

# Sinclear Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Sinclear Elementary School
<b>Street</b>	PO Box 307/1211 Hackett Road
<b>City, State, Zip</b>	Ceres, CA 95307
<b>Phone Number</b>	209 556-1680
<b>Principal</b>	Shane T. Hulin
<b>Email Address</b>	shulin@ceres.k12.ca.us
<b>School Website</b>	<a href="https://sinclear.ceres.k12.ca.us/">https://sinclear.ceres.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50710430109090

## 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209 556-1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	cpietanza@ceres.k12.ca.us
<b>District Website Address</b>	www.ceres.k12.ca.us

## 2021-22 School Overview

Sinclear's Motto:  
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. We have one principal, one assistant principal, one administrative assistant, 29 certificated teachers, one full time resource specialist, twenty-nine paraprofessionals, one library clerk, a 40% nurse, health clerk, 50% speech teacher, 20% speech teacher, two office secretaries, and one office manager. Itinerant music and P.E. teachers provide services two and a half days a week. The school has 32 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-

## 2021-22 School Overview

6 are in school for 310 instructional minutes a day. The Transitional Kindergarten and 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 630 students, 75% of the students receive free or reduced cost breakfast and lunch, 80% come from homes where the primary language is other than English, 42% are English Learners (EL). The ethnic make-up includes 80% Hispanic, 10% White, .01% Black, .05% Asian, American Indian, Pacific Islander, Filipino, and (0 students) no response. 7% of our students are migrant students.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	76
Grade 2	97
Grade 3	72
Grade 4	96
Grade 5	95
Grade 6	90
<b>Total Enrollment</b>	<b>630</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	6.7
Black or African American	1.4
Filipino	0.8
Hispanic or Latino	83.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	7
English Learners	41.6
Homeless	1.6
Socioeconomically Disadvantaged	76.5
Students with Disabilities	12.7

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.0	88.5	541.8	85.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	13.3	2.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	3.9	0.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	26.1	4.1	12115.8	4.4
<b>Unknown</b>	2.9	11.5	45.4	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	25.9	100.0	630.8	100.0	274759.1	100.0

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

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on September 17, 2020, 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 August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: 2020/08

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
<b>Mathematics</b>	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
<b>Science</b>	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
<b>History-Social Science</b>	California Studies Weekly (2017)/2018	Yes	0%

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

9/19/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Communications Room: There are boxes blocking the electric panel. Special Ed Classroom: There is an extension cord plugged into a surge protector.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Grounds: There are large cracks in the asphalt on the basketball court. There is a water fountain that has a loose handle and leaking water. Intermediate Girls Restrooms: There is a non operational sink.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Classroom 28: There are chemicals underneath the sink. There is dish soap from home. Classroom 32: There are chemicals underneath the sink. Classroom 8: There are hand sanitizing wipes underneath the sink. Staff Room: There are chemicals underneath the sink.
<b>Structural:</b> Structural Damage, Roofs	X			Grounds: There are large cracks in the asphalt on the basketball court. There is a water fountain that has a loose handle and leaking water.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	327	NT	NT	NT	NT
<b>Female</b>	144	NT	NT	NT	NT
<b>Male</b>	183	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	20	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	278	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	17	NT	NT	NT	NT
<b>English Learners</b>	139	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	253	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	24	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	NT	NT	NT	NT
Female	144	NT	NT	NT	NT
Male	183	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	278	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	139	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	253	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	24	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
All Students	327	289	88.38%	11.62%	43.25%
Female	144	133	92.36%	7.64%	43.61%
Male	183	156	85.25%	14.75%	42.95%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	24	22	91.67%	8.33%	54.55%

<b>Black or African American</b>	5	5	100.00%	0.00%	40.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	278	244	87.77%	12.23%	40.98%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	2	100.00%	0.00%	50.00%
<b>White</b>	17	15	88.24%	11.76%	60.00%
<b>English Learners</b>	118	98	83.05%	16.95%	20.41%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	256	221	86.33%	13.67%	40.27%
<b>Students Receiving Migrant Education Services</b>	6	3	50.00%	50.00%	33.33%
<b>Students with Disabilities</b>	22	20	90.91%	9.09%	10.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>aMath Student Groups</b>	<b>aMath Total Enrollment</b>	<b>aMath Number Tested</b>	<b>aMath Percent Tested</b>	<b>aMath Percent Not Tested</b>	<b>aMath Percent At or Above Grade Level</b>
<b>All Students</b>	327	262	80.12%	19.88%	39.69%
<b>Female</b>	144	117	81.25%	18.75%	39.32%
<b>Male</b>	183	145	79.23%	20.77%	40.00%
<b>American Indian or Alaska Native</b>	1	1	100.00%	0.00%	0.00%
<b>Asian</b>	24	21	87.50%	12.50%	57.14%
<b>Black or African American</b>	5	5	100.00%	0.00%	20.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	278	221	79.50%	20.50%	38.46%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	2	100.00%	0.00%	50.00%
<b>White</b>	17	12	70.59%	29.41%	41.67%
<b>English Learners</b>	118	94	79.66%	20.34%	19.15%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	256	209	81.64%	18.36%	37.80%
<b>Students Receiving Migrant Education Services</b>	6	5	83.33%	16.67%	0.00%

<b>Students with Disabilities</b>	22	19	86.36%	13.64%	10.53%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	91	NT	NT	NT	NT
<b>Female</b>	43	NT	NT		
<b>Male</b>	48	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	81	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	38	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 an 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 as fundraisers and Jog-a-thon. Other activities include Back to School Night, Open House, School Site Council, PTC, 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. Sinclear houses All Pro Dads meetings once a month with a focus on building quality relationships with parents and their children. We have a Dance Therapy class available to parents and students 4th grade and above on Tuesday evenings. Many of these opportunities for parents have been put on hold due to the COVID restrictions that are in place.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	645	170	26.4
Female	292	290	72	24.8
Male	358	355	98	27.6
American Indian or Alaska Native	2	2	1	50.0
Asian	43	43	9	20.9
Black or African American	9	9	3	33.3
Filipino	5	5	0	0.0
Hispanic or Latino	541	537	140	26.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	4	4	1	25.0
White	45	44	15	34.1
English Learners	273	271	76	28.0
Foster Youth	1	1	1	100.0
Homeless	15	14	9	64.3
Socioeconomically Disadvantaged	494	491	146	29.7
Students Receiving Migrant Education Services	22	22	4	18.2
Students with Disabilities	95	92	39	42.4

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.62	0.31	6.21	0.53	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.36	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.89	1.92	2.45
<b>Expulsions</b>	0.00	0.28	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.31	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.56	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.37	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.37	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	4.55	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

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 SPSA evaluation presented annually to the Governing Board.

## D. Other SARC Information

## Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	5	
1	22		3	
2	22		4	
3	23		4	
4	30		3	
5	32		3	
6	30		3	
Other	7	1		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	4	
1	19	1	4	
2	19	1	3	
3	24		4	
4	32		3	
5	30		3	
6	32		3	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5	3	
1	15	2	3	
2	19	1	4	
3	24		3	
4	32		3	
5	32		3	
6	30		3	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,607.57	3,458.65	7,148.92	93,704.89
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-9.7	8.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-16.6	8.1

## 2020-21 Types of Services Funded

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,961	\$52,562
Mid-Range Teacher Salary	\$84,640	\$83,575
Highest Teacher Salary	\$113,668	\$104,166
Average Principal Salary (Elementary)	\$127,121	\$131,875
Average Principal Salary (Middle)	\$129,795	\$137,852
Average Principal Salary (High)	\$147,414	\$150,626
Superintendent Salary	\$245,856	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	5%

## Professional Development

In the 2018-2019 school year, the school site has again planned 10 collaboration/early release days and 5 professional development days. Three of these professional development days are dedicated to unit planning under the guidance of Nicole Vagle, one is site specific needs, and the final day is a district wide instruction and technology summit put on by Ceres Staff. For the 2019-2020 school year, the school site has again planned 10 collaboration /early release days and 5 professional development days. 1 of these days was run by Dr. Dominique Smith with a focus on restorative justice and Positive Behavior Intervention and Supports, another 1 of these days was facilitated by District Instructional Coaches on the topic of learning targets and success criteria. In addition to that, Professional Development on Trauma informed practices was held. The 2020-2021 school year has 10 collaboration/early release days and 5 professional development days. Due to the unexpected need for a Distance Learning and Hybrid in person model of learning, 2 of the PD days were dedicated to preparation for these new models of education. A book study was conducted on Distance Learning. Collaboration days are dedicated to unit planning and success criteria under the direction of the CUSD math coaches. By the end of 21-22 the school site will have had a total of 6 days dedicated to staff development and continuous improvement. The site will have provided staff development on 4 district wide days (August, November, January, March). In addition, each team will have had 4 half day release days with district coach for a total of 2 full days. The goal would be to increase this number if shortages in subs improve. Lastly, 10 early release professional learning times are provided.

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	6

# Ceres Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209 556-1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	<a href="mailto:cpietanza@ceres.k12.ca.us">cpietanza@ceres.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.ceres.k12.ca.us">www.ceres.k12.ca.us</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7261	580	7.99	92.01	49.83
<b>Female</b>	3653	295	8.08	91.92	57.97
<b>Male</b>	3608	285	7.90	92.10	41.34
<b>American Indian or Alaska Native</b>	27	4	--	85.19	--
<b>Asian</b>	359	40	11.14	88.86	67.50
<b>Black or African American</b>	116	6	5.17	94.83	--
<b>Filipino</b>	33	4	12.12	87.88	--
<b>Hispanic or Latino</b>	5813	468	8.05	91.95	47.97
<b>Native Hawaiian or Pacific Islander</b>	51	3	5.88	94.12	--
<b>Two or More Races</b>	55	5	9.09	90.91	--
<b>White</b>	807	50	6.20	93.80	48.98
<b>English Learners</b>	2336	75	3.21	96.79	5.33
<b>Foster Youth</b>	24	7	29.17	70.83	--
<b>Homeless</b>	326	22	6.75	93.25	45.45
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5971	470	7.87	92.13	48.29
<b>Students Receiving Migrant Education Services</b>	342	34	9.94	90.06	29.41
<b>Students with Disabilities</b>	709	40	5.64	94.36	10.26

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7263	523	7.20	92.80	14.75
<b>Female</b>	3653	260	7.12	92.88	15.83
<b>Male</b>	3610	263	7.29	92.71	13.69
<b>American Indian or Alaska Native</b>	27	3	--	88.89	--
<b>Asian</b>	359	39	10.86	89.14	38.46
<b>Black or African American</b>	116	3	2.59	97.41	--
<b>Filipino</b>	33	5	15.15	84.85	--
<b>Hispanic or Latino</b>	5815	422	7.26	92.74	12.32
<b>Native Hawaiian or Pacific Islander</b>	51	3	5.88	94.12	--
<b>Two or More Races</b>	55	4	7.27	92.73	--
<b>White</b>	807	44	5.45		20.93
<b>English Learners</b>	2336	67	2.87	97.13	1.49
<b>Foster Youth</b>	24	6	25.00	75.00	--
<b>Homeless</b>	326	18	5.52	94.48	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5972	424	7.10	92.90	13.92
<b>Students Receiving Migrant Education Services</b>	342	24	7.02	92.98	8.33
<b>Students with Disabilities</b>	709	38	5.36	94.64	5.26