

**Sherman Thomas STEM Academy**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School Year**  
**California Department of Education**

**Address:** 51 E. Adell Street  
Madera, CA , 93638

**Principal:** Jamie Brock

**Phone:** (559) 871-5490

**Grade Span:** 6th-8th

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, Sherman Thomas STEM Academy

## About Our School

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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

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Sherman Thomas STEM Academy  
51 E. Adell Street  
Madera, CA 93638

Phone: (559) 871-5490  
Email: [jabrock@stcsca.org](mailto:jabrock@stcsca.org)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

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

### School Contact Information (School Year 2024–25)

<b>School Name</b>	Sherman Thomas STEM Academy
<b>Street</b>	51 E. Adell Street
<b>City, State, Zip</b>	Madera, CA , 93638
<b>Phone Number</b>	(559) 871-5490
<b>Principal</b>	Jamie Brock
<b>Email Address</b>	jabrock@stcsca.org
<b>Website</b>	<a href="https://stcsca.org/sherman-thomas-stem-academy/">https://stcsca.org/sherman-thomas-stem-academy/</a>
<b>Grade Span</b>	6th-8th
<b>County-District-School (CDS) Code</b>	20652430134510

## School Description and Mission Statement (School Year 2024–25)

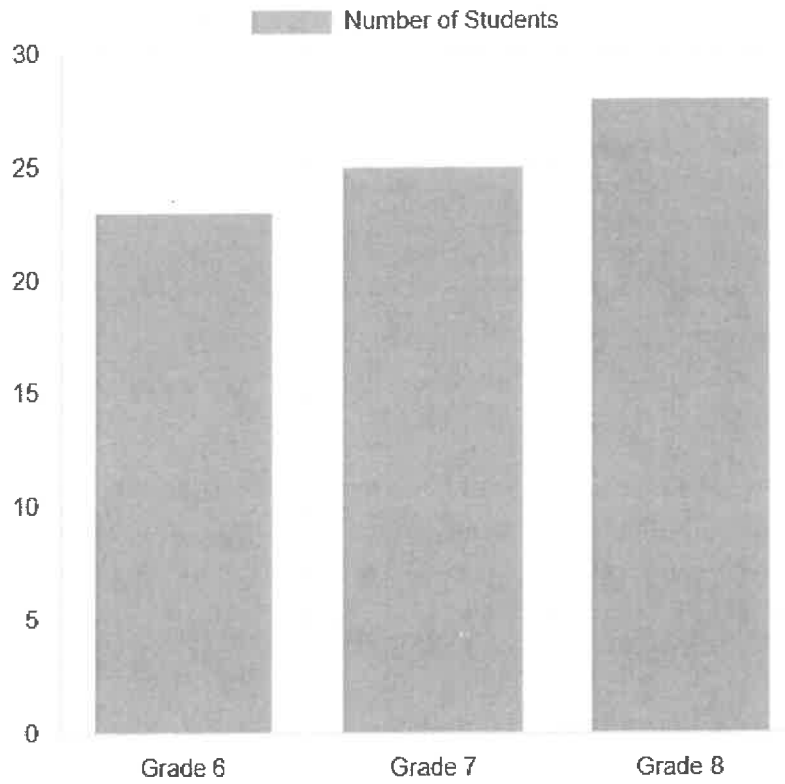
We are a 6th-8th grade Science, Technology, Engineering, and Mathematics (STEM) middle school with a college and career emphasis, located in the heart of California. Our opening day was August 21, 2017. There is one class per grade level, with approximately 25 students in each grade. We do not desire 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 2023–24)

Grade Level	Number of Students
Grade 6	23
Grade 7	25
Grade 8	28
<b>Total Enrollment</b>	<b>76</b>



## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	52.60%	English Learners	2.60%
Male	47.40%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	5.30%	Socioeconomically Disadvantaged	43.40%
Black or African American	0.00%	Students with Disabilities	1.30%
Filipino	1.30%		
Hispanic or Latino	69.70%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	2.60%		
White	19.70%		

## 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 2020–21)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	100.00%	821.90	85.09%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	25.70	2.67%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	44.60	4.62%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	15.10	1.57%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	58.40	6.05%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>2.70</b>	<b>100.00%</b>	<b>966.00</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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 2021–22)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
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%
<b>Total Teaching Positions</b>	<b>2.70</b>	<b>100.00%</b>	<b>1019.00</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	100.00%	834.80	80.77%	231142.40	100.00%
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%
<b>Total Teaching Positions</b>	<b>2.70</b>	<b>100.00%</b>	<b>1033.50</b>	<b>100.00%</b>	<b>277698</b>	<b>100%</b>

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	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

### Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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 2024–25)

Year and month in which the data were collected: January 2025

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	<p>Instructional materials are aligned to the California Common Core Standards.</p> <p>Each grade reads certain novels. 6th grade reads <i>The One and Only Ivan</i>, <i>Horton's Miraculous Mechanisms</i>, <i>City of Ember</i>, <i>Prince Caspian</i>, <i>Percy Jackson and the Lightning Thief</i>, and <i>Artemis Fowl</i>. 7th grade reads <i>King Arthur</i>, <i>Little Women</i>, <i>A Christmas Carol</i>, <i>A Midsummer Night's Dream</i>, and <i>The Hobbit</i>. 8th grade reads <i>Carry On</i>, <i>Mr. Bowditch</i>, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>, <i>Frankenstein</i>, <i>The Narrative of the Life of Frederick Douglass an American Slave</i>, <i>Animal Farm</i>, <i>The Giver</i>, and <i>The Westing Game</i>.</p>	0
Mathematics	<p>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 Houghton Mifflin Harcourt (Courses 1-3).</p>	0
Science	<p>Instructional materials are aligned to the national Next Generation Science Standards.</p>	0
History-Social Science	<p>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).</p>	0
Foreign Language		0
Health	<p>Instructional materials are aligned to the California State Standards.</p>	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 7 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: November 2024

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: November 2024

Overall Rating	Good
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## 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**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	87%	82%	31%	32%	46%	47%
Mathematics (grades 3-8 and 11)	64%	74%	18%	20%	34%	35%

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 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	76	76	100.00%	0.00%	81.58%
Female	40	40	100.00%	0.00%	82.50%
Male	36	36	100.00%	0.00%	80.56%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00%	0.00%	83.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	81.25%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	79.41%
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 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	76	76	100.00%	0.00%	73.68%
Female	40	40	100.00%	0.00%	72.50%
Male	36	36	100.00%	0.00%	75.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00%	0.00%	73.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	75.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	67.65%
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**

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
Science (grades 5, 8, and high school)	78.26%	85.71%	14.88%	16.34%	30.29%	30.73%

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 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	28	28	100.00%	0.00%	85.71%
Female	18	18	100.00%	0.00%	77.78%
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00%	0.00%	85.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0%	0%	0%
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%	84.62%
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 2023–24)

##### 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 administration 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 2024–25)

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 chaperons 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



**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	76	76	1	1.3%
Female	40	40	0	0.0%
Male	36	36	1	2.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	1	1.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	0	0.0%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	34	34	1	2.9%
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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	2.63%	1.32%	0.00%	3.95%	5.03%	3.91%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.25%	0.31%	0.28%	0.07%	0.08%	0.07%

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 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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 2024–25)**

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 2024. It is currently being reviewed and discussions are being held with all stakeholders to update it and present it to our board in February 2025.

### 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 2021–22)

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 2022–23)**

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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 (Secondary) (School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	24.00		2	
Mathematics	24.00		2	
Science	24.00		2	
Social Science	24.00		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 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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.

**Student Support Services Staff (School Year 2023–24)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.04
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other**	0.20

\* 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 2022–23)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13012.00	\$2622.00	\$10390.00	\$82197.00
District	N/A	N/A	--	\$85135.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$97756.00
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 2023–24)**

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.

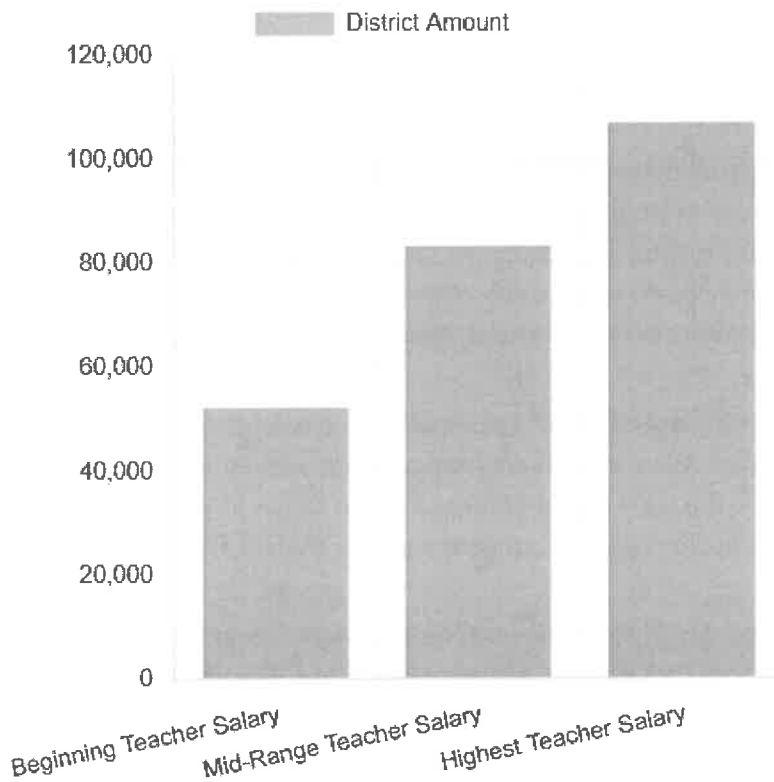
We have found that may of our students struggle with organization and remembering what they need to do. We teach all kids tools that they can use to help them. We also communicate regularly with students and parents to support them. All students and parents get a weekly grid of the week that shows all 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.

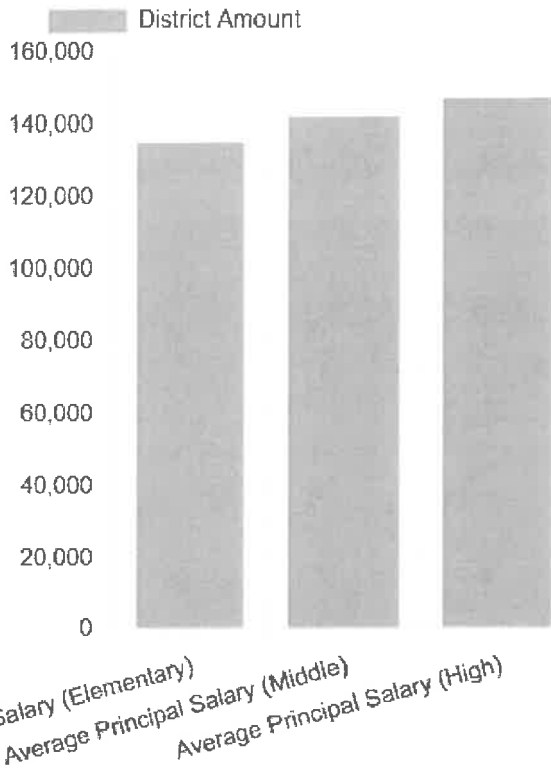
In the past, we have also conducted a mental health day (mini conference) for the whole school to give them strategies to help with various common middle school concerns (ie. Anxiety, Depression, Identity, Executive Function, Friendship, Leadership, Peer Pressure, etc.). Students attended sessions based on a survey they had completed. While these services were not provided in the 2023-24 school year, based on student, staff, and parent input in the 2023-24 school year we have hired a part time counselor (10% FTE) and had our mental health conference in the fall of this year (2024-25).

**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$52344.00	\$59550.52
Mid-Range Teacher Salary	\$83415.00	\$93855.38
Highest Teacher Salary	\$107046.00	\$120219.41
Average Principal Salary (Elementary)	\$135049.00	\$151525.18
Average Principal Salary (Middle)	\$142294.00	\$158215.46
Average Principal Salary (High)	\$147206.00	\$171086.56
Superintendent Salary	\$266200.00	\$300043.16
Percent of Budget for Teacher Salaries	25.06%	31.00%
Percent of Budget for Administrative Salaries	4.40%	4.91%

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





**Professional Development**

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

