Sherwood Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Sherwood Elementary
Street	819 Rumble Road
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-5200
Principal	Helen Chang
Email Address	hchang@sylvan.k12.ca.us
School Website	https://www.sylvan.k12.ca.us/schools/sherwood/index
County-District-School (CDS) Code	50-71290-6053086

2023-24 District Contact Information

District Name	Sylvan Union Elementary School District
Phone Number	(209) 574-5000
Superintendent	Mrs. Diolinda Peterson
Email Address	dpeterson@sylvan.k12.ca.us
District Website	www.sylvan.k12.ca.us

2023-24 School Description and Mission Statement

Sherwood Elementary opened its doors to educating children in grades Transitional Kindergarten through fifth grade in 1963. There are approximately 497 students enrolled in transitional 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 at Sherwood is to ensure all students will reach their target. It is our goal to teach and motivate students to become lifelong learners, independent thinkers, and to promote positive leadership and growth in a culture of safety and respect. We believe in celebrating students and creating a learning environment that embodies a positive school culture where we recognize academic and person growth. Through the analysis of data and communication between staff members, students and families we provide 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 members of our community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	67
Grade 2	85
Grade 3	90
Grade 4	71
Grade 5	68
Total Enrollment	482

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.2%
American Indian or Alaska Native	0.8%
Asian	7.9%
Black or African American	1%
Filipino	0.6%
Hispanic or Latino	48.3%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	6%
White	31.5%
English Learners	15.1%
Homeless	2.3%
Socioeconomically Disadvantaged	62.9%
Students with Disabilities	15.6%

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)	19.00	84.44	337.00	88.33	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	6.67	9.10	2.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.60	2.01	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.20	0.85	12115.80	4.41
Unknown	2.00	8.89	24.50	6.42	18854.30	6.86
Total Teaching Positions	22.50	100.00	381.50	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)	22.00	88.00	345.70	88.55	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	3.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.80	1.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.10	1.58	11953.10	4.28
Unknown	3.00	12.00	20.70	5.30	15831.90	5.67
Total Teaching Positions	25.00	100.00	390.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 29, 2023 the Sylvan District Board of Trustees adopted Resolution 2023-2024 #01: Sufficient Textbooks/Instructional Materials for students/staff.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advanced 2016 (K-5)	Yes	0
Mathematics	Eureka Math 2014 (K-6)	Yes	0
Science	Amplify 2020 (K-5)	Yes	0
History-Social Science	Studies Weekly 2019 (K) SAVVAS (Pearson) 2019 (1-5)	Yes	0

School Facility Conditions and Planned Improvements

Sherwood Elementary School is in good repair and is prepared for daily learning activities.

Summary of Most Recent Site Inspection:
Sherwood is in good repair and the site is being maintained to the standards of Sylvan Union School District.

Repairs Needed and Corrective Actions Taken or Planned:
Blacktop sealcoating will be performed in Autumn 2023.

Year and month of the most recent FIT report	7/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Minor HVAC repairs and routine maintenance performed throughout the year.
Interior: Interior Surfaces	X			Routine daily cleaning and polishing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Year round pest control is provided.
Electrical	X			The electrical panels are being evaluated for hot spots.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Minor repairs to the plumbing system were made throughout the year.
Safety: Fire Safety, Hazardous Materials	X			Smoke sensors are being cleaned and/ replaced as part of ongoing maintenance.
Structural: Structural Damage, Roofs	X			All roofing is in great shape after the system was re-coated a few summers ago.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground structures repaired as per inspector's notes.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	33	45	41	47	46
Mathematics (grades 3-8 and 11)	39	36	34	35	33	34

2022-23 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 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.

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	229	226	98.69	1.31	33.19
Female	116	114	98.28	1.72	36.84
Male	112	111	99.11	0.89	28.83
American Indian or Alaska Native	--	--	--	--	--
Asian	21	19	90.48	9.52	21.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	99	99.00	1.00	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	20.00
White	82	82	100.00	0.00	52.44
English Learners	38	35	92.11	7.89	17.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	145	97.97	2.03	29.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	10.20

2022-23 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 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.

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	229	228	99.56	0.44	35.96
Female	116	115	99.14	0.86	33.04
Male	112	112	100.00	0.00	38.39
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	23.81
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	99	99.00	1.00	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	82	82	100.00	0.00	51.22
English Learners	38	37	97.37	2.63	10.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	147	99.32	0.68	31.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	10.20

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.31	20.63	26.76	26.22	29.47	30.29

2022-23 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	69	69	100.00	0.00	18.84
Female	34	34	100.00	0.00	17.65
Male	35	35	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	36.00
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.00	0.00	14.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	90	95	95	95	98

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.

2023-24 Opportunities for Parental Involvement

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	516	502	116	23.1
Female	256	249	53	21.3
Male	259	252	63	25.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	43	42	15	35.7
Black or African American	6	5	1	20.0
Filipino	4	4	1	25.0
Hispanic or Latino	253	245	64	26.1
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	33	31	11	35.5
White	154	152	19	12.5
English Learners	89	86	22	25.6
Foster Youth	0	0	0	0.0
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	346	336	90	26.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	111	107	39	36.4

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.75	2.33	0.42	4.53	4.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0
Female	0.39	0
Male	4.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.33	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.37	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.06	0
White	1.95	0
English Learners	3.37	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.6	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.8	0

2023-24 School Safety Plan

Sherwood Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of our staff and the School Site Council. 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. The school staff suggested final changes and had input on new assignments at the August 14, 2023 staff meeting. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2023-2024 school year was formally approved by the school's School Site Council on October 24, 2023. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. 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

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	19	2	3	
1	24		3	
2	25		3	
3	21	1	2	
4	34			2
5	32		2	
Other	12	3		

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	18	4	1	
1	18	4		
2	20	3	1	
3	22		3	
4	33		1	1
5	22		3	
Other	11	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	19	3	2	0
1	21	1	2	0
2	20	4	0	0
3	20	3	1	0
4	32	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	12	3	0	0

2022-23 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	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	13,988	6,390	8,318	$77,128
District	N/A	N/A	$7,909	$84,381
Percent Difference - School Site and District	N/A	N/A	5.0	-6.8
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	8.9	-14.9

Fiscal Year 2022-23 Types of Services Funded

The Sylvan Union School District spent an average of $11,926 to educate each student (based on 2020-2021 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
- Title IV: Student Support and Academic Enrichment
- Special Education: Salaries and needs for Special Education students
- Lottery: Instructional Materials
- After School Education and Safety: After School Program ran by Boys and Girls Club
- MediCal Billing Option: Reimbursable items through the Medical program
- Ongoing and Major Maintenance Account: Maintenance & operations needs through the school district

* Professional Development Block Grant: Professional Development Block Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$53,103	$54,215
Mid-Range Teacher Salary	$84,512	$86,843
Highest Teacher Salary	$112,715	$111,440
Average Principal Salary (Elementary)	$129,314	$140,851
Average Principal Salary (Middle)	$130,946	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$200,000	$252,466
Percent of Budget for Teacher Salaries	37.63%	33.16%
Percent of Budget for Administrative Salaries	4.6%	5.15%

Professional Development

- Professional Learning Communities
- Common Formative Assessments
- Multi-Tiered Systems of Support
- eLearning
- Social Emotional Skills
- Effective Teaching Strategies
- Math and English Language Essential Standards
- English Language Development Standards
- Marzano Instructional Strategies
- 21st Century Skills
- Program implementation and review: Amplify, Read/Math 180

Professional Development

- Literacy Instruction
- Learning to use new data and universal screening system

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	48	26	68