

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

### Sherman Thomas STEM Academy

Address: 51 East Adell St. Madera, CA 93638

Principal: Jamie Brock, Principal

Phone: (559) 871-5490

Email: [jabrock@stcsca.org](mailto:jabrock@stcsca.org)

Web Site: [www.shermanthomasacademy.org](http://www.shermanthomasacademy.org)

CDS Code: 20652430134510

### Madera Unified School District

Superintendent: Todd Lile

Phone: (559) 675-4500

Email: [toddlile@maderausd.org](mailto:toddlile@maderausd.org)

Web Site: <https://www.madera.k12.ca.us/>



## I DATA AND ACCESS

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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Madera Unified School District  
 Phone Number: (559) 675-4500  
 Superintendent: Todd Lile  
 E-mail Address: [toddlile@maderausd.org](mailto:toddlile@maderausd.org)  
 Web Site: <https://www.madera.k12.ca.us/>

### School Contact Information Most Recent Year

School Name: Sherman Thomas STEM Academy  
 Street: 51 East Adell St.  
 City, State, Zip: Madera, CA 93638  
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 County-District-School  
 (CDS) Code: 20652430134510

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

We are a 6th-8th grade science, technology, engineering, and mathematics (STEM) middle school, with a college and career emphasis, located in the heart of California. Our opening day of the school was August 21, 2017 (which is why there is no data for the 2016-17 school year - we did not exist yet). There is one class per grade level, with approximately 25 students in each grade. We do not desire to grow, as a key to our program is remaining small and individualized.

The mission of Sherman Thomas STEM Academy is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.

One way that we work towards achieving our mission is through our field trip program. All students attend all field trips together - a minimum of 3 businesses, 3 colleges, and 1 enrichment (this is another reason we wish to remain at approximately 75 students - to not overwhelm businesses with our size). A student that goes through our program will end up visiting 9 college campuses before they start high school, allowing them the opportunity to start to visualize themselves there and take away a bit of the mystery.

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

Grade Level	Number of Students
Grade 6	0
Grade 7	0
Grade 8	0

#### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Foster Youth	

## 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

<b>Teachers</b>	<b>School 2015-16</b>	<b>School 2016-17</b>	<b>School 2017-18</b>	<b>District 2017-18</b>
With Full Credential	0	0	3	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Instructional materials are aligned to CA Common Core Standards		0%
Mathematics	Textbooks and Instructional Materials are aligned to CA Common Core Standards		0%
Science	Instructional Materials are aligned to national Next Generation Science Standards (as well as CA-NGSS)		0%
History-Social Science	Instructional materials are aligned to CA History-Social Science Framework		0%
Foreign Language			
Health	Instructional Materials are aligned to the CA Health Education Content Standards		0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

### School Facility Conditions and Planned Improvements

Our school opened in August 2017. When we started school, our building and grounds were still being completed. Our building was completed in November and the grounds in December, so we are now in our facility. Everything is new, and as such, is in excellent working condition.

We are a single building school site. Our classroom space, main office, principal office, staff room, and bathrooms are all located in one 5,500 square foot building.

We have an outdoor basketball court and synthetic grass for the students to play on. The property has also been landscaped, including a planter box with a dry river-scape and several diverse plants. We also have a security fence that encloses the entire campus.

The principal regularly meets with maintenance and janitorial personnel to insure that all work orders are being processed and completed in a timely manner.

### School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: January 2018

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

### Overall Facility Rate

Month and year in which data were collected: January 2018

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	0		
Male	0	0		
Female	0	0		
Black or African American	0	0		
American Indian or Alaska Native	0	0		
Asian	0	0		
Filipino	0	0		
Hispanic or Latino	0	0		
Native Hawaiian or Pacific Islander	0	0		
White	0	0		
Two or More Races	0	0		
Socioeconomically Disadvantaged	0	0		
English Learners	0	0		
Students with Disabilities	0	0		
Students Receiving Migrant Education Services	0	0		
Foster Youth	0	0		

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 Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	0		
Male	0	0		
Female	0	0		
Black or African American	0	0		
American Indian or Alaska Native	0	0		
Asian	0	0		
Filipino	0	0		
Hispanic or Latino	0	0		
Native Hawaiian or Pacific Islander	0	0		
White	0	0		
Two or More Races	0	0		
Socioeconomically Disadvantaged	0	0		
English Learners	0	0		
Students with Disabilities	0	0		
Students Receiving Migrant Education Services	0	0		
Foster Youth	0	0		

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	Percentage 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)						

**STATE PRIORITY: OTHER PUPIL OUTCOMES**

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

- Pupil outcomes in the subject area of physical education.

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

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
7			

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 school site.

## Opportunities for Parental Involvement - (School Year 2017-18)

One of our core values at Sherman Thomas STEM Academy (STA) states that, "Parents are the first and primary teachers. They are responsible for the children's basic needs and values." It is our goal to partner alongside our parents and work together to help our children grow, educationally as well as socially. Parents are the most important VOICE in their child's education. VOICE is an acronym we use at STA to share the many ways that parents can partner with the school:

**Volunteer** - Parents are welcome 5 days a week on campus to volunteer in the classroom. We also need parent chaperones on all field trips.

**Outings** - We have family nights once a quarter and students are encouraged to bring their whole family out.

**Inform** - We have monthly STAff chats, where parents can hear updates on school activities as well as get a hand out with all upcoming information for the next month. We also provide time for parent input regarding areas to consider and/or improve.

**Challenge Days** - Many Friday mornings are dedicated to challenge day activities, where students work together to solve complex problems through the design process. We need all hands on deck for these exciting but crazy days!

**Engage** - We encourage families to talk about what their children are learning at school and engage with them. Thanks to our staff communication, parents are able to be informed of what is happening at school on a weekly and even daily basis, so they can ask pointed questions.

Parents and school staff are all on the same team, working together for the best of the student. The principal sends home an email at the end of every week, recapping the weeks activities and sharing photos, both for the enjoyment of parents and also to provide a discussion starting point in the home regarding what their child is learning. The principal also emails all parents at the beginning of the week with any important whole school announcements, including practices and meetings. All teachers send home daily and/or weekly assignment lists so parents know what is due each day. We also do announcements on the app "remind" which enables parents to receive text messages and alerts (if they have a smart phone). On the first day of every week, all students go home with a current grade check as well as all work from the previous week stapled in a packet, with teacher feedback. We have monthly STAff chat meetings, where parents are encouraged to share ideas with staff and hear about what is going on with the school.

We communicate, in as many ways as we possibly can with parents, and encourage them to communicate back with us.

## 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									
Expulsions									

## School Safety Plan – Most Recent Year

Sherman Thomas STEM Academy has a safety plan that is reviewed periodically, updated annually, and kept in the office. It is presented to our local governing board at a regularly scheduled board meeting, reviewed, voted on, and sent to the Madera Unified School District (our authorizer). The Safety Plan is reviewed in detail with all staff during in-service days, before the start of school. Monthly safety drills are conducted with all students and staff. Staff review procedures during our staff meetings.

## 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	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	96.0%

NOTE: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6												

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		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	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site				
District	N/A	N/A		\$68273
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$6574	\$77824
Percent Difference – School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2016-17)**

We opened August 21, 2017. Therefore, we did not have any programs, services, or expenditures for the 2016-17 school year, because there were not students, as we did not yet exist.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42060	\$48522
Mid-Range Teacher Salary	\$66195	\$75065
Highest Teacher Salary	\$85059	\$94688
Average Principal Salary (Elementary)	\$112029	\$119876
Average Principal Salary (Middle)	\$116124	\$126749
Average Principal Salary (High)	\$121472	\$135830
Superintendent Salary	\$204000	\$232390
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teaching staff have 10 in-service days, spread out before, during, and after the school year. These days are primarily used for collaboration. Times have been set aside for general school information as well as professional development. The focus of these professional development sessions has been on classroom management and instructional strategies. In addition, every Friday is a half day and staff meet together for collaboration and planning.

In March, 2017, the entire teaching staff went to the National Science Teacher Association Conference in Los Angeles for 4 days to focus on science instruction - projects, methodology, resources, etc.

In November, 2017, the entire teaching staff went to the Charter School Development Center Conference for 2 days, to learn more about laws specific to charters as well as gain information on a variety of instructional programs.

During the 2017-18 school year, all teachers are allowed a \$1500 allotment for professional development to attend the conference of their choosing. They are also allowed one sub day per semester to observe a local teacher. For all of these experiences, staff are expected to come back and share with the remainder of the team on what was learned/gained.