

Sherwood Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 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	TK-6
County-District-School (CDS) Code	27661426026611

2025-26 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

2025-26 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 approximately 853 students in grades TK through 6. Our school comprises 37 General Education Classes, serving TK through sixth grade. We have a Dual Immersion Program in TK, Kinder, and 1st 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 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 Special Education (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

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that every student learns grade-level curriculum and is supported in their/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 needs 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 also be 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, Reading club, and teacher-led targeted after-school interventions. Third through sixth-grade students who are not meeting standards benefit from 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 students' 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 are needed for all our events.

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

Major Achievements:

- Platinum recognition by the California PBIS Coalition for PBIS strategies for the 2024-2025 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.
- Partnerships 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 the 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 a Viewsonic (Smart Board)

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- 2 Full-time counselors 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 collaborate 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	103
Grade 2	106
Grade 3	115
Grade 4	122
Grade 5	131
Grade 6	134
Total Enrollment	859

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.3
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	0.8
English Learners	73.1
Homeless	66.1
Migrant	11.3
Socioeconomically Disadvantaged	93.6
Students with Disabilities	7.8

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.

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	82.5	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	12.5	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.5	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	1	2.5	2	0.53	15831.9	5.67
Total Teaching Positions	40	100	374.5	100	279044.8	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.

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)	34.7	83.25	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	2	4.79	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	7.18	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	2	4.79	9	2.31	14303.8	5.15
Total Teaching Positions	41.7	100	389.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	80.49	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	6	14.63	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.44	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	1	2.44	4	1.01	13705.8	4.91
Total Teaching Positions	41	100	394.5	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	2.00	1	1
Misassignments	3.00	2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.00	3	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.8	5.1	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	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>.

2025-26 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 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	Benchmark Advance/Adelante February 13, 2017	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	0%
Science	National Geographic Learning - Cengage 2022	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	0%

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

School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

Year and month of the most recent FIT report

03/15/25

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 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.

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)	18	20	25	25	47	48
Mathematics (grades 3-8 and 11)	20	22	22	22	35	37

2024-25 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	507	494	97.44	2.56	20.45
Female	244	234	95.90	4.10	24.79
Male	263	260	98.86	1.14	16.54
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	497	485	97.59	2.41	20.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	302	289	95.70	4.30	7.27
Foster Youth	0	0	0	0	0
Homeless	354	342	96.61	3.39	19.30
Military	0	0	0	0	0
Socioeconomically Disadvantaged	484	472	97.52	2.48	20.34
Students Receiving Migrant Education Services	36	33	91.67	8.33	12.12
Students with Disabilities	50	50	100.00	0.00	4.00

2024-25 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	507	505	99.61	0.39	21.98
Female	244	242	99.18	0.82	16.94
Male	263	263	100.00	0.00	26.62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	497	495	99.60	0.40	21.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	302	300	99.34	0.66	11.67
Foster Youth	0	0	0	0	0
Homeless	354	352	99.44	0.56	22.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	484	482	99.59	0.41	21.37
Students Receiving Migrant Education Services	36	36	100.00	0.00	22.22
Students with Disabilities	50	50	100.00	0.00	10.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.21	7.63	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	131	99.24	0.76	7.63
Female	69	68	98.55	1.45	7.35
Male	63	63	100.00	0.00	7.94
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	130	129	99.23	0.77	6.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	89	88	98.88	1.12	1.14
Foster Youth	0	0	0	0	0
Homeless	90	89	98.89	1.11	7.87
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	125	99.21	0.79	6.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	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.

2024-25 California Physical Fitness Test Participation Rates

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	100%	100%	100%	100%	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.

2025-26 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 2025-2026 school year, we will have 1 full-time parent coordinator. With our parent coordinator, we have or will offer the following to all of our parents and families: Parent Leadership conferences, 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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	931	920	142	15.4
Female	456	450	67	14.9
Male	475	470	75	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	910	899	136	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	681	676	92	13.6
Foster Youth	--	--	--	--
Homeless	615	606	84	13.9
Socioeconomically Disadvantaged	880	870	133	15.3
Students Receiving Migrant Education Services	103	103	13	12.6
Students with Disabilities	95	93	15	16.1

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 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
0.93	0.43	1.29	1.81	1.89	1.71	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0.01	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29	0.00
Female	0.44	0.00
Male	2.11	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	1.32	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	1.03	0.00
Foster Youth	0.00	0.00
Homeless	1.14	0.00
Socioeconomically Disadvantaged	1.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.11	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.

2025-26 School Safety Plan

In 2025-2026, 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 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 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 2025-2026 school year, Sherwood continued having a school safety committee composed of administrators 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 2025. 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.

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	0
1	24	0	5	0
2	25	0	5	0
3	25	0	5	0
4	27	0	5	0
5	26	0	5	0
6	26	0	5	0
Other	9	3	0	0

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	0
1	21	1	4	0
2	23	0	5	0
3	26	0	5	0
4	25	0	5	0
5	27	0	5	0
6	27	0	5	0
Other	3	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	5	1	
1	20	2	3	
2	21	2	3	
3	23	1	4	
4	24	1	4	
5	26	1	4	
6	27		5	
Other	3	2		

2024-25 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	233.95

2024-25 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)	3.8
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$90,670
Percent Difference - School Site and District	N/A	N/A	-14.6	-19.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-41.1	-28.4

Fiscal Year 2024-25 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2025-2026 school year:

1. After-school Academic Intervention/Enrichment classes
2. Academic enrichment field trip
3. Additional Staff Collaboration time
4. Lunch Clubs
5. 3 Campus Supervisors
6. Extra Paraeducators
7. Professional development for teachers

SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year:

1. After-school Academic Intervention/Enrichment classes
2. Academic enrichment field trip

Fiscal Year 2024-25 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

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 Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,027	\$61,597
Mid-Range Teacher Salary	\$96,523	\$98,902
Highest Teacher Salary	\$116,082	\$126,340
Average Principal Salary (Elementary)	\$118,177	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$231,680	\$288,332
Percent of Budget for Teacher Salaries	24.11%	31.29%
Percent of Budget for Administrative Salaries	4.15%	5.38%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2025-2026 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

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

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 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 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4