

Sherman Thomas Charter High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Sherman Thomas Charter High School
Street	26303 Adell Street
City, State, Zip	Madera
Phone Number	559-675-6626
Principal	Jose Fregoso
Email Address	jfregoso@mystcs.org
School Website	www.stcsca.org
County-District-School (CDS) Code	California

2022-23 District Contact Information

District Name	Sherman Thomas Charter High School
Phone Number	(559) 675-6613
Superintendent	Tera Napier
Email Address	559) 675-6613
District Website Address	www.stcsca.org

2022-23 School Overview

OUR PROGRAM

The Sherman Thomas Charter High is a hybrid of non-classroom, standards-based independent study program with direct instruction in the core academic areas open to students in grades 9-12. Students enrolled in the 9-12 hybrid receive their primary academic support from an assigned certificated teacher through direct instruction, in addition to face-to-face visits as established by the school calendar. Supervising teachers meet the students on the campus of Sherman Thomas Charter High School. Parents/guardians agree to facilitate students' educational needs by maintaining ongoing communication, providing necessary transportation, and monitoring educational progress.

Upon graduating from Sherman Thomas Charter High School, students are prepared to enter the world of work, transition to an adult vocational/technical program, enroll in a community college with the intent of earning an Associate of Arts degree, and or enroll in the CSU or UC system.

The hybrid high school places emphasis on the value of situated or real-life learning opportunities; therefore, it is recommended that students participate in career development, work experience, and community service opportunities (know as "Service Learning" courses). Teachers work with the students in developing curriculum that supports situated/real-life learning. In addition, teachers and administrators serve students by developing authentic relationships between community members and students through the creation of our internship program.

Teachers ensure that students receive appropriate materials, assignments, and learning facilitation in support Common Core, Next Generation Science (NGSS), and California State Standards-based learning objectives. Further, teachers work with 9-12 students in preparation for standardized tests including those required for graduation. These activities are developed in support of the career and/or college objectives of the individual student.

Curriculum within the STCHS is designed to support the basic requirements for graduation as defined by the California Department of Education. STCHS will offer all of the University of California a-g requisites. In addition, STCHS students in the 10-12 may take community college classes, to the extent permitted by law, in support of future college plans.

Sherman Thomas Charter High is fully accredited by the Western Association of Schools and Colleges Accrediting Commission for Schools.

LEARNING AVENUES

Our students are educated through four avenues:

Learning Centers: Learning centers are equivalent to traditional classes with a credentialed teachers and students in a classroom. Classes are on a block schedule (similar to college courses). All core Learning Center classes are a-g approved (i.e. ALL math, science, English Language Arts, visual arts, and social studies).

Online Classes: Online courses are for, but not limited to, students in need of credit recovery, AP courses, and higher education courses we are not able to offer on our campus (i.e. calculus). All online courses are a-g approved through our vendor.

Independent Study: Independent study courses are to be done independently by the student. The teacher assigns the courses needed, assigns work, grades work, and gives student a grade in a timely manner. The student meets, at a minimum, every 20 days to turn in work and get new work.

Enrichment Program: The Enrichment Program is in partnership with our local community college. Students are dual enrolled at the college for college units and high school credits.

GRADUATION PATHWAYS

Our school is a diploma only school, we do not offer Certificate of Completions or GEDs. Students, with guidance from their Supervising Teacher and guardians, decide what graduation pathway is best for their post-graduation plans. All stakeholders meet bi-annually to discuss if there are any changes to the student's pathway and how they are progressing.

2022-23 School Overview

Diploma: A student on this track will receive a high school diploma. Students must complete the required courses with a grade “D” or higher grade. Admission to Community College is open to anyone who is at least 18 years old, or has a high school diploma or the equivalent (STCHS does not offer Certificates of Completion or GED). At a Community College, one can obtain an AS, AA, Certification, or Transfer to a four-year College or Competitive College.

Four Year University: A four-year college where one can obtain their Bachelor’s degree (BA: Bachelor of Arts or BS: Bachelor in Science). Master’s and PHD programs also available. Application Requirements: SAT or ACT test (scores vary by school), “C” or better in core classes, and GPA must be above a 2.0

Competitive College: A four-year competitive college where one can obtain their Bachelor’s degree (BA: Bachelor of Arts or BS: Bachelor in Science). Master’s and PHD programs also available. Application Requirements: SAT or ACT test (scores vary by school), “C” or better in core classes, and GPA must be above a 3.0

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	23
Grade 10	22
Grade 11	19
Grade 12	17
Total Enrollment	81

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.7
American Indian or Alaska Native	1.2
Asian	1.2
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.2
White	28.4
English Learners	6.2
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	55.6
Students with Disabilities	16.0

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)	1.50	30.30	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	9.70	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	40.79	15.10	1.57	12115.80	4.41
Unknown	0.90	18.81	58.40	6.05	18854.30	6.86
Total Teaching Positions	5.00	100.00	966.00	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	2.00	
Total Out-of-Field Teachers	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>"Prentice Hall Literature: Timeless Voices, Timeless Themes - Gold Level"</p> <p>"The Tragedy of Romeo and Juliet" William Shakespeare (novel)</p> <p>"Of Mice and Men" John Steinbeck (novel)</p> <p>"The Odyssey" Homer (novel)</p> <p>"The Outsiders" S. E. Hinton (novel)</p> <p>"Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum Level"</p> <p>"The Call of the Wild" Jack London (novel)</p> <p>"The Jungle" Upton Sinclair (novel)</p> <p>"The Crucible" Arthur Miller (novel)</p> <p>"The Tragedy of Julius Caesar" William Shakespeare (novel)</p> <p>"Prentice Hall Literature: Timeless Voices, Timeless Themes - The American Experience"</p> <p>"The Scarlet Letter" Nathaniel Hawthorne (novel)</p> <p>"Our Town" Thornton Wilder (novel)</p> <p>"The Great Gatsby" F. Scott Fitzgerald (novel)</p> <p>"The Book Thief" Markus Zusak (novel)</p> <p>"Prentice Hall Literature: Timeless Voices, Timeless Themes - The British Tradition"</p> <p>"The Importance of Being Earnest" Oscar Wilder (novel)</p> <p>"Pride and Prejudice" Jane Austen (novel)</p> <p>"Frankenstein" Mary Shelley (novel)</p> <p>"1984" George Orwell (novel)</p> <p>"Macbeth" William Shakespeare (novel)</p> <p>Novels</p>	Yes	0
Mathematics	<p>"Houghton Mifflin Harcourt: Algebra 1"</p> <p>"Houghton Mifflin Harcourt: Geometry"</p> <p>"Houghton Mifflin Harcourt: Algebra 2"</p> <p>IXL (online curriculum)</p> <p>Apex (online curriculum)</p>	Yes	0
Science	<p>"Prentice Hall: Biology"</p>	Yes	0

	"Glencoe: Earth Science - Geology, The Environment and the Universe" "Glencoe: Physical Science"		
History-Social Science	"Pearson, Prentice Hall: World History - The Modern Era" "Pearson, Prentice Hall: Modern American History - America, Pathways to the Present" "Pearson: Magruder's American Government" "Pearson, Prentice Hall: Economics - Principles in Action"	Yes	0
Foreign Language	"AUTENTICO 2018 STUDENT EDITION + DIGITAL Level 1" "AUTENTICO 2018 STUDENT EDITION + DIGITAL Level 2" "AUTENTICO 2018 STUDENT EDITION + DIGITAL Level 3" Apex Virtual School (online curriculum)	Yes	0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				June 2022
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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	16	N/A	33

2021-22 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	20	19	95.00	5.00	57.89
Female	--	--	--	--	--
Male	11	11	100.00	0.00	36.36
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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	20	19	95.00	5.00	0.00
Female	--	--	--	--	--
Male	11	11	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	26.67	20.59	NT	15.25	28.5	29.47

2021-22 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	35	34	97.14	2.86	20.59
Female	16	15	93.75	6.25	13.33
Male	19	19	100	0	26.32
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	24	23	95.83	4.17	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100	0	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Null

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	23.08

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	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.

2022-23 Opportunities for Parental Involvement

At Sherman Thomas Charter High School parents have a variety of ways to get involved:

- All parents/guardians must attend Master Agreement meetings multiple times, during the school year when our students get their class schedules.
- If a student does not have a minimum of 80% work completion each learning period a parent must meet with the Supervising Teacher to create an action plan to support the student's improvement
- Parents attend Back to School Night
- Drama Night
- Academic Awards Night
- Arts Night
- LCAP parent surveys
- Along with in person meetings, parents have opportunities for involvement through email, Remind, School Pathways Student Information System, and phone.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	5.9		3.9	4.6		8.9	7.8
Graduation Rate		100	82.4		92.4	91.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	14	82.4
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	12	9	75.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	90	85	32	37.6
Female	48	44	13	29.5
Male	42	41	19	46.3
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	64	59	27	45.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	23	23	4	17.4
English Learners	5	5	1	20.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	51	49	23	46.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	13	13	5	38.5

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.89	4.05	2.45
Expulsions	0.00	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.30	3.33	0.18	3.95	0.20	3.17
Expulsions	0.00	0.00	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.33	0.00
Female	4.17	0.00
Male	2.38	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	3.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

2022-23 School Safety Plan

Sherman Thomas Charter High School's Comprehensive Safe School Plan was last updated and board approved February 2022. The school's plan includes, but is not limited to: Safe School Leadership Team, School Safety Walk, Threat Assessment Management Team, First Aid Responders, Pandemic Influenza Management Plan, Parent Reunification Team, Evacuation Plans, Threat Assessment Procedures, Bomb Threat Assessment Worksheet, Emergency Procedures Guidelines, Mandated Reporter Policy, Suspension/Expulsion Policy, Discrimination, Harassment, and Bullying Policy, Dress Code Policy, and Evacuation Maps.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	8	3	
Mathematics	8	14		
Science	14	4	3	
Social Science	10	6	2	

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	10		
Mathematics	6	16		
Science	10	7		
Social Science	10	7		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	8	1	
Mathematics	7	12		
Science	10	6	1	
Social Science	7	9		

2021-22 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

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	0.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	10,669.49	1,749.57	8,919.92	50,556
District	N/A	N/A	--	\$81,282
Percent Difference - School Site and District	N/A	N/A	--	-46.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	30.0	-54.4

2021-22 Types of Services Funded

SERVICES OFFERED (to our students):

Tutoring - Math tutoring offered weekly at various times to help students with new math concepts.
 Intervention - Math intervention to help students with math basics such as: multiplication, division, decimal, and fractions.
 Study Hall - Safe learning space for students to work on their independent study class work.
 Reading Lab - Reading intervention to help student with reading comprehension. Designed for English Language learners and students struggling with grade level reading.
 Writing Lab - Writing intervention to help students with basic writing skills. Designed for English Language learners and students struggling with grade level writing.
 Science Office Hours - science tutoring and intervention for students who may be struggling or need additional science support.
 Special Education - Comprehensive SPED program with certified and classified staff to assist students with disabilities.
 Speech - Students services for speech
 504 - Special services for students
 Credit Recovery - Service to help students recover credits deficit
 Educational Enrichment Program - Program for eligible students to be dual enrolled in college courses.
 Meal Program - Meal program for free, reduced, and paid students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,924	\$54,370
Mid-Range Teacher Salary	\$77,970	\$82,681
Highest Teacher Salary	\$99,526	\$106,610
Average Principal Salary (Elementary)	\$129,671	\$135,283
Average Principal Salary (Middle)	\$131,455	\$141,244
Average Principal Salary (High)	\$136,081	\$152,955
Superintendent Salary	\$225,000	\$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10