Sherman Thomas STEM Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 101 West Adell St.
Madera, CA , 93638-0877

Principal: Jamie Brock, Principal

Phone: (559) 598-0228

Grade Span: 6-8

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

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

- For more information about the LCFF or the 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).

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Jamie Brock, Principal

📍 Principal, Sherman Thomas STEM Academy

About Our School

Contact

Sherman Thomas STEM Academy
101 West Adell St.
Madera, CA 93638-0877

Phone: (559) 598-0228
Email: jabrock@stcsca.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Madera Unified
Phone Number	(559) 675-4500
Superintendent	Lile, Todd
Email Address	toddlile@maderausd.org
Website	www.madera.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Sherman Thomas STEM Academy
Street	101 West Adell St.
City, State, Zip	Madera, CA , 93638-0877
Phone Number	(559) 598-0228
Principal	Jamie Brock, Principal
Email Address	jabrock@stcsca.org
Website	https://stcsca.org/sherman-thomas-stem-academy/
Grade Span	6-8
County-District-School (CDS) Code	20652430134510

## School Description and Mission Statement (School Year 2025–26)

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 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 a strong work ethic and higher-level critical thinking skills needed to solve problems in the 21st century world.

One way we work towards 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 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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	25
Grade 7	24
Grade 8	26
Total Enrollment	75
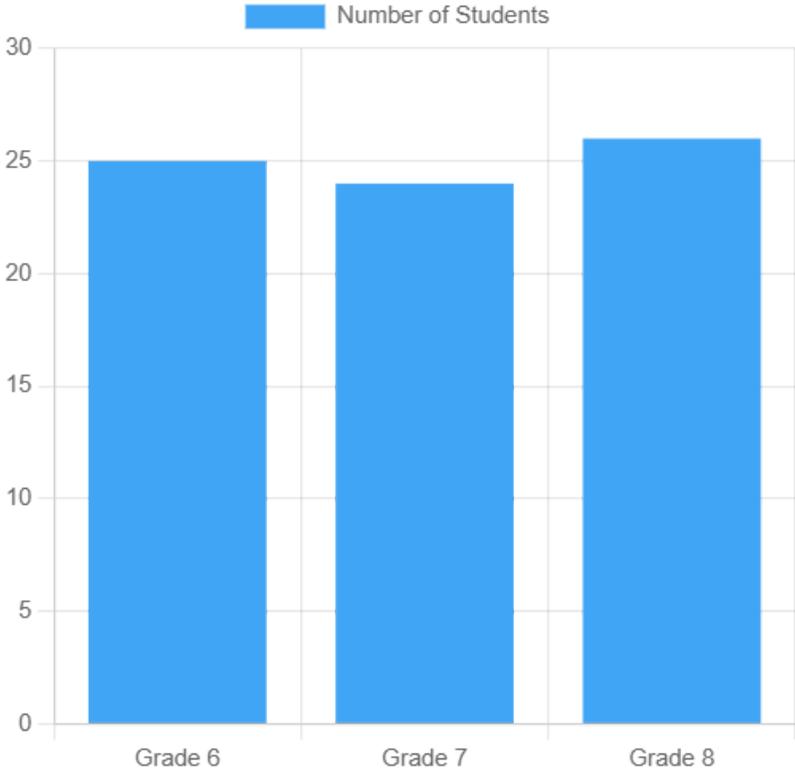
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	44.00%
Male	56.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.30%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	66.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.70%
White	25.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	36.00%
Students with Disabilities	2.70%

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	100.00%	850.50	83.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	28.20	2.77%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	59.00	5.79%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	23.70	2.33%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	57.50	5.64%	15831.90	5.67%
Total Teaching Positions	2.70	100.00%	1019.00	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	100.00%	834.80	80.77%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	38.20	3.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	49.50	4.80%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	37.70	3.65%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	73.10	7.08%	14303.80	5.15%
Total Teaching Positions	2.70	100.00%	1033.50	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	100.00%	853.20	81.35%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	41.90	4.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	43.50	4.15%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	41.30	3.94%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	68.70	6.56%	13705.80	4.91%
Total Teaching Positions	2.70	100.00%	1048.80	100.00%	278927.10	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials are aligned to the California Common Core Standards. Each grade reads certain novels. 6th grade reads The One and Only Ivan, Horten's Miraculous Mechanisms, City of Ember, Prince Caspian, Percy Jackson and the Lightening Thief, and Artemis Fowl. 7th grade reads King Arthur, Little Women, A Christmas Carol, A Midsummer Night's Dream, and the Hobbit. 8th grade reads Carry on Mr. Bowditch, The Strange Case of Dr. Jekyll and Mr. Hyde, Frankenstein, The Narrative of the Life of Frederick Douglass an American Slave, Animal Farm, The Giver, and The Westing Game.	0
Mathematics	Textbooks and instructional materials are aligned to the California Common Core Standards. We use *Math in Focus, Singapore Math by Marshall Cavendish*, distributed by Houghton Mifflin Harcourt (Courses 1-3).	0
Science	Instructional materials are aligned to national Next Generation Science Standards.	0
History-Social Science	Textbooks and instructional materials are aligned to the California History-Social Science Framework. We use the curriculum, *IMPACT California Social Studies,* distributed by McGraw Hill Education (grades 6-8).	0
Foreign Language		0
Health	Instructional materials are aligned to the California State Standards.	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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 8 years old - and for just over one year of that we were closed due to the Pandemic), and as such, is still in good condition.

We are a single building school (75' x 70' = 5250 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 riverscape and several diverse plants. We also have a security fence that encloses our entire campus, as well as a greenhouse, and two storage sheds.

At the beginning of the 2023-24 school year, we also had rain gutters installed around the building.

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

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

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: September 2025

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	82%	85%	32%	33%	47%	48%
Mathematics (grades 3-8 and 11)	74%	73%	20%	20%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100.00%	0.00%	85.33%
Female	33	33	100.00%	0.00%	84.85%
Male	42	42	100.00%	0.00%	85.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	51	51	100.00%	0.00%	86.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	18	100.00%	0.00%	77.78%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	85.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100.00%	0.00%	73.33%
Female	33	33	100.00%	0.00%	69.70%
Male	42	42	100.00%	0.00%	76.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	51	51	100.00%	0.00%	72.55%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	18	100.00%	0.00%	77.78%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	62.96%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	85.71%	80.77%	16.34%	17.99%	30.73%	32.52%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	26	100.00%	0.00%	80.77%
Female	--	--	--	--	--
Male	17	17	100.00%	0.00%	76.47%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	17	100.00%	0.00%	82.35%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	13	100.00%	0.00%	61.54%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

One of our core values at Sherman Thomas STEM Academy (STA) states that, "Parents are the first and primary teachers. They are responsible for their 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 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 receive upcoming information for the rest of the 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 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 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 alerts. On the first day of every week, all students go home with a current grade check as well as work from the previous week 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):
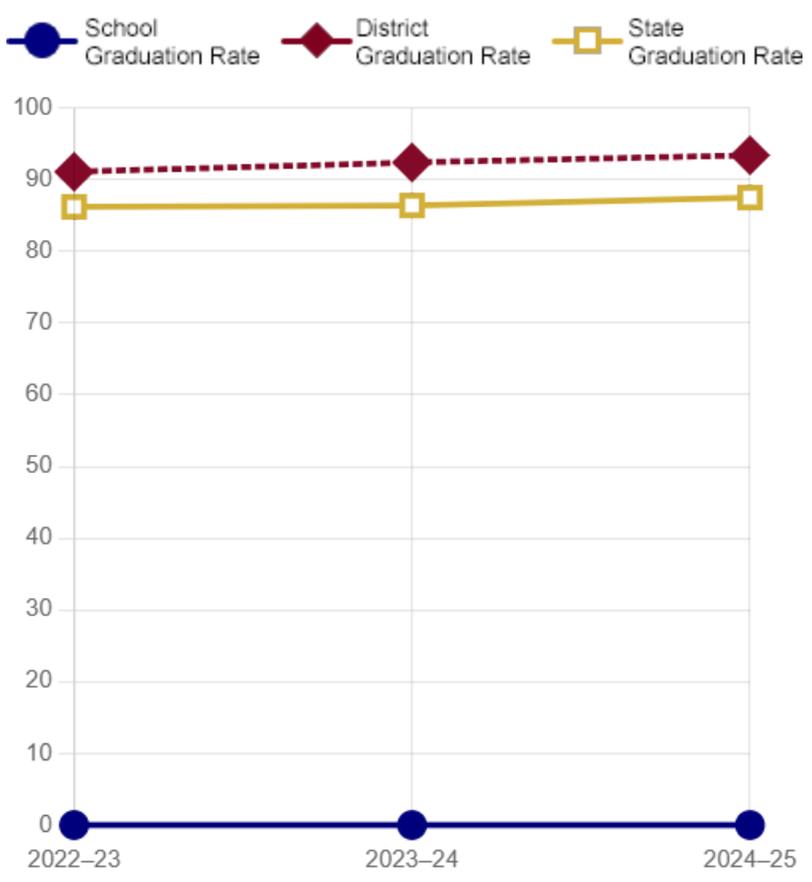
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

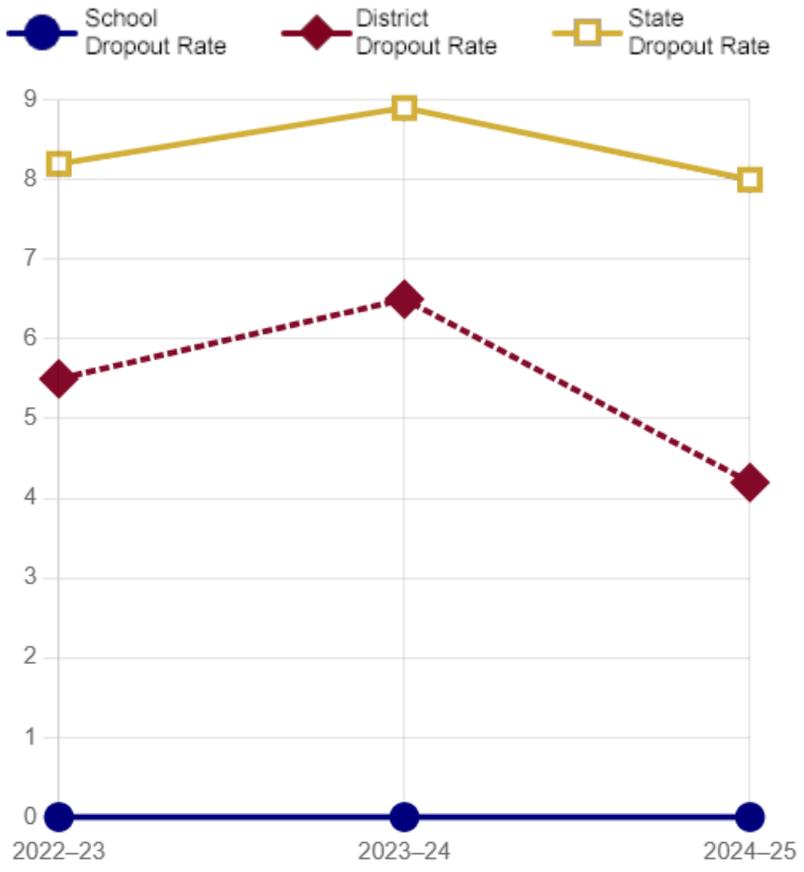**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate				91.1%	92.4%	93.4%	86.2%	86.4%	87.5%
Dropout Rate				5.5%	6.5%	4.2%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates

	2022–23	2023–24	2024–25
School Dropout Rate	0	0	0
District Dropout Rate	5.5	6.5	4.2
State Dropout Rate	8.15	8.9	7.95

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	76	76	0	0.0%
Female	33	33	0	0.0%
Male	43	43	0	0.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	51	0	0.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	19	0	0.0%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	27	27	0	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	1.32%	0.00%	0.00%	5.03%	3.91%	3.94%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.31%	0.28%	0.14%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Sherman Thomas STEM Academy has a school 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, and voted on, and sent to Madera Unified School District (our authorizer). The Safety Plan is reviewed with staff during our in-service days before the start of school. Regular drills are conducted with all students and staff. Staff review procedures during our staff meetings.

The most recent Safety Plan was approved in February 2025. It is currently being reviewed and discussions are being held with all stakeholders to update it and present it to our board in February 2026.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	24.00	0	1	0
Other**	0.00	0	0	0

* 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 2023–24)

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	23.00		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 2024–25)

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	25.00		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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	1	1	0
Mathematics	25.00	1	1	0
Science	25.00	1	1	0
Social Science	25.00	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 2023–24)

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

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0.1

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13376.80	$2862.48	$10514.32	$86305.00
District	N/A	N/A	--	$87670.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$103743.00
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 2024–25)

We provide targeted intervention to students based on needs. Our intervention program runs 2-3 week units, based on teacher input of need. The topics vary and have included remedial academics, social/emotional supports, as well as leadership support for high achieving students. Who is in intervention varies throughout the year, with most students being in at least one unit throughout the course of the year, so there is no "stigma" for being in the intervention group for the week.

In addition to intervention, which is available for all students, we also have a 504 coordinator who works with teachers to ensure that all students receive the support/accommodations in their plan. We also have an EL Coordinator who works with the teachers to make sure that students receive the supports and targeted instruction to help increase fluency. She also works with students in several of the intervention blocks of time for designated support, in addition to integrated instruction provide by the classroom teacher. We also have an RSP teacher who ensures that all students on an Individualized Education Plan (IEP) are receiving their instructional minutes as well as all accommodations and/or modifications. They work with the teacher to help them implement components of the IEP.

We have found that may of our students struggle with organization and remembering what they need to do. We teach all kids tools that they can use to help them. We also communicate regularly with students and parents to support them. All students and parents get a weekly grid of the week that shows all work that needs to be completed and on which days. Teachers also post on their board what supplies students need to have when they come to class.

In the past, we have also conducted a mental health day (mini conference) for the whole school to give them strategies to help with various common middle school concerns (ie. Anxiety, Depression, Identity, Executive Function, Friendship, Leadership, Peer Pressure, etc.). Students attended sessions based on a survey they had completed. We had our mental health conference in the 2024-25 school year. We also hired a part time counselor (10% FTE) in the 2024-25 school year (who is also currently working with students, in the 2025-26 school year).

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53862.00	$62783.30
Mid-Range Teacher Salary	$85833.00	$97783.34
Highest Teacher Salary	$109939.00	$128020.33
Average Principal Salary (Elementary)	$142696.00	$160224.36
Average Principal Salary (Middle)	$145719.00	$166991.85
Average Principal Salary (High)	$153382.00	$180970.82
Superintendent Salary	$266200.00	$313465.36
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
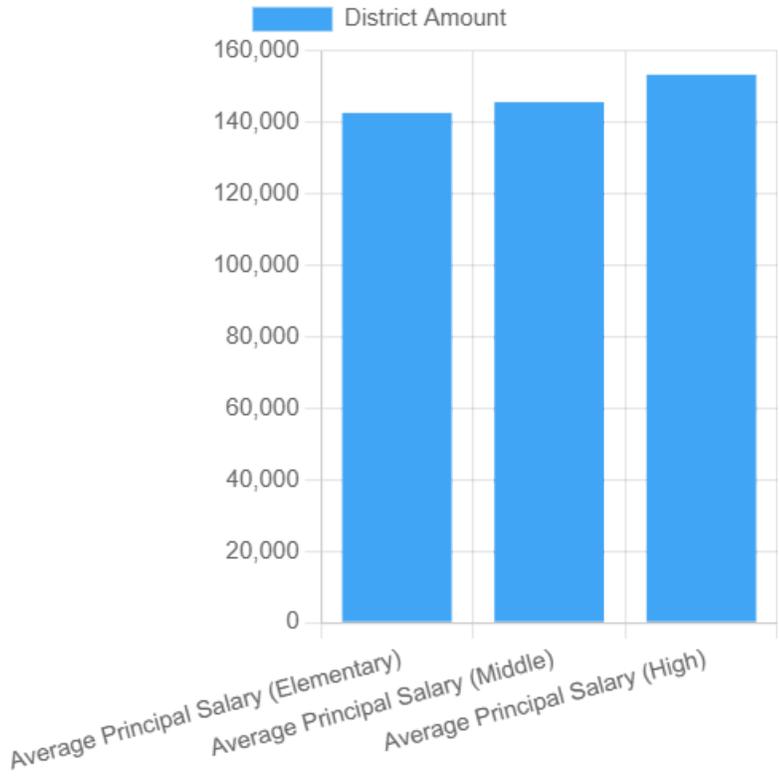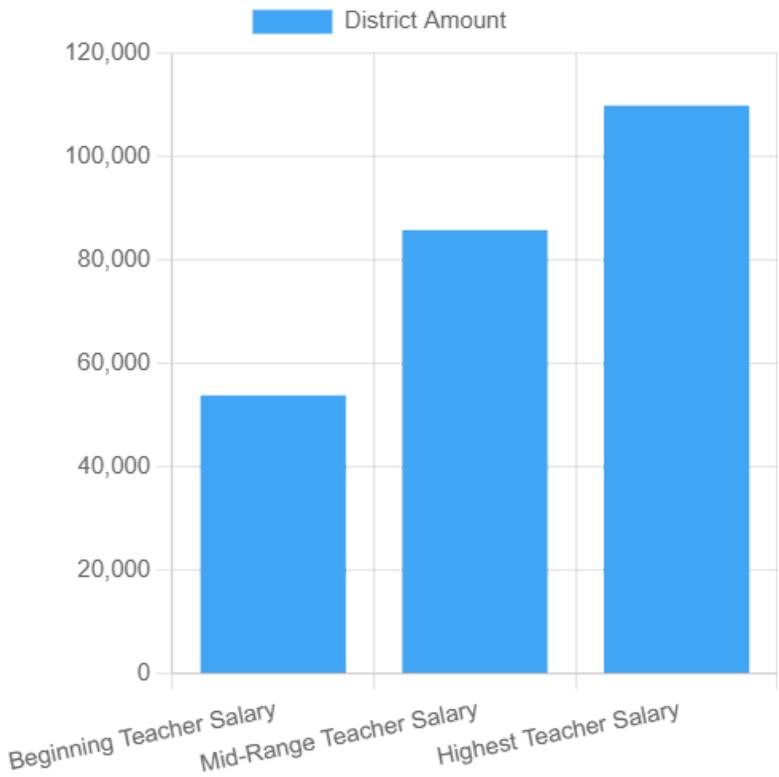
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

SARC Calculations
2023-2024 Fiscal Data
STCS STEM

Per Pupil Expenditures Calculation

	Restricted	Unrestricted	Total Rest & Unrestricted
Total Expenditures	$ 215,459.01	$ 807,837.61	$ 1,023,296.62
Exclude:			
Func 3700 & 8500	$ -	$ 16,424.57	$ 16,424.57
Expenses for Per Pupil Calculations:	$ 215,459.01	$ 791,413.04	$ 1,006,872.05
2023-2024 P-2 ADA	**75.27**		
Per Pupil Expenditures	$ 2,862.48	$ 10,514.32	$ 13,376.80

Average Teacher Salary Calculation

Total Teacher Salaries	$ 267,545.99	Admin Salaries	$ 51,695.57
2023-24 Teacher FTE's:	3.10		
Average Teacher Salary	$ 86,305		
Beginning Teacher Salary	$ 71,167		
Mid-Range Teacher Salary	$ 77,327		
Highest Teacher Salary	$ 89,025		
Average Principal Salary (Elem)	N/A		
Average Principal Salary (Middle)	$ 25,776		
Average Principal Salary (High)	N/A		
Superintendent Salary	$ 25,920		
% of Budget for Teacher Salaries	26.57%		
% of Budget for Admin Salaries	5.10%		

Total Expenditures	$	1,006,872.05
Teacher Salaries	$	267,545.99
As % of Total		26.57%
Administrative Salaries	$	51,695.57
As % of Total		5.10%

SL 12.5.25