

Sybil N. Crookham Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sybil N. Crookham Elementary School
Street	7160 W. Walnut Ave.
City, State, Zip	Winton, CA 95388
Phone Number	(209) 357-6182
Principal	Joe Torres
Email Address	jtorres@winton.k12.ca.us
Website	www.winton.k12.ca.us
County-District-School (CDS) Code	24-65870-6025837

Entity	Contact Information
District Name	Winton School District
Phone Number	(209) 357-6175
Superintendent	Randall W. Heller
Email Address	rheller@winton.k12.ca.us
Website	www.winton.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Crookham Elementary School is 90 years old and in good condition. Our campus facilities, such as bathrooms, cafeteria, library, and the computer lab, are all used continuously. We have 16 permanent classrooms and 13 portables. Part of our ongoing maintenance is the replacement of carpet, whiteboards, and vertical blinds in our classrooms. We are proud of the students and staff at Crookham Elementary School and believe that they deserve a clean, safe, and attractive surroundings. A safety inspection is done monthly by the principal and maintenance supervisor. The cleanliness of the grounds and restrooms is outstanding and we have a person who checks and performs any needed cleanup during the time students are in school. The maintenance staff performs daily preventive maintenance. There are custodians on site during the afternoons and evenings. The library has an excess of 46 books per student. Our students use the software Study Island for reading and math, as well as Reading Eggs for the younger students. The software is available for every student to work at his or her success level and at his or her rate. In addition, we have a 1 to 1 chromebooks to student ratio at our school. There is WIFI access availability in the library, computer lab, and every classroom.

A preschool was added to our campus in 2004-05. It is a welcome addition to our educational program. The facilities were upgraded to meet State preschool standards.

At Crookham our teachers will equip our students with the necessary 21st Century skills in order to compete in a global economy. Students need to become proficient Communicators, Creators, Critical Thinkers, and Collaborators. Our literacy and math programs effectively provide our students with the necessary rigor to access the Common Core standards and acquire 21st Century skills.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	94
Grade 1	70
Grade 2	65
Grade 3	70
Grade 4	46
Grade 5	65
Total Enrollment	410

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.2
Asian	5.6
Hispanic or Latino	86.3
White	6.6
Socioeconomically Disadvantaged	97.6
English Learners	70
Students with Disabilities	8.8
Foster Youth	0.5
Homeless	7.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	23	97
Without Full Credential	0	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill 2017	Yes	0
Mathematics	McGraw-Hill -2014	Yes	0
Science	Macmillan/McGraw-Hill - 2007	No	0
History-Social Science	Harcourt - 2006	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. Sybil Crookham's overall summary rating is Exemplary.

Part of our ongoing maintenance is replacement of carpet. We are proud of the students and staff at Crookham Elementary School and believe that they deserve clean, safe, and attractive surroundings. A safety inspection is done monthly by the principal and maintenance supervisor.

The cleanliness of the grounds and restrooms is outstanding and we have a person who checks and performs any needed cleanup during the time students are in school. The maintenance staff performs daily preventative maintenance. There are two custodians on site during the afternoons and evenings.

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

Year and month of the most recent FIT report: 12/09/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	45	47	52	50	50
Mathematics (grades 3-8 and 11)	32	37	35	38	38	39

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 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	179	97.81	2.19	45.25
Male	83	81	97.59	2.41	43.21
Female	100	98	98.00	2.00	46.94
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	160	156	97.50	2.50	43.59
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	69.23
Two or More Races					
Socioeconomically Disadvantaged	174	170	97.70	2.30	43.53
English Learners	132	129	97.73	2.27	42.64
Students with Disabilities	20	20	100.00	0.00	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	50.00

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	182	99.45	0.55	36.81
Male	83	82	98.80	1.20	41.46
Female	100	100	100.00	0.00	33.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	160	159	99.38	0.62	32.70
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	13	13	100.00	0.00	84.62
Two or More Races					
Socioeconomically Disadvantaged	174	173	99.43	0.57	35.26
English Learners	132	132	100.00	0.00	31.82
Students with Disabilities	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	37.50

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
5	16.9	20.0	7.7

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

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 2019-20)

You are encouraged to participate in your child's education and school activities. The following are some ways you can volunteer:

- Assist in the classroom
- Attend parent-teacher conferences
- Chaperone study trips and special events
- Make sure your child finishes homework
- Prepare projects at home
- Listen to children read
- Attend awards ceremonies and performances
- Parenting Class
- Participate in School Site Council meetings

For more information on how to become involved, contact Joe Torres, Principal, at (209) 357- 6182.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	0.2	0.2	3.1	3.2	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Student Safety is a high priority at Sybil Crookham. The district Safety Plan is reviewed with the staff yearly during the first quarter of the school year. The plan was last updated March 13, 2017 and will be in effect until 2022. If new Board policies are adopted, those are shared with the staff immediately following the Board meeting.

The Safety plan includes specific plans for lockdowns, fires, earthquakes, and other major catastrophes. Fire drills are held monthly, with debriefing afterwards. Lockdown and earthquake drills are held every quarter, also with debriefing afterwards. Visitors are required to register at the office before going onto campus. Each visitor signs in and is issued a visitor's tag, which is to be worn in plain sight while on campus. Visitors also must sign out when leaving. The School District Safety drills will be incorporated into quarterly practices. The district updated the Visitor Policy this Fall, making each school a "closed campus" and update procedures for visitors on campus.

Periodically, we have in-service meeting with the Merced Sheriffs Department, or firefighters regarding safety on campus. In August 2018, WSD staff members attended an "Active Shooter" Training at WMS.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		23	1	3		23		4	
1	23		3		19	3			23		3	
2	24		2		22		3		20	3		
3	18	2	2		23		2		23		3	
4	29		2		31		2		23		2	
5	27	1		2	27		2		33		1	1
Other**	8	1			9	1			7	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.33
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.50
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,035.32	\$1,944.56	\$7,090.77	\$76,765
District	N/A	N/A	\$8,302.32	\$76,938.00
Percent Difference - School Site and District	N/A	N/A	-15.7	2.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-1.0	-3.9

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I Homeless
- Title II (Teacher & Principal Training & Recruiting)
- Title III
- After School Education and Safety
- Special Education
- State Preschool
- *LCFF
- National School Lunch Program
- Band and Choir
- Athletics

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,842	\$49,378
Mid-Range Teacher Salary	\$70,252	\$77,190
Highest Teacher Salary	\$98,507	\$96,607
Average Principal Salary (Elementary)	\$121,912	\$122,074
Average Principal Salary (Middle)	\$116,037	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$189,102	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

We have implemented the Common Core in the classrooms through teacher collaboration and Professional Development to ensure our students are able to do critical thinking, and thus compete in this global society. One grade level collaboration date is provided each school year starting in school year 2015-2016 to the present for teachers to share strategies and ideas in teaching the Common Core Standards. For the previous three school years, we had one day each year dedicated to staff professional development. In addition, we have a Literacy coach and a Math coach to help guide our teachers in effectively implementing and teaching the Common Core Standards. All teachers are encouraged to attend a workshop to help increase their knowledge to better benefit their students and the school. New teachers are under the Teacher Induction Program. TIP is structured to assist new teachers in the demonstration and application of the knowledge and skills acquired during the teacher preparation experience.