

# Sherman Thomas STEM Academy

## School Accountability Report Card Reported Using Data from the 2018—19 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.

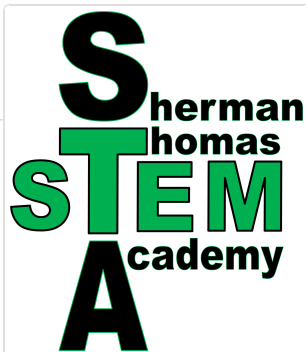
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Madera Unified
<b>Phone Number</b>	(559) 675-4500
<b>Superintendent</b>	Todd Lile
<b>Email Address</b>	<a href="mailto:toddile@maderausd.org">toddile@maderausd.org</a>
<b>Website</b>	<a href="http://www.madera.k12.ca.us">http://www.madera.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Sherman Thomas STEM Academy
<b>Street</b>	51 East Adell St.
<b>City, State, Zip</b>	Madera, Ca, 93638
<b>Phone Number</b>	559-871-5490
<b>Principal</b>	Jamie Brock, Principal
<b>Email Address</b>	<a href="mailto:jabrock@stcsca.org">jabrock@stcsca.org</a>
<b>Website</b>	<a href="http://www.shermanthomasacademy.org">www.shermanthomasacademy.org</a>
<b>County-District-School (CDS) Code</b>	20652430134510

*Last updated: 1/18/2020*

### School Description and Mission Statement (School Year 2019—20)

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.

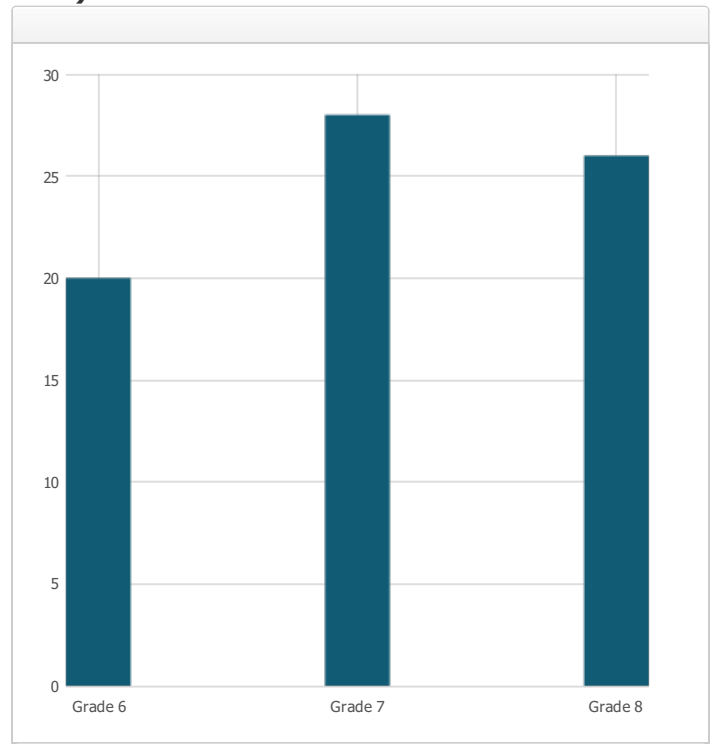
The mission of Sherman Thomas STEM Academy is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing strong worth ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.

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 reasons we wish to remain 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: 1/18/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	20
Grade 7	28
Grade 8	26
<b>Total Enrollment</b>	<b>74</b>



Last updated: 1/18/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.70 %
American Indian or Alaska Native	%
Asian	1.40 %
Filipino	1.40 %
Hispanic or Latino	63.50 %
Native Hawaiian or Pacific Islander	%
White	29.70 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.90 %
English Learners	4.10 %
Students with Disabilities	8.10 %
Foster Youth	%
Homeless	%

## A. Conditions of Learning

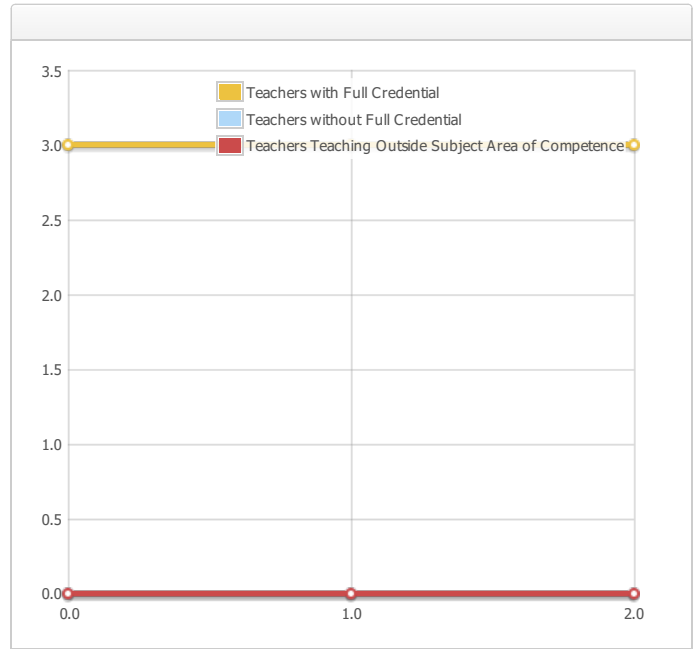
### State Priority: Basic

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	3	3	3	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/18/2020

#### 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.

Last updated: 1/18/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Instructional materials are aligned to California Common Core Standards		0.00 %
Mathematics	Textbooks and instructional materials are aligned to the California Common Core Standards. We use <i>Math in Focus</i> , <i>Singapore Math by Marshall Cavendish</i> , distributed by Houton Mifflin Harcourt (Courses 1-3).		0.00 %
Science	Instructional materials are aligned to the national Next Generation Science Standards (as well as CA-NGSS).		0.00 %
History-Social Science	Textbooks and instructional materials are aligned to the California History-Social Science framework. We use the curriculum, <i>IMPACT California Social Studies</i> , distributed by McGraw Hill Education (grades 6-8).		0.00 %
Foreign Language			0.00 %
Health	Instructional materials are aligned to the California State Standards		0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	N/A

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

Last updated: 1/18/2020

## 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 two years of use), and as such, is in excellent condition.

We are a single building school site (75' x 70' = 5,250 square feet). Our classroom space, main office, principal office, teacher work room, and bathrooms are all located in one 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: 1/18/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

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

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
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*Last updated: 1/18/2020*

## 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)	74.0%	76.0%	33.0%	35.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	65.0%	23.0%	22.0%	38.0%	39.0%

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: 1/18/2020*

**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	75	75	100.00%	0.00%	76.00%
Male	49	49	100.00%	0.00%	79.59%
Female	26	26	100.00%	0.00%	69.23%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	47	47	100.00%	0.00%	70.21%
Native Hawaiian or Pacific Islander					
White	23	23	100.00%	0.00%	86.96%
Two or More Races					
Socioeconomically Disadvantaged	32	32	100.00%	0.00%	65.63%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/18/2020*



**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	75	75	100.00%	0.00%	65.33%
Male	49	49	100.00%	0.00%	69.39%
Female	26	26	100.00%	0.00%	57.69%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	47	47	100.00%	0.00%	57.45%
Native Hawaiian or Pacific Islander					
White	23	23	100.00%	0.00%	82.61%
Two or More Races					
Socioeconomically Disadvantaged	32	32	100.00%	0.00%	59.38%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/18/2020*

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
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.

*Last updated: 1/18/2020*

# 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 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
7	14.80%	29.60%	37.00%

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.

*Last updated: 1/18/2020*

## 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)

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 the 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 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

*Last updated: 1/18/2020*

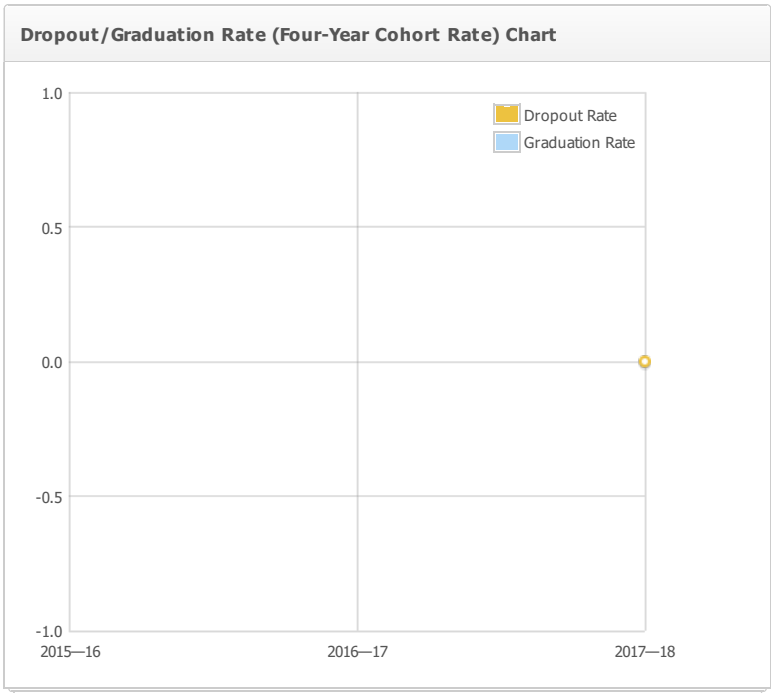
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	6.70%	9.70%
Graduation Rate	--	90.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	0.00%	5.40%	5.50%	9.10%	9.60%
Graduation Rate	--	--	87.10%	88.00%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/18/2020*

# 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	--	0.00%	3.80%	7.50%	6.60%	6.50%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	0.20%	0.40%	0.30%	0.10%	0.10%	0.10%

*Last updated: 1/18/2020*

## School Safety Plan (School Year 2019—20)

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: 1/18/2020*

## 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 (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	28.00		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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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	20.00	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.





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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	1	1	0
Mathematics	22.00	1	1	0
Science	22.00	1	1	0
Social Science	22.00	1	1	0

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	0	2	0
Mathematics	27.00	0	2	0
Science	27.00	0	2	0
Social Science	27.00	0	2	0

\* 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.

*Last updated: 1/18/2020*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8600.33	\$1617.68	\$6982.64	\$52316.00
District	N/A	N/A	--	\$74582.00
Percent Difference – School Site and District	N/A	N/A	--	35.09%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	7.23%	44.24%

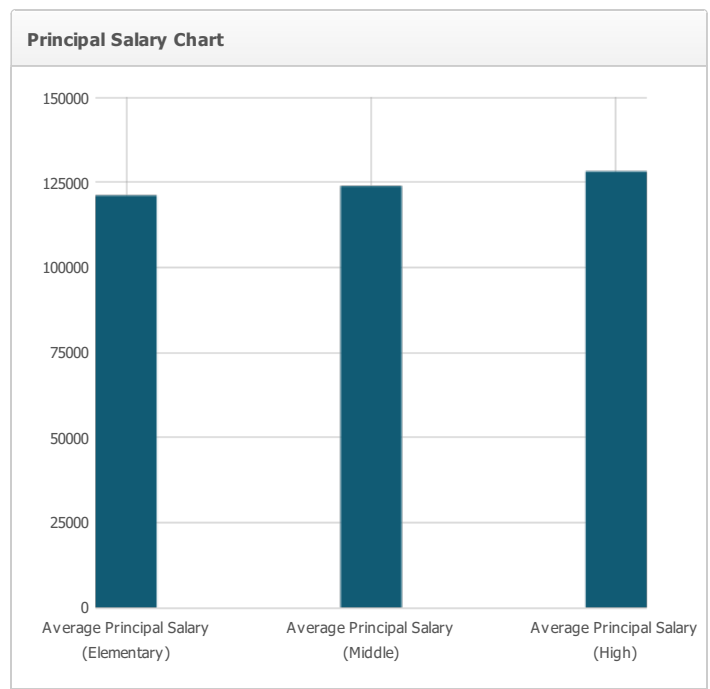
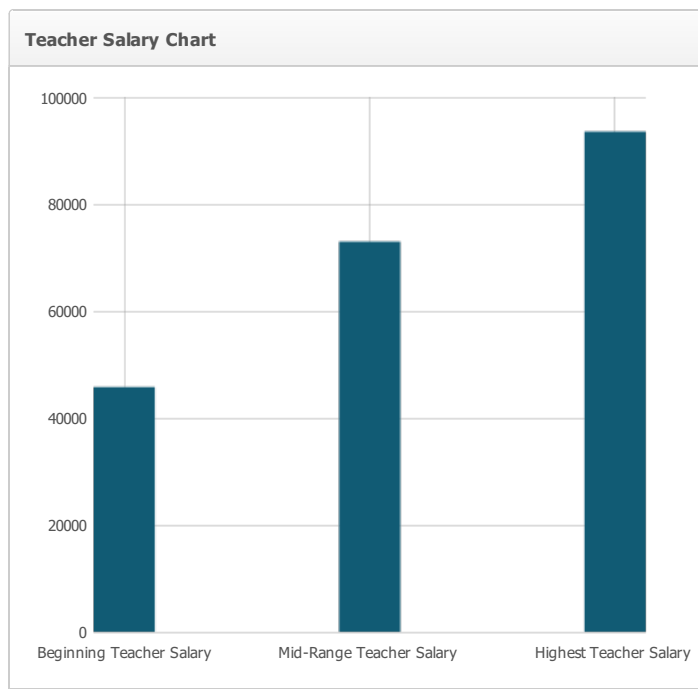
Note: Cells with N/A values do not require data.

*Last updated: 1/27/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (Elementary)	\$121,113	\$126,896
Average Principal Salary (Middle)	\$123,871	\$133,668
Average Principal Salary (High)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810
Percent of Budget for Teacher Salaries	30.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/18/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	12