instruction and interventions. There are strategic and intensive intervention programs offered during the regular day for students that are below grade level in content areas. A bilingual aid is available to assist the teachers that have students with English as their second language. After school Migrant, and a teacher tutoring program are available; there is also an After School Success Program which provides homework help, enrichment, academic and sports programs. Kendrick students attend Ollivier Middle School at the completion of 5th grade.

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	138
Grade 1	134
Grade 2	135
Grade 3	126
Grade 4	128
Grade 5	105
Total Enrollment	766

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.3
Hispanic or Latino	83.4
Native Hawaiian or Pacific Islander	0.0
White	6.8
Socioeconomically Disadvantaged	91.8
English Learners	21.1
Students with Disabilities	5.7
Foster Youth	0.9

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			
W. A. Kendrick Elementary School	16-17	17-18	18-19
With Full Credential	32	28	35
Without Full Credential	5	5	2.5
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	52
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
W. A. Kendrick Elementary	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders California for grades TK-5. The district uses intervention materials such as Early Success and Soar to Success for primary grades, and Read 180 for 4th-5th gr., adopted 2016-17 a core ELA replacement or intensive intervention for sts. 2 years or more below grade level. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson- enVisionMath, California Common Core, adopted 2014-15 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin, Science California, adopted 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson- My World Interactive, adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California of Public School Construction. The results of this survey are available at the school office and at the district office. The chart below displays more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: W.A. Kendrick Elementary School was constructed in 1989. It has 37 classrooms, a library, multipurpose room, and an administration building. Over the past years, with increasing enrollment, portable classrooms have been added to the original structure. There is still more than adequate playground area for the students.

Maintenance and Repair: District 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 highest priority.

For 2017-18 the following facilities projects were completed:

Remodel of Administration building, added offices and staff restrooms.

Admin./ Kinder building has been re-roofed

Admin / Kinder building exterior painted

All campus pavement slurry sealed with new striping

Exterior block wall enclosure at kitchen was remodeled.

Stage offices and hallways were repainted

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/04/2018		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/04/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 Rating	Exemplary	

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

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	72.0	42.0	48.0	48.0	50.0
Math	56.0	60.0	32.0	36.0	37.0	38.0

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.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.7	18.6	6.9

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	356	100.00	72.19
Male	171	171	100.00	70.18
Female	185	185	100.00	74.05
Black or African American	28	28	100.00	60.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	290	100.00	74.48
White	21	21	100.00	61.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	332	100.00	70.78
English Learners	148	148	100.00	70.95
Students with Disabilities	32	32	100.00	18.75
Students Receiving Migrant Education Services	14	14	100.00	57.14
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 (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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	356	100	60.39
Male	171	171	100	61.4
Female	185	185	100	59.46
Black or African American	28	28	100	46.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	290	100	61.72
White	21	21	100	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	332	100	58.73
English Learners	148	148	100	57.43
Students with Disabilities	32	32	100	12.5
Students Receiving Migrant Education Services	14	14	100	50
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 (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.

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 2018-19)

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families.

Kendrick Elementary School invites parents to participate in parent-teacher conferences and other events celebrating students' success such as academic/attendance awards, sporting events, and performing arts events. Parent nights are offered to share information and strategies to support students academically, socially and emotionally. We invite parents to numerous site events including Back to School, picnics, assemblies, academic updates, sporting events, and performing arts.

Kendrick also provides educational opportunities by offering the Papyrus Literacy Project to encourage parents to read with their children and increase English language skills. These classes also improve the parent-child relationships and parents become more involved in supporting their children academically. Periodic meetings are held to discuss activities and ways to improve family engagement. Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. Sites encourage parents to participate in the School Site Council and ELAC meetings to evaluate site-based needs and activities.

The school website provides access to news, announcements, Parent Portal to view report cards, homework assignments, and student activities.

For calendar and school events, see website link: <http://kendrick.gfusd.net/>

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.

School Safety Plan

The Kendrick School Safety Plan is updated yearly by the principal, in collaboration with the safety committee, and shared with staff and parents. Key elements included in the plan are: the school's physical environment, social environment, the culture, the school's discipline and disaster plans. Emergency drills are conducted monthly, including fire, earthquake, disaster, reverse evacuation, and bus evacuation drills. Also, included in the plan are catastrophic emergency situation procedures. The custodial staff and the District Maintenance, Operation, and Transportation Department (MOT) work to keep the school facilities clean, safe, and maintained in good repair.

Kendrick School has a fence around the perimeter with gates that remained locked when school is in session. The only access onto the school grounds for visitors is through the front office where visitors are required to show a valid identification card and sign in to obtain a visitor badge to wear while on campus. School staff also has district issued badges they wear to identify themselves. To ensure the safety of the children at Kendrick, students and visitors are monitored throughout the school day by noon aides, Student Intervention Facilitators, site administration, and other school staff. In the event of an accident, the proper people are notified and an incident report is completed. All students are required to return an emergency contact card to be kept on file in the event of an emergency. Site secretaries monitor visitors and refer to the emergency card or computer files before releasing students. Student emergency contact information is kept along with emergency supply kits in each classroom. Supply kits are kept in a location that is easy reached in the event of an evacuation of the classroom or school.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	1.4	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.7
Psychologist	1
Social Worker	.5
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	17.9
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	20	1	1	5	6	6	2			
1	25	24	22				5	6	6			
2	24	22	19			1	6	6	6			
3	19	23	25	1			5	6	5			
4	27	27	26				5	4	5			
5	24	22	21		1	1	5	5	4			
Other	5	4		1	1							

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

Professional Development provided for Teachers

The continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

Kendrick Elementary School is committed to Professional Learning Communities (PLC) with 8 teachers attending the PLC conference by Solution Tree in June 2018. Kendrick ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,788.45	\$893.39	\$5,895.06	\$73,650.24
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-17.0	1.0
Percent Difference: School Site/ State			-18.9	-9.4

* Cells with ◆ 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

Title I The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and read at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Intervention and supplemental materials are provided for students that are disadvantaged socioeconomically or educationally so that they can become proficient in the state standards for their grade level.

- Reading Intervention Program (Read 180) grades 4-5
- Reading Intervention with Academic Coach grades 1-5
- Math Intervention with Academic Coach grade 2
- Tutoring after school by credentialed teachers (all grades)
- Program Assistants for Tiered Academic Supports in Classrooms (grades K-2)

Title III The goal of the program is to develop English learners' proficiency in English and in the district's core curriculum as rapidly and efficiently as possible.

- English Language Development Instruction (grades K – 5, taught by credentialed classroom teachers)
- Tutoring after school by credentialed teachers (all grades)
- Bilingual Aid to assist students with mastery of ELD and content standards

LCFF funds are used to pay for technology, classified instructional staff, intervention programs, and supplemental materials for core academics.

Learning Center Program

- Intervention instruction by the LC teacher takes place in the classroom
- Tier III intervention for selected students

Migrant Program

- After school tutoring for migrant students with and emphasis on language arts and Ready to Start for preschool-aged children.

Afterschool Success Program (ASSP)

- Homework Club
- Supervised sports and enrichment opportunities

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.