Sherwood Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sherwood Elementary School
Street	819 Rumble Road
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-5200
Principal	Scott Ferreira
E-mail Address	sferreira@sylvan.k12.ca.us
Web Site	http://sherwoodes.sylvan.k12.ca.us/
CDS Code	50-71290-6053086

District Contact Information	
District Name	Sylvan Union Elementary School District
Phone Number	(209) 574-5000
Superintendent	Mrs. Debra M. Hendricks
E-mail Address	dhendricks@sylvan.k12.ca.us
Web Site	www.sylvan.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Sherwood Elementary opened its doors to educating children in grades Kindergarten through fifth grade in 1963. During the 2015-2016 school year, approximately 477 students were enrolled in kindergarten through fifth grade. We believe that a child's education is fostered by the school and families working together to provide a learning experience where the students will excel. Our mission is to teach students how to learn, to help them gain knowledge, and to promote a positive self-image and growth in a culture of safety and respect. Utilizing district-adopted curriculum the staff employs the most effective teaching strategies along with grade level collaboration time to ensure the students are receiving quality instruction in all academic areas. Assemblies are a time when the entire school comes together to celebrate each other and accomplishments. Through the analysis of data and communication between staff members, students are provided with an educational experience that incorporates strong academic goals, physical education, comprehensive music and art programs, and the development of life-long character skills which will help develop our students into successful adults.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	123
Grade 1	88
Grade 2	67
Grade 3	53
Grade 4	68
Grade 5	76
Total Enrollment	475

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.6
Asian	6.3
Filipino	1.1
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	1.3
White	44.8
Two or More Races	1.9
Socioeconomically Disadvantaged	58.1
English Learners	17.5
Students with Disabilities	12.6
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	19	24	407
Without Full Credential	0	1	2	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.1
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August, 2016

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 23, 2016 the Sylvan District Board of Trustees adopted Resolution 2016/2017 #03: Sufficiency of Instructional Materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (K-5) 2016	Yes	0
Mathematics	Eureka Math (K-6) 2014	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Macmillan Science (K-2) 2007 Houghton Mifflin Science (3-5) 2007	Yes	0
History-Social Science	Harcourt Reflections (K-5) 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cleaning Process: Sherwood Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Maintenance and Repair: The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order.The results of our inspections are the result of a continuous inspection thorough the year. Sherwood is in really good condition following the modernization. The roof on the MPR needs to be replaced and it is scheduled for the upcoming summer. The field will be re-leveled during the summer. A slide will be replaced on the playground. All exterior lighting has been retrofitted and four HVAC units were replaced. The maintenance department will continue forward with preventative maintenance and routine repair and maintenance throughout the year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Minor HVAC repairs throughout the year. Replaced 1 Bard unit on portable 4. Installed Johnson Controls to monitor and control the HVAC system.
Interior: Interior Surfaces	X			Replaced carpet on the stage and removed VCT and polished concrete in the MPR.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Year round pest prevention.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The parking lot was replaced in the summer of 2016. In good repair.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March, 2016				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	46	48	43	46	44	48
Mathematics	32	39	32	35	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	50	50	100.0	44.9
	4	64	62	96.9	53.2
	5	75	73	97.3	44.4
Male	3	20	20	100.0	40.0
	4	28	26	92.9	46.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	37	36	97.3	45.7
Female	3	30	30	100.0	48.3
	4	36	36	100.0	58.3
	5	38	37	97.4	43.2
Hispanic or Latino	3	15	15	100.0	33.3
	4	22	22	100.0	50.0
	5	30	28	93.3	46.4
White	3	27	27	100.0	53.9
	4	29	27	93.1	51.9
	5	28	28	100.0	46.4
Socioeconomically Disadvantaged	3	27	27	100.0	23.1
	4	40	39	97.5	43.6
	5	44	43	97.7	38.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	50	50	100.0	44.0
	4	64	63	98.4	42.9
	5	74	73	98.7	33.3
Male	3	20	20	100.0	50.0
	4	28	27	96.4	37.0
	5	37	36	97.3	40.0
Female	3	30	30	100.0	40.0
	4	36	36	100.0	47.2
	5	37	37	100.0	27.0
Hispanic or Latino	3	15	15	100.0	26.7
	4	22	22	100.0	40.9
	5	30	29	96.7	34.5
White	3	27	27	100.0	55.6
	4	29	28	96.5	35.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	27	27	100.0	37.0
Socioeconomically Disadvantaged	3	27	27	100.0	18.5
	4	40	40	100.0	37.5
	5	43	42	97.7	26.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	58	63	75	73	66	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	74	73	98.7	63.0
Male	37	36	97.3	69.4
Female	37	37	100.0	56.8
Hispanic or Latino	30	29	96.7	58.6
White	27	27	100.0	70.4
Socioeconomically Disadvantaged	43	42	97.7	59.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27	21.6	18.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Sherwood Elementary parents and community members are actively involved in both district and site level committees, and in the classrooms. Our School Site Council (SSC) and Parent Teacher Club (PTC) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Sherwood Elementary is fortunate to have a large number of family volunteers who provide assistance in the classroom as well as during field trips and school events. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website, newsletters, and information sent home in the weekly Communication Folder. Parents who wish to volunteer at Sherwood Elementary School may contact the school's office at (209) 574-5200.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	2.0	1.3	2.5	2.7	2.8	4.4	3.8	3.7
Expulsions	1.5	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Sherwood Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2015-2016 school year was formally approved by the school's School Site Council on 2/17/2016 . The school staff suggested final changes and had input on new assignments at the 8/10/2015 staff meeting. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	53.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	4		24	1	5		24	1	5	
1	28		2		22		3		22		3	
2	26		3		29		2		29		2	
3	31		2		24		3		24		3	
4	24		3		23		3		23		3	
5	27		3		22	1	3		22	1	3	
Other	9	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.076	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.46	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8506	3013	5493	75830
District	N/A	N/A	5384	$69,795
Percent Difference: School Site and District	N/A	N/A	2.0	8.6
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-3.2	0.9

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

Types of Services Funded (Fiscal Year 2015-16)

The Sylvan Union School District spent an average of $7,966 to educate each student (based on 2015-16 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per enrollment, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

• Title I, Low-Income and Neglected
• Title II, Teacher Quality/Principal Training/Technology Grants
• Title III, Immigrant Education Program/Limited English Proficiency Program
• Special Education
• Lottery: Instructional Materials
• After School Education and Safety
• Common Core State Standards
• MediCal Billing Option
• Ongoing and Major Maintenance Account

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,025	$44,573
Mid-Range Teacher Salary	$68,474	$72,868
Highest Teacher Salary	$91,321	$92,972
Average Principal Salary (Elementary)	$97,592	$116,229
Average Principal Salary (Middle)	$105,208	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$165,000	$201,784
Percent of Budget for Teacher Salaries	44%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

District wide during the last three years (2013-2014, 2014-2015, 2015-2016) school years over 300 days were dedicated to professional development in the areas of:

• Professional Learning Communities
• Common Formative Assessments
• Pyramid Response to Intervention
• Technology, including - District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction, Google
• AT&G/Gifted Student Instruction
• Academic Vocabulary
• Effective Teaching Strategies
• Common Core – Unpacking and aligning
• Common Core Standards - Math and English Language Arts
• English Language Development Standards
• Marzano Instructional Strategies
• 21st Century skills
• Social Emotional skills