Sherwood Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/.

2024-25 School Contact Information

School Name	Sherwood Elementary School
Street	110 S. Wood St.
City, State, Zip	Salinas
Phone Number	8317535650
Principal	Everardo Marquez
Email Address	emarquez@salinascityesd.org
School Website	https://sites.google.com/salinascity.k12.ca.us/sherwoodsharks/home
Grade Span	K-6
County-District-School (CDS) Code	27661426026611

2024-25 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Rebeca Andrade
Email Address	randrade@salinascityesd.org
District Website	www.salinascityesd.org

2024-25 School Description and Mission Statement

Welcome to Sherwood Elementary School, home of the Sharks. Our school-wide goal is to increase the percentage of students who meet or exceed standards in ELA and Maths according to the California Assessment of Student Performance and Progress (CAASPP).

We are a Title I school currently supporting 889 students in grades TK through 6. Our school is composed of 37 General Ed Classes, TK through sixth grade, one RSP class, and 2 TIP SDC classes, We host 2 general Preschool classes, 2 SDC preschool classes, a Migrant preschool class, and 1 State preschool class. 80.8% percent of our students are

2024-25 School Description and Mission Statement

Socioeconomically Disadvantaged. 74.9% percent of our students are English Learners. 98.93% of our students are Hispanic/Latino. 73% of our students are Homeless. 7.3% of our students are in Sped Ed.
our staff is dedicated to all students' academic success and social development.

Our students, staff, and parents are well-versed in our three school rules: Respectful, Responsible, and Ready to Learn. Our staff is highly skilled and committed to meeting the rigor and cognitive demands of 21st-century learning. We are a Professional Learning Community school. Our goal is to provide the best possible education for every student by reaching their full potential through an educational program that addresses intellectual, physical, and social development. Sherwood School sets high academic standards for all teachers and students within a safe and positive learning environment. Instruction focuses on the California State Standards, and assessment results are continuously utilized to meet short-term goals. These goals and the ability to progress, monitor, and offer necessary interventions enable us to meet the academic needs of every student. Teachers are integral to the learning cycle as they focus on instruction, curriculum, and each student's social and personal needs. We focus on fully integrating students, parents, staff, and the community into our educational program and process. Our school aims to develop students who are productive citizens, lifelong learners, and critical thinkers and can contribute successfully to a culturally diverse society.

Our Mission statement is to prepare students to think critically, communicate, collaborate, and innovate in a diverse, technology-rich, global society. Our vision is that through shared accountability for all of our students throughout the school, a strong core instructional program, research-validated intervention programs, and a well-developed program improvement process we will become an exemplary school in serving our student population and community. Team members will ensure that every student learns grade-level curriculum and is supported in her/his need for assistance in meeting California content standards as they reflect the Common Core Standards. We are a caring and committed staff who will regularly reflect upon:

- Breaking down barriers that impede school-wide teamwork between all members of our school community (including parents)
- Essential learning goals and curricular content
- Successful instructional strategies and techniques
- Analysis of student need to drive instruction and positive behavior support
- Professional development to exemplify education as a life-long opportunity
- Social development as a key to becoming caring and conscientious citizens

We have demonstrated excellence in our Response to Intervention model and take pride in our ability to provide highly differentiated learning for our students' wide range of ability levels. Our shift to a standards-based curricular program, combined with small group instruction, can be also credited as contributing factors to our students' success. To support the transition to the common core standards, Benchmark, Designated ELD instruction, Integrated ELD instruction, small group instruction, Reading Club, and Lexia were introduced to provide staff support. Sherwood continues to be a district leader in Response to Intervention (RTI). Our kindergarten team continued to have an all-day schedule and thus was able to provide highly qualified academic support for our Kinder intervention program. The focus is to target and support Kindergarten students in the area of early literacy skills. Kindergarten teachers received 90 minutes of instructional aide support daily. The paraeducators received training in early literacy instruction, which increased their ability to remediate learning gaps in young learners. First and second-grade students received the support of our small group instruction intervention program, Dreambox, LEXIA, Reading club, and teacher-led targeted after-school interventions. Third through sixth-grade students who are not meeting standards benefit from Dreambox, and LEXIA intervention programs and our Reading club. Our Intervention teacher, after school program, Best and Education Safety Time (BEST), also provided student support in academic, enrichment, and recreational programs. Overall, these supplemental services are highly beneficial to our students.

Sherwood students also have many extended learning opportunities on-site, such as Coding, NASA, Spelling Bee competitions, afterschool intervention programs, sports, visual performing arts, After School Education & Safety Program (ASES), also known in our community as the BEST Program, and Student Council. We aim to give our students as many additional experiences and exposure as possible to connect and compete with our global society.

We recognize that our families and community are valued partners in our student's social, emotional, and academic development. We actively seek the involvement of parents and community members. Through this support, we can provide fun family experiences at the school site, such as our annual Winter Celebration, Fall Carnival, and Day of the Child Carnival. The opportunity to join our parent groups, such as the Parent Teacher Group, School Site Council, and ELAC, is greatly welcomed and encouraged, and volunteers for all our events.

Please come and visit Sherwood School the Home of the Sharks!

Major Achievements:

2024-25 School Description and Mission Statement

- Platinum recognition by the California PBIS Coalition for PBIS strategies for the 2023-2024 school year.
- Fieldtrips and assemblies provide enrichment for students
- Student Leadership Opportunities: Student Council, Morning Greeters, Playworks Junior Coaches.
- Our school-wide commitment to the Professional Learning Community with a focused problem of practice across all grade levels.
- Full-time Parent Coordinator.
- Parnerships with the Salinas Public Libraries
- Four student service teachers from CSUMB.
- Our multi-tiered support system has provided students and parents with a sense of connection to school and learning, and they feel happy and safe to be here.
- 7 Intervention para-educators assess and monitor all students and target those struggling with foundational reading skills. Ninety-eight students receive push-in, push-out, and small group target instruction, thus closing achievement gaps.
- Daily Designated ELD time and focus. Ongoing collaboration to monitor progress and improve teacher capacity around EL strategies to increase the number of students who reclassify.
- 6th-grade students participated in the Scripps Spelling Bee at site and county levels.
- One-to-one technology devices in all grades.
- After-school intervention opportunities aligned with our Problem of Practice (PoP)
- Increased attendance for our Saturday Academic Attendance Recovery Coordinated program (AARC)
- Each classroom has an Viewsonic (Smart Board)
- 2 Full-time counselor for counseling services to meet the socio-emotional needs of our students.
- Assemblies that connect students to our global society, such as Fall, Winter, and Spring Festivals, Anti-Bullying (OLWEAUS)
- Two Reading Is Fundamental (RIF) dates are scheduled in the year for students to take home a free book of their choice.
- Partnership with Compass Church through donations of backpacks, Christmas gifts to the neediest families, and uniform donations.
- Parental Engagement opportunities via classes, presentations, and conferences

Focus on Improvement:

- High-leverage ELD strategies to optimize daily Designated ELD time (Scaffolds, SDAIE, Thinking Maps Strategies)
- Continue to improve our Professional Learning Community using our data team/cycles
- Create and remain loyal to our Common Formative Assessments and collaboration to revisit and improve teaching and learning
- Improve building teacher capacity around the implementation of math foundational skills to build fluency in primary grades that will meet the demands of upper-grade rigor
- Improve building teacher capacity around implementing reading and writing skills to meet the demands of the common core rigor.

We want to continue to celebrate student success by recognizing our students of the month, honor roll students, citizens of the month, students who Meet/Exceed on the state SBAC test in ELA and Math, top A.R. readers, and students with perfect attendance. We also enforce pro-social behavior with "Shark Bucks," our school's monetary system. We like to see our students being respectful, responsible, and ready to learn daily.

We aim to maintain and strengthen our parent and community partnerships to support student and site needs for success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	136
Grade 1	105
Grade 2	117
Grade 3	129
Grade 4	128
Grade 5	136
Grade 6	138
Total Enrollment	889

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.6
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	0.6
English Learners	76.2
Foster Youth	0.2
Homeless	69.2
Migrant	10.6
Socioeconomically Disadvantaged	95.7
Students with Disabilities	6.6

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.

2020-21 Teacher Preparation and Placement

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)	36.50	85.88	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.35	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.06	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.35	11.00	2.99	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.35	6.00	1.63	18854.30	6.86
Total Teaching Positions	42.50	100.00	368.40	100.00	274759.10	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.

2021-22 Teacher Preparation and Placement

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)	33.00	82.50	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	12.50	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.50	8.00	2.14	11953.10	4.28
Unknown/Incomplete/NA	1.00	2.50	2.00	0.53	15831.90	5.67
Total Teaching Positions	40.00	100.00	374.50	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.

2022-23 Teacher Preparation and Placement

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)	34.70	83.25	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	4.79	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.18	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	2.00	4.79	9.00	2.31	14303.80	5.15
Total Teaching Positions	41.70	100.00	389.30	100.00	277698	100

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	2021-22	2022-23
Permits and Waivers	2.00	2.00	1
Misassignments	1.00	3.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	5.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	7.8	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.60	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

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

School Facility Conditions and Planned Improvements

Bus drop off and restroom modernization along with a new shade structure is scheduled for the 2023-24 school year. A school roofing replacement project is scheduled for the 2024-25 school year.

Year and month of the most recent FIT report	05/02/2024

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	16	18	24	25	46	47
Mathematics (grades 3-8 and 11)	19	20	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	527	526	99.81	0.19	17.68
Female	252	251	99.60	0.40	18.33
Male	275	275	100.00	0.00	17.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	515	514	99.81	0.19	17.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	347	346	99.71	0.29	6.65
Foster Youth	--	--	--	--	--
Homeless	373	372	99.73	0.27	16.94
Military	0	0	0	0	0
Socioeconomically Disadvantaged	511	510	99.80	0.20	17.25
Students Receiving Migrant Education Services	49	49	100.00	0.00	12.24
Students with Disabilities	50	50	100.00	0.00	6.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	527	526	99.81	0.19	19.77
Female	252	251	99.60	0.40	15.94
Male	275	275	100.00	0.00	23.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	515	514	99.81	0.19	19.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	347	346	99.71	0.29	11.27
Foster Youth	--	--	--	--	--
Homeless	373	372	99.73	0.27	18.82
Military	0	0	0	0	0
Socioeconomically Disadvantaged	511	510	99.80	0.20	19.80
Students Receiving Migrant Education Services	49	49	100.00	0.00	18.37
Students with Disabilities	50	50	100.00	0.00	2.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.80	8.21	14.08	15.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	134	100.00	0.00	8.21
Female	57	57	100.00	0.00	7.02
Male	77	77	100.00	0.00	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	129	129	100.00	0.00	7.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	82	82	100.00	0.00	1.22
Foster Youth	0	0	0	0	0
Homeless	97	97	100.00	0.00	8.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	132	100.00	0.00	8.33
Students Receiving Migrant Education Services	13	13	100.00	0.00	7.69
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	99%	99%	99%	99%	100%

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.

2024-25 Opportunities for Parental Involvement

The goal of parental involvement in education is to establish a collaborative partnership between parents/guardians and educators to support the academic success, well-being, and holistic development of students. Parental involvement is recognized as a key factor in fostering positive educational outcomes for students. In the 2024-2025 school year, we will have 2 full-time parent coordinators. With our 2 parent coordinators, we have or will offer the following to all of our parents and families: Computer Classes, English as a Second Language(ESL) classes, fitness and nutrition, emotional health and parenting classes such as Cara y Corazon, Strengthening Families, PIQUE, Parents of Power, and Positive Discipline, - all on campus. When newcomers arrive at Sherwood our parent coordinator helps facilitate the intake interview and connects them with local agencies.

We believe that a strong partnership between home and school is crucial for the success of our students. The Family Resource Center is one of the ways we strive to support you on this journey, as part of our ongoing commitment to helping our school community. The Family Resource Center is a dedicated space to provide resources and support for our school families. Whether you need assistance with educational resources, information on community services, or have specific needs, our FRC is here to help.

Services provided by the Family Resource Center include:

- Access to educational materials and resources
- Information on community programs and services
- Assistance with navigating school-related processes
- Referrals to local support agencies

Attendance at our School Site Council and ELAC meetings continues to be strong and consistent. We continued to provide parents support in their endeavors to take an active role in supporting school celebrations, volunteering for our school safety program, and helping teachers in the classrooms. Our Parent Coordinators will provide parent and community events to encourage school participation and parent involvement. Both the Principal and the Vice Principals are very visible and available to schedule a meeting with parents upon request. For information about how you can be involved, please contact our Parent Coordinators at (831) 753-5650.

2024-25 Opportunities for Parental Involvement

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	941	930	144	15.5
Female	454	448	68	15.2
Male	487	482	76	15.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	921	910	138	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	728	717	92	12.8
Foster Youth	--	--	--	--
Homeless	652	646	96	14.9
Socioeconomically Disadvantaged	908	897	138	15.4
Students Receiving Migrant Education Services	100	100	15	15.0
Students with Disabilities	77	75	14	18.7

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: 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

This table displays suspensions data.

Suspensions								
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
2.18	0.93	0.43	2.31	1.81	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.22	0.00
Male	0.62	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	0.43	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	0.55	0.00
Foster Youth	0.00	0.00
Homeless	0.15	0.00
Socioeconomically Disadvantaged	0.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.30	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.

2024-25 School Safety Plan

In 2024-2025, Sherwood School will continue to have a fully surrounding security fence with electronically-controlled perimeter access gates: for 4 pedestrians and 2 vehicles. These gate systems ensure that all visitors enter through the main office when school is in session. Visitors are required to sign in at the school office and receive a visitor's pass (Raptor Technologies). Staff

2024-25 School Safety Plan

members report anyone without a pass to the school office. Students who leave before the end of the school day must be signed out by a responsible adult at the school office. The office at Sherwood was remodeled and the benefits of this remodel include a glass visitor window, as well as increased visibility, and increased communication with parents and visitors. In the 2023-2024 school year, we have allocated resources to fund three campus supervisors during the school day to enhance student safety. Campus supervisors play a crucial role in maintaining a secure and positive school environment. Their presence contributes to various aspects of school safety and well-being.

In the 2024-2025 school year, Sherwood continued having a school safety committee composed of administrations and teachers. We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on campus. Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom system and VOIP telephones are located in each classroom. Improved door hardware was recently installed that allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus 30 minutes before the start of instruction for breakfast only. Ten minutes before the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by teachers during recess. During the lunch period, supervision is provided by classified staff and the principal/vice-principal. The principal/vice-principal continually oversees the supervision of students. The principal/vice-principal and a morning supervisor help with safety on the school grounds and help monitor student behavior before and after school.

We review and revise our School Safety Plan annually and it is approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after-school programs, 3 times annually); lockdown & shelter-in-place (after-school programs 2 times annually) and earthquake/twice a year. We also participated in the Monterey County Disaster Drill which took place in October 2024. We share safety concerns at staff meetings and review procedures. Site administration participates in monthly District Safety Meetings.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	25		5	
2	25		5	
3	23		6	
4	27		5	
5	31		4	
6	28		4	
Other	8	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	3	
1	24		5	
2	25		5	
3	25		5	
4	27		5	
5	26		5	
6	26		5	
Other	9	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	21	1	4	
2	23		5	
3	26		5	
4	25		5	
5	27		5	
6	27		5	
Other	3	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	493.89

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7681	580	7101	72405.04
District	N/A	N/A	8220	$87,565
Percent Difference - School Site and District	N/A	N/A	-14.6	-19.0
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-41.1	-28.4

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:
Site-Funded Services for the 2024-2025 school year:
1. After School Academic Intervention/Enrichment classes
2. Academic enrichment field trip
3. Additional Staff Collaboration time
4. Sports Program
5. Lunch Clubs
6. 3 Campus Supervisors
7. Extra Paraeducators
8. Professional development for teachers

Site-Funded Services for the 2023-2024 school year:
1. After School Academic Intervention/Enrichment classes
2. Academic enrichment field trip

Fiscal Year 2023-24 Types of Services Funded

3. Additional Staff Collaboration time
4. Sports Program
5. Lunch Clubs
6. 3 Campus Supervisors
7. Extra Paraeducators
8. Professional development for teachers

Site-Funded Services for the 2022-2023 school year included:
1. After School Academic Intervention/Enrichment classes
2. Academic enrichment field trip
3. Additional Staff Collaboration time
4. Sports Program

DISTRICT - FUNDED SERVICES:
District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2024-2025 School Year include:
1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18.Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 School Year included:
1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
9. Academic enrichment field trips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,367	$58,553
Mid-Range Teacher Salary	$88,679	$93,924
Highest Teacher Salary	$112,513	$119,489
Average Principal Salary (Elementary)	$119,815	$149,898
Average Principal Salary (Middle)	$0	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$231,680	$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, Sherwood Elementary staff is participating in the following professional development:
1. Integrated ELD
2. Early Literacy
3. Data Team Process
4. Differentiate Instruction
5. PlayWorks
6. Integrated ELD
7. Thinking Maps

For the 2023-2024 school year, Sherwood Elementary staff is participating in the following professional development:
1. Integrated ELD
2. View-sonic Smart Board
3. Data Team Process
4. Differentiate Instruction
5. PlayWorks
6. Integrated ELD
7. Reflex Math

For the 2022-2023 school year, Sherwood Elementary staff is participated in the following professional development:
1. LEXIA
2. Data Team Process
3. OLWEUS
4. PlayWorks
5. PBIS
6. Integrated ELD
7. ELD
8. Differentiate Instruction
9. Small group instruction
10. Eureka Math
11. Dreambox & Reflex Math

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:
The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen

Professional Development

the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2024-2025 School Year:
1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

District Professional Development for the 2023-2024 School Year:
1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:
1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. Sonday Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4