

Sherwood Elementary School

1277 Blosser Lane • Willits Unified School District • 707-459-5314 • Grades K-8
Mark Westerburg, Principal
markwesterburg@willitsunified.com

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Willits Unified School District

1277 Blosser Lane
Willits, CA 95490
7074595314
www.willitsunified.com

District Governing Board

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School Description

Sherwood School is an alternative small school located ten miles outside of Willits, California. Sherwood School serves a widely scattered population living on ranches, homesteads, and an Indian Reservation within the Sherwood Road vicinity. The school is also open to all students living in and around the Willits community. The school has an enrollment of approximately 55 students in kindergarten through eighth grade. The school currently consists of three classrooms (K-2, 3-5 and 6-8) which are supervised by a shared principal, 3 FTE teaching staff, 1.0 FTE combined district position: secretary/classroom assistant, and 3 part time Instructional assistants.

Sherwood School is partially funded by a state grant for a Necessary Small School which is administered by the Willits Unified School District. Since its opening in 1984, the operations of Sherwood School have depended upon the combined support of the parents and the Willits Unified School District. Parents have volunteered their time providing reliable transportation to school as well as maintenance, construction and improvements to the school.

The 1984 agreement establishing Sherwood Elementary School outlined the joint responsibility for Special Education Services. The District offers Special Education services to the students and parents are responsible to transport their student to and from the services that are available in town.

Sherwood School is fortunate to have an extremely active parent group known as Friends of Sherwood School, Inc. This group actively seeks out grants and fund-raises to provide additional experiences for the students such as field trips, art and music instruction.

The combined efforts of the district, parents, teachers and students to improve the quality of education at Sherwood, results in a cooperative, family-like environment where children are excited about learning.

Sherwood Elementary School is a common core standards based family oriented learning community. Provides a safe, respectful, and nurturing environment for all students. The staff, parents, students, and Community encourages all students to reach their highest academic and social potential while being confident independent thinkers and responsible citizens.

Mark Westerburg

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	8
Grade 2	9
Grade 3	8
Grade 4	7
Grade 5	10
Grade 6	8
Grade 7	9
Grade 8	2
Total Enrollment	65

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	4.6
Asian	4.6
Hispanic or Latino	12.3
White	40
Two or More Races	4.6
Socioeconomically Disadvantaged	50.8
English Learners	4.6
Students with Disabilities	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sherwood Elementary	18-19	19-20	20-21
With Full Credential	3	3	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Willits Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Sherwood Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, (K-5) Adopted 2017 CA Collections, (6-8), Houghton Mifflin Harcourt, 2017 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K- 5 Everyday Mathematics, 2016 McGraw Hill Algebra 1, 2015, Houghton Mifflin Harcourt, Resolution 2017/18-2 Ready Math, Curriculum Associates, (6-8) 2017 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman, (K-2), 2007-2008 edition Pearson Scott Foresman, (3-5), 2008 edition Flex Books Earth, Physical and Life Sciences, 6-8 grades, Technology Based, Resolution 2017/18-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Grades K, 3-5, 2007 edition Houghton Mifflin, Grades 1-2, 2005 edition TCI Social Studies, Grades 6-8, 2006 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities information is on file at the Willits Unified District Office.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 09/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	The office is old and needs to be updated or replaced. The restrooms have some rust. The K-2 and 3-5 portables are still in good condition. The MS portable is in great condition and fire rated.

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	31	N/A	50	N/A
Math	39	N/A	23	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	17	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parent involvement is a key factor to the success of Sherwood Elementary School. Parents are encouraged to volunteer in their child's classroom and share time, expertise, and/or resources. Parent participation is requested in the determination and development of LCAP funding. Friends of Sherwood School, Inc. (F.O.S.S.I.), a non-profit educational foundation, is open to all families and other interested parties who wish to support Sherwood School. This organization's funds enrich and enhance the school's programs by providing funding for field trips, cultural arts activities, supplemental materials and equipment, and guest speakers. Families and members of the community are invited to share in the fundraising activities: Fall Festival, and candy sales. Parents receive regular written communication including notes/letters from teachers, notification of activities, and newsletters and access to grades and attendance through online services.

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.

School Safety Plan (School Year 2020-2021)

The school safety plan is adopted annually and provides a comprehensive description of emergency situations and action procedures; earthquake, fire, crisis communication, and other emergencies. A school site critical incident box and first aid kit are located in each classroom and in the school office. A safe orderly environment, with consistent rules, is reinforced with individual and school-wide incentives. Fire drills are conducted as required by state law.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	4.9	5.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1			19	1						
5	24		1		23		1					
6									7	1		
Other**									15	2	1	

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. This year we have been focusing on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Staff is being supported in the development in the Common Core lesson design and implementation. Three days per month, during our short days, teachers meet in Professional Learning Communities to review data, curriculum and plan for student success. During this time, staff also reflects upon needs for their programs.

Results of state, district, and classroom assessments are analyzed to develop needed professional development. From 2013 to 2017, the site staff has focused upon:

1. Aligning pacing guides with state standards/curriculums
2. Creating and developing an intervention program for both ELA and Math that supports struggling students as well as implementing extension materials for students that are Proficient/Advanced
3. Developing school wide Writing programs.
4. DIBELS reading assessment on every student 3 times a year.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,889	\$44,318
Mid-Range Teacher Salary	\$59,793	\$67,053
Highest Teacher Salary	\$83,753	\$90,163
Average Principal Salary (ES)	\$100,545	\$106,389
Average Principal Salary (MS)	\$113,215	\$113,976
Average Principal Salary (HS)	\$90,701	\$114,214
Superintendent Salary	\$155,000	\$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.0	29.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Additional intervention classes are provided in the areas of reading, mathematics, and writing as needed. Time is set-aside on Tuesday afternoons for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year. Instructional aides are utilized in the development and implementation of small group instruction and intervention.

There is a focus on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Teachers are working with Unlocking the Code Reading and having math meetings at grade levels.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,080.37	\$2,612.50	\$9,467.86	\$61,618
District	N/A	N/A	\$9,728.88	\$58,289
State	N/A	N/A	\$7,750	\$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.7	5.6
School Site/ State	20.0	-11.3

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