

Sinclair Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Sinclair Elementary School
Street	PO Box 307/1211 Hackett Road
City, State, Zip	Ceres, CA 95307
Phone Number	209 556-1680
Principal	Shane T. Hulin
E-mail Address	shulin@ceres.k12.ca.us
Web Site	http://ceressinclair.sharpschool.net/
CDS Code	50710430109090

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209 556-1500
Superintendent	Scott Siegel, Ed.D.
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Sinclear's Moto:

Success Starts at Sinclear

The mission of Sinclear Elementary School is to:

- Support the learning needs of all students
- Understand and promote the value of diversity
- Create a safe and positive learning environment
- Communicate openly with families and the community
- Ensure excellence
- Strengthen lifelong learning skills
- Strive to assure all students soar to their fullest potential.

Sinclear's Updated Mission Statement:

At Sinclear, we ensure high levels of academic and personal success for all students.

The annual School Accountability Report Card is a time to share with you information about Sinclear Elementary. This information is to help you understand our school, its programs and the commitment we have to educating children. The entire staff at Sinclear works hard to ensure this is a great place for children to come to learn. Every person is an important part of Sinclear Elementary. The staff at Sinclear is a committed, skilled and dedicated group of people. We work hard to ensure all students feel school is a great place to learn. We have high expectations for the students at Sinclear. We celebrate their achievements and give them quality instruction. We believe in the students and their future.

Sinclear Elementary School is located on the west side of Ceres and is in the Ceres Unified School District. The school opened in August 2005. All the students walk to and from school. We have one principal, one assistant principal, one administrative assistant, 27 certificated teachers, one full time resource specialist, twentyeight paraprofessionals, one library clerk, a 40% nurse, health clerk, 50% speech teacher, two office secretaries, and one community liaison. Itinerant music and P.E. teachers provide services two days a week. The school has 28 classrooms, a library, and a large multipurpose room. The school year consists of 180 instructional days with seven minimum days for parent conferencing and three for staff development. The students in grades 1-6 are in school for 310 instructional minutes a day. The Kindergarten students are in school for 300 minutes a day. The school has a Parent Teacher Club that supports extra curricular programs and facilities for the school.

The culture is diverse at Sinclear. Of the approximately 700 students, 80% of the students receive free or reduced cost breakfast and lunch, 81% come from homes where the primary language is other than English, 53% are English Learners (EL). The ethnic make-up includes 82.3% (549 students) Hispanic, 10% (67 students) White, .01% (5 students) Black, .05% (34 students) Asian, (3 students) American Indian, (2 students) Pacific Islander, (2 students) Filipino, and (0 students) no response. 7% of our students are migrant students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	118
Grade 1	97
Grade 2	82
Grade 3	94
Grade 4	91
Grade 5	125
Grade 6	96
Total Enrollment	703

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	4.7
Filipino	0.7
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.3
White	8
Two or More Races	0.7
Socioeconomically Disadvantaged	81.5
English Learners	46.2
Students with Disabilities	12.8
Foster Youth	0

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	27	22	553
Without Full Credential	0	2	3	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-6 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006)	Yes	0%
Foreign Language	N/A		
Health	N/A		0%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur daily to identify any are of immediate concern for repair. Twice per year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. Sinclear's custodian and administration team meet on a regular basis in regards to maintenance and cleanliness of Sinclear.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Intermediate Girls Restrooms: There is a nonoperationl faucet in the restroom. Primary Girls Restrooms: There is a nonoperationl faucet in the restroom.
Safety: Fire Safety, Hazardous Materials	X			Classroom 14: There are stuffed animals on the shelves that are not fire treated and tagged. Classroom 16: There are stuffed animals on the shelves that are not fire treated and tagged. Classroom 29: There are stuffed animals on the shelves that are not fire treated and tagged. Classroom 6: There are stuffed animals on the shelves that are not fire treated and tagged. Library: There are stuffed animals on the shelves that are not fire treated and tagged.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/8/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	45	44	39	38	48	48
Mathematics (grades 3-8 and 11)	26	27	20	21	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	409	99.76	43.52
Male	211	210	99.53	43.81
Female	199	199	100	43.22
Black or African American	--	--	--	--
Asian	15	15	100	73.33
Filipino	--	--	--	--
Hispanic or Latino	352	351	99.72	40.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	48.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	348	347	99.71	41.79
English Learners	239	238	99.58	39.92
Students with Disabilities	50	50	100	16
Students Receiving Migrant Education Services	11	10	90.91	50

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	409	99.76	27.38
Male	211	210	99.53	31.43
Female	199	199	100	23.12
Black or African American	--	--	--	--
Asian	15	15	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	352	351	99.72	26.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	25.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	348	347	99.71	26.22
English Learners	239	238	99.58	24.79
Students with Disabilities	50	50	100	10
Students Receiving Migrant Education Services	11	10	90.91	20

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	39	50	47	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21	21.8	46

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2017-18)

Sinclear is much more than an institution for learning. The administration, staff, students, families, and community work together to provide the most nurturing and beneficial environment for each of its students. The community and parents are a very influential factor in the functioning of Sinclear and takes and active role in creating the school's personality.

Sinclear parents assist teachers in the classroom as student tutors, room parents, and supporters of school-wide events such fundraisers and Jog-a-thon. Other activities include Back to School Night, Open House, School Site Council, PTA, music concerts, and English as a Second Language for Parents.

An active Parent-Teacher Club forms a strong link between school and community. We have a team of "Tuesday Moms" who are a group of parents working together to help our staff with projects, school book fairs, corrections, art projects, and organization for all our staff. Our PTC is involved in the planning of school-community activities and provides generous support for valuable education programs.

The past couple of years Sinclear has hosted "Bring Your Parent to School" day, which has been very successful.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	0.7	1.7	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Sinclear Safety Committee, which is composed of classroom teachers, a custodian, administrative assistant, principal, and our nurse inspect the site regularly for safety procedures and recommend changes in safety policies and procedures.

The California Safe School’s Assessment Plan is updated annually to measure the current status of safety factors for our school. The School Safety Committee and School Site Counsel oversee the site’s policies to ensure a safe campus. Safety procedures are updated annually. Fire drills, earthquake drills, evacuation plans and lock down procedures are practiced and taught to children on a routine basis. Visitors to Sinclear are required to sign in and out and are given badges to wear while on campus.

The facility is maintained in a manner that assures that it is clean, safe, and functional and will be evaluated pursuant to an interim evaluation instrument developed by the Office of Public School Construction when it is available.

COMPONENT 1: THE SCHOOL CLIMATE

Goal
To develop in students and staff an attitude of acceptance and mutual respect for themselves and others in order to maintain a caring, emotionally safe environment that is conducive to learning.

COMPONENT 2: THE PHYSICAL ENVIRONMENT

Goal
To provide an environment that promotes safety, freedom from fear, and knowledge of appropriate action to take in an emergency.

EVALUATION

In the School-Based Coordinated Program process, staff and parents utilize ongoing examination and evaluation to improve the total educational program of which school safety is a part. Evaluation of the Safe School Plan for Sinclear Elementary will be accomplished by the School Safety Committee, school staff, students, and School Site Council. The School Site Council will review implementation of the plan on a regular basis. Statistics regarding crimes, disciplinary measures, counseling services, and student outcomes will be reviewed annually. The principal and assistant principal will supervise persons responsible for tasks and monitor the timelines. The plan will be reviewed and revised annually based on the principal’s report, parent surveys, and other data and information. An evaluation of the School Safety Program will be included in the SBCP evaluation presented annually to the Governing Board.

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		3		24		4		20	1	5	
1	24		4		24		3		23		4	
2	20	4			24		4		22	1	3	
3	21	1	4		23		4		24		4	
4	32		3		31		4		30		3	
5	32		3		32		3		31		4	
6	32		3		32		3		32		3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.80	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist	1	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,347.30	\$1,511.36	\$5,835.93	\$83,767.42
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-9.5	10.1
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	2.8	12.9

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

Types of Services Funded (Fiscal Year 2016-17)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in CUSD Induction Program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement. Each school has a district coach assigned to the school site. The coach works with individual teachers, grade levels, as well as the entire staff.