

Sherman Thomas STEM Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

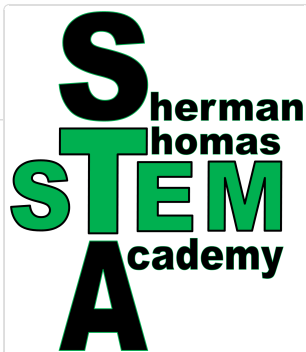
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



Jamie Brock, Principal

Principal, Sherman Thomas STEM Academy

About Our School

Sherman Thomas Science, Technology, Engineering, and Mathematics (STEM) Academy is a high-achieving middle school (serving grades 6-8) that is dedicated to academic excellence. Our goal is to develop both academically and socially successful students in preparation for high school and postsecondary education, to be competitive, contributing, and productive members of the 21st century global economy.

Contact

Sherman Thomas STEM Academy
51 East Adell St.
Madera, CA 93638

Phone: 559-871-5490
E-mail: jabrock@stcsca.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Madera Unified
Phone Number	(559) 675-4500
Superintendent	Todd Lile
E-mail Address	toddile@maderausd.org
Web Site	http://www.madera.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Sherman Thomas STEM Academy
Street	51 East Adell St.
City, State, Zip	Madera, Ca, 93638
Phone Number	559-871-5490
Principal	Jamie Brock, Principal
E-mail Address	jabrock@stcsca.org
Web Site	www.shermanthomasacademy.org
County-District-School (CDS) Code	20652430134510

Last updated: 1/21/2019

School Description and Mission Statement (School Year 2018—19)

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 school was August 21, 2017. 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.

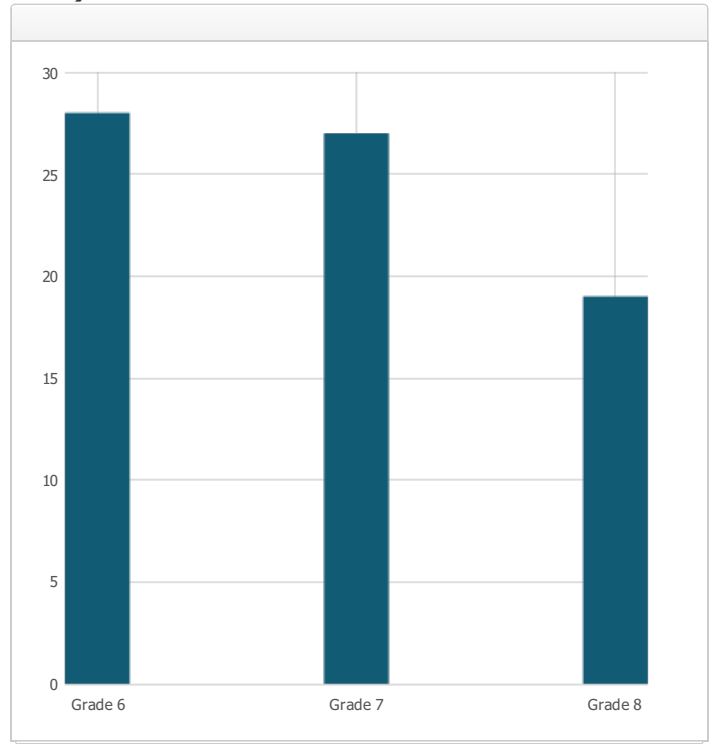
The mission of Sherman Thomas STEM Academy is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.

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 of college.

Last updated: 1/21/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	28
Grade 7	27
Grade 8	19
Total Enrollment	74



Last updated: 1/21/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	4.1 %
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	1.4 %
Hispanic or Latino	62.2 %
Native Hawaiian or Pacific Islander	%
White	31.1 %
Two or More Races	%
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.0 %
English Learners	2.7 %
Students with Disabilities	10.8 %
Foster Youth	%

A. Conditions of Learning

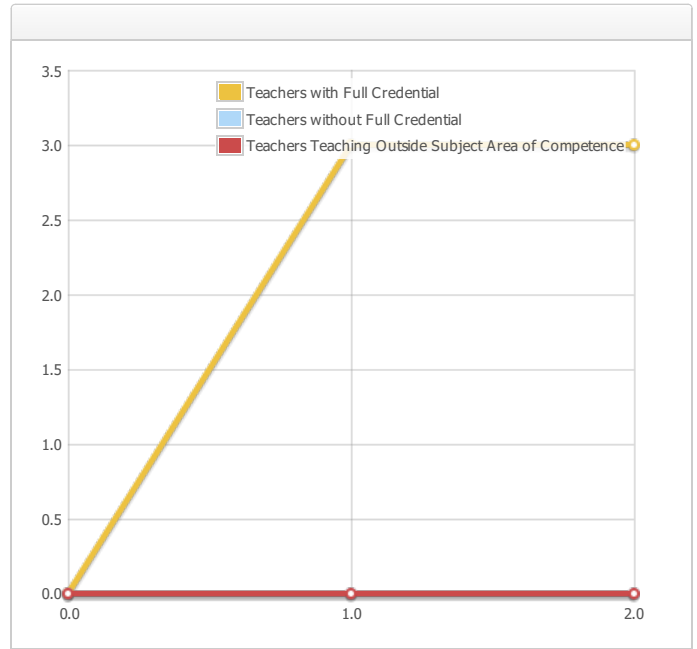
State Priority: Basic

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

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	0	3	3	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/21/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/21/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials are aligned to California Common Core Standards.		0.0 %
Mathematics	Textbooks and instructional materials are aligned to California Common Core Standards.		0.0 %
Science	Instructional materials are aligned to national Next Generation Science Standards (as well as CA-NGSS).		0.0 %
History-Social Science	Textbooks and instructional materials are aligned to California State Standards.		0.0 %
Foreign Language			0.0 %
Health	Instructional materials are aligned to California State Standards.		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

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 2017 and the grounds in December 2017. Therefore, everything is relatively new (just over a year of use), and as such, is in excellent working condition.

We are a single building school site. Our classroom space, main office, principal office, teach work 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 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 ensure that all work orders are being processed and completed in a timely manner.

Last updated: 1/21/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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Last updated: 1/21/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)		74.0%		33.0%		50.0%
Mathematics (grades 3-8 and 11)		54.0%		23.0%		38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter 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.

Last updated: 1/21/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.00%	73.61%
Male	47	47	100.00%	70.21%
Female	25	25	100.00%	80.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	45	45	100.00%	68.89%
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	86.36%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	37	37	100.00%	75.68%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/21/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.00%	54.17%
Male	47	47	100.00%	48.94%
Female	25	25	100.00%	64.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	45	45	100.00%	48.89%
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	68.18%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	37	37	100.00%	48.65%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/21/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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

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

Last updated: 1/21/2019

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 2017—18)

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	23.1%	30.8%	46.2%

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.

Last updated: 1/21/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 parents and work together to help our children grow, educationally and 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 each week with any important 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 message 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 communicate in as many ways as we possibly can with parents, and encourage them to communicate back with us.

State Priority: Pupil Engagement

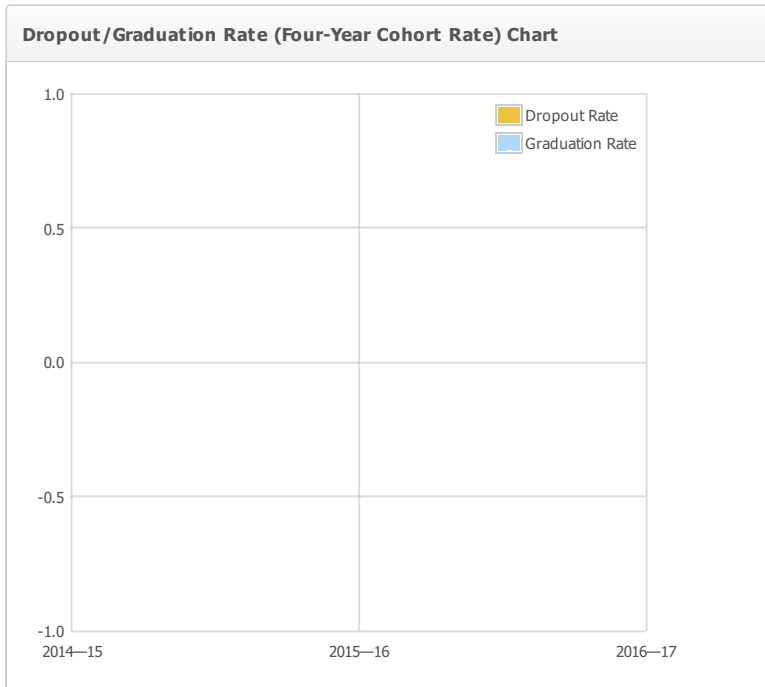
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	7.9%	6.7%	10.7%	9.7%
Graduation Rate	--	--	89.7%	90.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.4%	9.1%
Graduation Rate	--	87.1%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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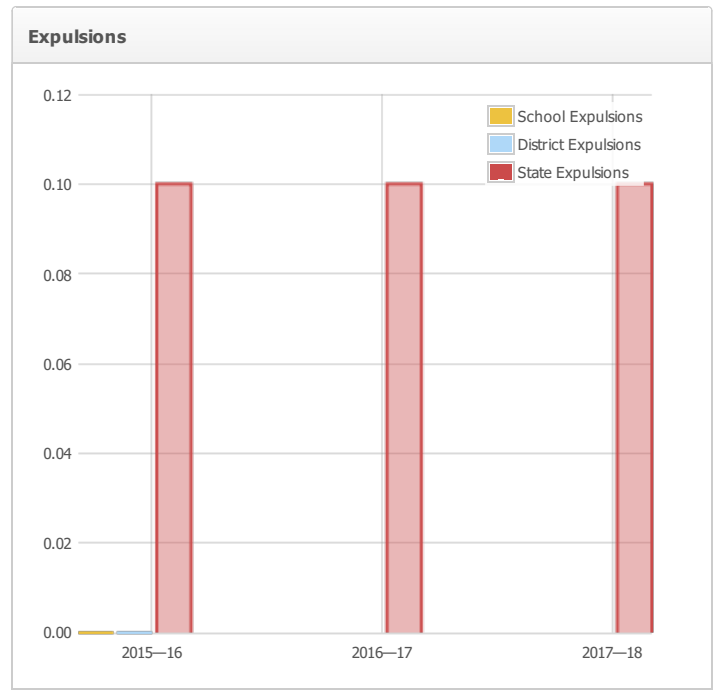
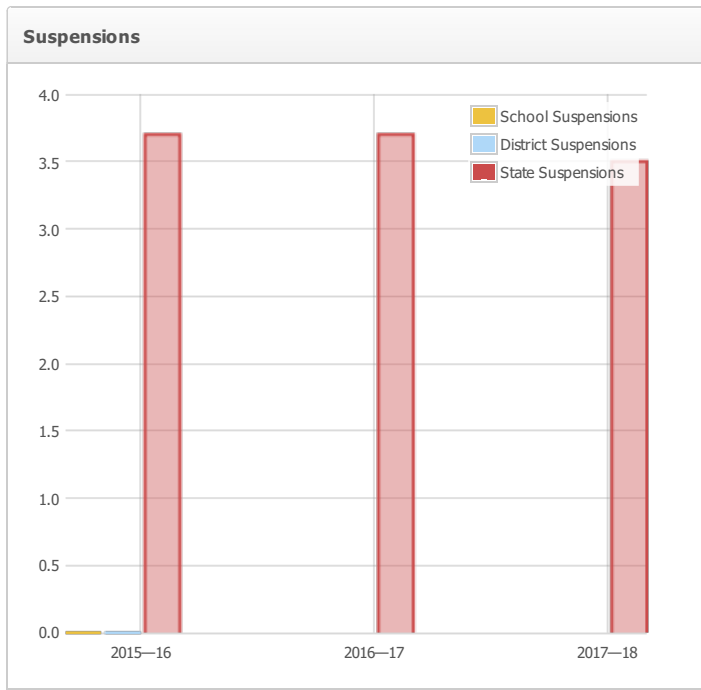
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/21/2019

School Safety Plan (School Year 2018—19)

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 with all staff during in-service days, before the start of school. Regular drills are conducted with all students and staff. Staff review procedures during our staff meetings.

Last updated: 1/21/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.0		1	
Other**				

* 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.

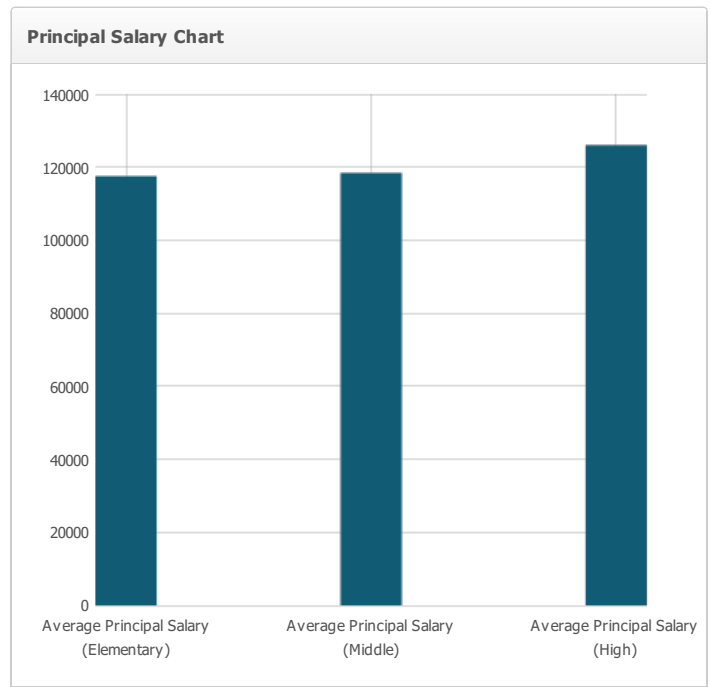
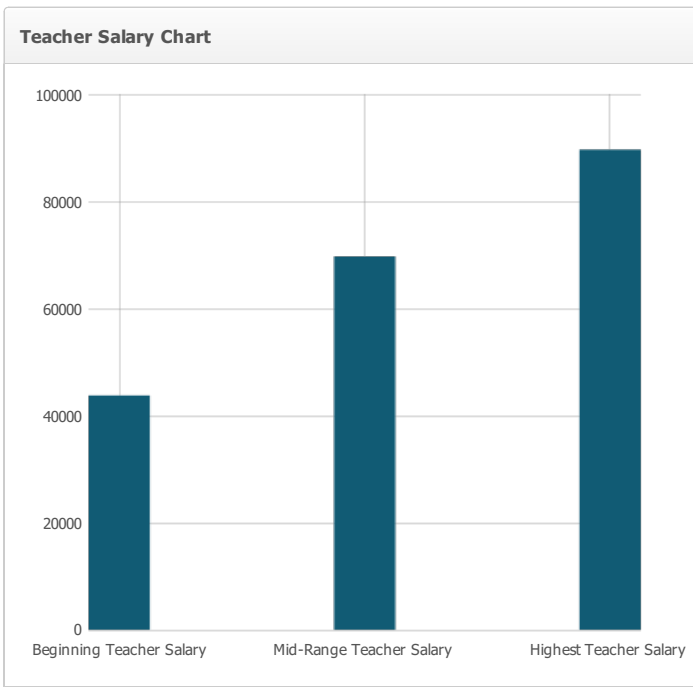
Last updated: 1/21/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$43,742	\$49,512
Mid-Range Teacher Salary	\$69,711	\$77,880
Highest Teacher Salary	\$89,647	\$96,387
Average Principal Salary (Elementary)	\$117,540	\$123,139
Average Principal Salary (Middle)	\$118,429	\$129,919
Average Principal Salary (High)	\$126,032	\$140,111
Superintendent Salary	\$204,000	\$238,324
Percent of Budget for Teacher Salaries	30.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/21/2019

Professional Development

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.

The entire teaching staff has attended three conferences since March 2017, as a team - the National Science Teacher Association, Charter School Development Center Leadership Institute, and the International Literacy Association conferences. Each of these provided staff with a variety of instructional strategies, as well as updates regarding charter and education law.

In addition, all teachers are allowed one sub day per semester to observe a local teacher, and then report back on things they observed.

Last updated: 1/21/2019