

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Sherman Thomas Charter High

Contact Name and Title

Jessica Montemayor

Principal

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Sherman Thomas Charter High School is a hybrid of a non-classroom independent study coupled with direct instruction in the core academic areas, open to students in grades 9-12. It is an independent, direct-funded charter school, located in Madera, California, and currently serves 63 students from the town of Madera and, which has a population of 61,516. Sherman Thomas Charter High School, or STCHS, is a small, intimate school. The ethnic makeup of student body roughly mirrors an average of the town from which it draws its students: 46% Hispanic and 43% White. African-Americans make-up 5% of the student body. The rest of the population is: 2% Puerto Rican; 2% Spaniard, 2% Middle Eastern, and 3% American Indian. A home language survey conducted in the 2017-2018 school year showed 2% of our population are English Learners, 16% are Reclassified, and 82% are English Only.

The school was founded in 2009 to provide a supportive, small environment for students and their families who are in search of an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. The school serves high school students looking for a hybrid of direct instruction in a smaller classroom environment with the flexibility to combine learning through real-life experiences with standards-based academic assignments.

Students enroll in STCHS for a variety of reasons. Originally it was developed as a school for students from Sherman Thomas Charter Elementary, but its student population has changed to include students seeking an independent study model for reasons such as health issues and a desire for a smaller, more supportive school environment. The high school is located on the same campus as its primary feeder

school, Sherman Thomas Charter School, a K-8 elementary school. The buildings in which the schools are located are converted residential homes that have been renovated to meet the needs of the school. The property itself is owned by a local church, which the school leases.

Teachers at STCHS are assigned no more than 25 students each, with each of the school's four teachers taking on a supervising teacher role with one of the four grade levels. Three to five days a week, students attend school for an hour of instruction in each of their assigned core subjects. On days/time periods students may not have class, students have the option to attend lab, receive tutoring, meet with their Supervising Teacher, and take Service Learning classes. Currently there are eight staff members: a director whom shares duties between the high, elementary, and upcoming STEM middle school (opening 2017-18), a principal who also serves as an English teacher and supervising teacher for the seniors, a full-time Special Education teacher/SPED Coordinator whom shares duties between the high, elementary, and upcoming STEM middle school (opening 2017-18), a full-time Biology/History teacher who serves as the supervising teacher for the sophomores, a full-time Chemistry/Math teacher who is also the supervising teacher for the freshman, and our Spanish tutor, a Service Learning teacher who doubles as the site's lead teacher for day-to-day administrative duties and who is also the supervising teacher for the juniors/seniors. As of 2015-2016 school year, STCHS has added two new jobs, two part-time office assistants. As of 2016-2017 school year, we added a yard duty/teacher's aide and a new English teacher/junior supervising teacher.

The mission of Sherman Thomas Charter High School is to provide a 9 – 12th grade hybrid-based learning environment that enables lifelong learners through a student-centered, situated/real-life, and authentic educational program design. The vision of our school is continuous community recognition of our graduates as positive, participative, and productive citizens authenticates Sherman Thomas Charter High as the premier model for hybrid-based 9th -12th grade learning.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

STCHS 2017-18 highlights include, but are not limited to:

- Hiring of new certified staff so we can offer students direct instruction in science and art.
- Purchasing of National Clearinghouse which now allows us to know what our students are doing post-graduation.
- Universal writing and writing convention standards were implemented in all classrooms.
- Increased a-g courses offered.
- Increased enrollment in our Educational Enrichment program.
- Increased parent/guardian involvement.
- Applied new avenues of marketing.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build

upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

STCHS 2017-18 greatest progress includes, but are not limited to:

- Exceeded graduation rate outcome of expected 90% (2017: 95%)
- Exceeded a-g completion rate outcome of expected 40% (2017: 50%)
- Exceeded our expectation of 50% of our students enrolling in college (2017: 63%)
- Increase in student sustainment from previous school year by 5%.
- 10% growth in our ELA CAASPP scores.
- Growth in subpopulations (i.e. males, economically disadvantaged, and hispanic) in ELA CAASPP scores.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

STCHS 2017-18 greatest needs includes, but are not limited to:

- Math CAASPP and local assessment results.
- ELL scores in ELA CAASPP and local assessments.
- Decrease in student enrollment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our ELL CAASPP scores were one-two performance levels below in ELA and Math. WE have hired an ELPAC coordinator to help address these gaps for the 2018-19 school year.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Our ELL CAASPP scores were one-two performance levels below in ELA and Math. WE have hired an ELPAC coordinator to help address these gaps for the 2018-19 school year.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$534, 477

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$321,740

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures not listed in the LCAP Goals and Actions include, but not limited to:

operational and housekeeping services, lease agreement, classified employees (salary and benefits), and oversight (salary and benefits).

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$534,477

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

STCHS will integrate state adopted standards into our school's curriculum, instruction, and assessments to ensure students are fully prepared to meet the demands of post graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

90% Graduation Rate

63% of graduating class of 2017 graduated on time.
95% of graduating class of 2017 graduated with a fifth year of instruction (we offered summer school and a fifth year to all students who did not earn a diploma on time. All but one student came to summer school. One student needed to continue into their fifth year and received their diploma after fall semester.)

40% A-G Completion Rate

50% A-G Completion Rate (2016-17 graduating class)

25% average Standard Met/Standard Exceeded all local assessments for core subjects.

Average percent of students meeting Standard Met/Standard Exceeded on local assessment by core subjects for the 2017-18 school year (except spring finals):
English-Language Arts: 43%
Math: 5%
Science: 11%
Social Studies: 45%
Service Learning: 84%

65% Standard Met/Standard Exceeded on ELA state assessment.

63% Standard Met/Standard Exceeded on ELA state assessment (2017-18 school year). This is an increase from 53% in the 2016-17 school year.

25% Standard Met/Standard Exceeded on Math state assessment.

0% Standard Met/Standard Exceeded on Math state assessment (2017-18 school year). This is a decrease from 6% in the 2016-17 school year.

Expected

50% students enter college or career field in one-two years after graduation.

Actual

63% students enter college in one-two years after graduation. (2015-16 and 2016-17 graduating class).
 55% overall average with all six of our graduating classes (Class of 2012-2017)

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Continued professional development for staff of any new “best practices” set forth by California Department of Education.

Actual Actions/Services

Professional development included:
 -WASC Visitation
 -New Charter Laws
 -LCAP
 -Illuminate
 -Bridges to Leadership
 -MIC Program
 -Math Teaching Practices
 -SELPA

 Weekly PLC time:
 -Data Driven Culture
 -Leadership

Budgeted Expenditures

Salaries and Benefits: \$260,485
 Professional Development:
 \$15,000

Estimated Actual Expenditures

Salaries and Benefits: \$260,485
 Professional Development:
 \$1,000

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- Writing in all Subjects – Universal Writing Rubric
- Best Practices
- Creating Smart Goals
- Creating a Cultural Proficient School
- CAASPP
- Speech Services
- Special Education Services
- School Violence and Effective Drills (ALICE training)
- Time Management
- Local Benchmarks

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Research, train, and implement NGSS standards in science curriculum and courses (focus: lab equipment).

- Lab materials purchased
- Textbooks for Earth and Space Science and Physical Science purchased

Curriculum: \$5,000

Curriculum: \$10,000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Hire science teacher.

Hired science teacher.

Salary and Benefits: \$67,131

Salary and Benefits: \$67,131

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Career Education curriculum focusing on Common Core Anchor Standards and careers for 21st century jobs.

During this year Career Education assessments and assignments have included smart goals with new writing rubrics. The students gained understanding of a broader and deeper range of careers and paths through assignments, skills tests, California Career Zone and College Board resources.

Salary and Benefits: \$55,129
Curriculum: \$5,000

Salary and Benefits: \$55,129
Curriculum: \$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increased variety of internships offered meeting current student's goals.

Increased our internship opportunities with seven new internship partners including, but not limited to:

- Preschools
- Church organizations
- Mechanic
- Foster Youth Programs and Advocacy
- Advertising

Salary and Benefits: \$55,129
Curriculum: \$5,000

Salary and Benefits: \$55,129
Curriculum: \$0

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchasing and implementing National Student Clearinghouse program to track our students post graduation.

Purchasing and implementing National Student Clearinghouse program to track our students post graduation.

\$500

\$468

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All stated actions were implemented to achieve goal one.

Action One: Professional development was given to all teachers.

Action Two: NGSS standards we implemented into our three new science courses (NGSS Life Life, NGSS Earth and Space Science, and NGSS Physical Science). NGSS standards aligned lab equipment and textbooks were purchased.

Action Three: Science teacher hired.

Action Four: Increased careers researched; anchor standards applied to course.

Action Five: Increased internship opportunities.

Action Six: National Student Clearinghouse program purchased annually.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our LEA has witnessed the effectiveness of the above actions daily with our staff and students. Not all Expected Annual Measurable Outcomes have data to report at this time, but the outcomes we do have data for, we have seen a 60% success rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Minimal material difference between our budgeted and estimated actual expenditures. The biggest difference found will be in Action One and Action Two. In Action One, we budgeted \$15,000 for professional development and only used \$1,000. In Action Two, we budgeted \$5,000 for science lab equipment, but we also purchased textbooks, giving us an estimated actual expenditure of \$10,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We did not make any changes to the goal, expected outcomes, metrics, actions, and services throughout the 2017-18 LCAP year.

Goal 2

STCHS will increase the percent of students achieving mastery of subject matter in English-Language Arts, Math, Social Science, and Science through relevant and rigorous instruction, access to qualified teachers, access to content rich curriculum, and increased parental/guardian involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

25% average Standard Met/Standard Exceeded all local assessments for core subjects.

Actual

Average percent of students meeting Standard Met/Standard Exceeded on local assessment by core subjects for the 2017-18 school year (except spring finals):

- English-Language Arts: 43%
- Math: 5%
- Science: 11%
- Social Studies: 45%
- Service Learning: 84%

Expected

65% Standard Met/Standard Exceeded on ELA state assessment.

25% Standard Met/Standard Exceeded on Math state assessment.

100% appropriately assigned and fully credentialed.

90% parent/guardian participation in Master Agreement meetings, 504, SST, and IEP meetings.
25% participation in parent nights.

Actual

63% Standard Met/Standard Exceeded on ELA state assessment (2017-18 school year). This is an increase from 53% in the 2016-17 school year.

0% Standard Met/Standard Exceeded on ELA state assessment (2017-18 school year). This is an increase from 6% in the 2016-17 school year.

100% appropriately assigned and fully credentialed.

98% participation in Master Agreement meetings, 504, SST, and IEP meetings (2017-18 school year).
13% participation in parent nights (2017-18 school year).

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Hire qualified teachers in core subjects; enroll all teachers in appropriate programs to meet certification in a timely manner (as outlined in their contract).

Hired/retained qualified teachers in core subjects; enrolled all teachers in appropriate programs to meet certification in a timely manner (as outlined in their contract).

Teacher Salary and Benefits:
\$260,485

Teacher Salary and Benefits:
\$260,485

Action 2

Planned Actions/Services

Incorporate Anchor Standards in all subjects, including Service Learning classes (i.e. reading, writing, listening, and speaking at grade level). Specifically focusing on informative/explanatory writing using our adopted universal writing rubric.

Actual Actions/Services

Incorporated Anchor Standards in all subjects, including Service Learning classes (i.e. reading, writing, listening, and speaking at grade level). Specifically focused on informative/explanatory writing using our adopted universal writing rubric (once in the fall semester and once in the spring semester).

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to increase parent involvement through new means of communication/meetings/etc. Focus: parent orientation and monthly parents huddles.

Continued to increase parent/guardian involvement through new means of communication/meetings/etc. We offered parent/student informational meetings twice monthly focusing on topics such as: enrichment program, art classes, new science standards, CAASPP testing, math, etc. Offered monthly "Donuts with Mrs. Monte" staff and parent chats. Produced an orientation video that was watched by all students and parents at master agreement appointments.

\$1,000

\$200

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase the amount of a-g courses offered

Increased amount of a-g courses offered by adding our newly a-g approved science courses (NGSS Life Science, NGSS Earth and Space Science, and NGSS Physical Science). Started the process of Art courses and Service Learning courses approved for 2018-19 school year.

\$1,000

0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchase curriculum for needed classes (novels in English-Language Arts, lab equipment and supplemental curriculum for science, and art materials and textbooks for visual and performing arts).

Purchased curriculum for needed classes (novels in English-Language Arts, lab equipment and supplemental curriculum for science, and art materials and textbooks for visual and performing arts).

Curriculum: \$11,000

Curriculum: \$15,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All stated actions were implemented to achieve goal two.

Action One: All teachers were enrolled in appropriate programs to meet certification requirements by the state.

Action Two: Anchor standards were incorporated into all core subjects with this year's focus being on successfully implementing informative/explanatory writing.

Action Three: Various days, times, and venues were offered to increase parental involvement in their student's education.

Action Four: More a-g courses were offered.

Action Five: Appropriate curriculum was ordered for all needed classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our LEA has witnessed the effectiveness of the above actions daily with our staff and students. Not all Expected Annual Measurable Outcomes have data to report at this time, but the outcomes we do have data for, we have seen success, especially in our parental involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Minimal material difference between our budgeted and estimated actual expenditures.

5/30/2018

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We did not make any changes to the goal, expected outcomes, metrics, actions, and services throughout the 2017-18 LCAP year.

Goal 3

STCHS will retain student population and increase student enrollment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

5% increased enrollment status from previous school year.

5% increased retention of student population from previous year.

Actual

9% decrease in enrollment status from previous school year (2016-17 school year ending enrollment: 69 students; 2017-18 school year ending enrollment: 64 students).

5% increase in retention of student population from previous year (2016-17: 72% retention; 2017-18: 77% retention).

Expected

5% increased retention of student population from previous graduating class.

Actual

5% increased retention of student population from previous graduating class (2016-17 school year, 41% of our graduates attended STCHS all four years. In 2017-18, 46% of our graduates attended STCHS all four years).

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Hire visual and performing arts teacher

Actual Actions/Services

Hired visual and performing arts teacher

Budgeted Expenditures

Salary and Benefits: \$59,134

Estimated Actual Expenditures

Salary and Benefits: \$59,134

Action 2

Planned Actions/Services

NCAA approved

Actual Actions/Services

NCAA approved

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Offer more clubs and electives (i.e. art, yearbook, and drama).

Various clubs offered.

\$2,000

\$1,000

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increased variety of internships offered meeting current student's goals.

Increased our internship opportunities with seven new internship partners including, but not limited to:

- Preschools
- Church organizations
- Mechanic
- Foster Youth Programs and Advocacy
- Advertising

Salary and Benefits: \$55,129
Curriculum: \$5,000

Salary and Benefits: \$55,129
Curriculum: \$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Offer college enrichment for 10-12th graders

Offered college enrichment for 10-12th graders. 22% of our 10th-12th graders were enrolled in the fall and/or spring semester.

Curriculum: \$1,000

\$1,100

Action 6**Planned Actions/Services**

Research and apply new avenues of marketing (i.e. service learning t-shirt).

Actual Actions/Services

Researched and applied new avenues of marketing including:
 -service learning t-shirt to be worn at all service learning events
 -flyer about STCHS to all MUSD 8th graders
 -STCS/STEM Color Mud Run event
 -STCS/STEM Orientation @ STCHS
 -ETAA Orientation @ STCHS
 -8th Grade Orientation @ Crossroads Christian School
 -STCHS Booth at local churches

Budgeted Expenditures

\$5,000

Estimated Actual Expenditures

\$1,500

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action One: Hired visual and performing arts teacher to increase the electives we offer on campus.

Action Two: NCAA approval

Action Three: Various clubs offered.

Action Four: Increased internships offered.

Action Five: Offered college enrichment for 10-12th graders. 22% of our 10th-12th graders were enrolled in the fall and/or spring semester.

Action Six: Researched and applied new avenues of marketing.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Minimal material difference between our budgeted and estimated actual expenditures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Decrease in the material difference between our budgeted and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We did not make any changes to the goal, expected outcomes, metrics, actions, and services throughout the 2017-18 LCAP year.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

1. Staff:

Staff Meetings (weekly)

LCAP meetings (monthly)

2. Students:

All student input is heard and addressed through an on-going, informal process. All students are invited to bring ideas, concerns, and thoughts about our school at any given time to any appropriate staff member. We understand that not all students may speak up with issues and concerns; therefore, our school has also incorporated several other means of contact with our students.

Student Council- Our student council is made up of an elected student body consisting of freshman-seniors. Most subgroups are represented through the student council. The council meets once a week to discuss the concerns and needs of the school. The student council is a force that drives the decision-making that affects the student population.

Student Survey- At the end of each year, all students take an anonymous survey that asks questions from, “Does the staff provide rigorous and relevant assignments?” to, “Do you feel safe at school?”

Student Course Evaluations – Students evaluate selected courses rating areas from content to curriculum to teacher relationships.

Student and Parent Meetings

Student Orientation

"Donuts with Mrs. Monte" (monthly student "hangouts" with the principal)

3. Parents/Guardian:

All parent/guardian input is heard and addressed through an on-going, informal process. All parents/guardians are invited to bring ideas, concerns, and thoughts about our school at any given time to any appropriate staff member.

Student and Parent Meetings

Student and Guardian Orientation

"Donuts with Mrs. Monte" (monthly parent/guardian "hangouts" with the principal)

4. Community Members and Other Stakeholders:

All community members and other stakeholder's input is heard and addressed on an on-going, informal process. All community members and other stakeholders are invited to bring ideas, concerns, and thoughts about our school at any given time to any appropriate staff member. We understand that not all community members and other stakeholders might speak up with issues and concerns; therefore, our school has also incorporated several other means of contact with our community members and other stakeholders.

Sherman Thomas Charter Schools Board

Internship Observation

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All stakeholder input is heard and helps drive the decision-making of STCHS. Some examples of stakeholder input and the impact on our school are listed:

- Increase in services for our ELL students
- Need for credentialed full-time math teacher
- Increase ADA

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

STCHS will integrate state adopted standards into our school's curriculum, instruction, and assessments to ensure students are fully prepared to meet the demands of post graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

All students will have equitable access to curriculum, instruction, and assessments to prepare them for their individual post graduation goals.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional Materials Annual Audit (State Priority 1)	All students will have access to standards-aligned instructional materials.	All students will have access to standards-aligned instructional materials.	All students will have access to standards-aligned instructional materials.	All students will have access to standards-aligned instructional materials.
State Assessments - ELA (State Priority 2 and 4)	60% Standard Met/Standard Exceeded on state assessment.	60% Standard Met/Standard Exceeded on state assessment.	65% Standard Met/Standard Exceeded on state assessment.	68% Standard Met/Standard Exceeded on state assessment.
State Assessments – Math (State Priority 2 and 4)	6% Standard Met/Standard Exceeded on state assessment.	10% Standard Met/Standard Exceeded on state assessment.	12% Standard Met/Standard Exceeded on state assessment.	15% Standard Met/Standard Exceeded on state assessment.
State Assessments - Science (State Priority 2 and 4)	Establishing in 2018-2019	N/A	25% Standard Met/Standard Exceeded on state assessment.	30% Standard Met/Standard Exceeded on state assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Assessments - ELPAC (State Priority 2 and 4)	All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.	All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.	All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.	All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.
Local Assessments - ELA (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	45% average Standard Met/Standard Exceeded all local assessments for English-Language Arts.	50% average Standard Met/Standard Exceeded all local assessments for English-Language Arts.
Local Assessments - Math (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	15% average Standard Met/Standard Exceeded all local assessments for Math.	20% average Standard Met/Standard Exceeded all local assessments for Math.
Local Assessments - Social Studies (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	45% average Standard Met/Standard Exceeded all local assessments for Social Studies.	50% average Standard Met/Standard Exceeded all local assessments for Social Studies.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Assessments - Science (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	15% average Standard Met/Standard Exceeded all local assessments for Science.	20% average Standard Met/Standard Exceeded all local assessments for Science.
Local Assessments - Service Learning (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	75% average Standard Met/Standard Exceeded all local assessments for Service Learning.	80% average Standard Met/Standard Exceeded all local assessments for Service Learning.
A-G Completion (State Priority 4)	35% A-G completion rate	40% A-G completion rate	45% A-G completion rate	50% A-G completion rate
College Entrance (State Priority 4)	Establishing in 2017-2018	50% students enter college in one-two years after graduation.	55% students enter college in one-two years after graduation.	60% students enter college in one-two years after graduation.
Graduation Rate (State Priority 5)	90% graduation rate	90% graduation rate	91% graduation rate	92% graduation rate
Special Education Services (State Priority 7)	All identified students will have appropriate resources in place.	All identified students will have appropriate resources in place.	All identified students will have appropriate resources in place.	All identified students will have appropriate resources in place.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continued professional development for staff of any new “best practices” set forth by California Department of Education.

Professional development for staff (Outcome 2-11).

Professional development for staff (Outcome 2-11).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Salaries and Benefits: \$245,240 Professional Development: \$15,000	Salaries and Benefits: \$245,240 Professional Development: \$10,000	
Source	General Purpose	General Purpose	
Budget Reference	1000 – 3000 - 5000	1000 – 3000 - 5000	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Research, train, and implement NGSS standards in science curriculum and courses (focus: lab equipment).

Research, train, and implement NGSS standards in science curriculum and courses (Outcome 1, 4, and 9).

Research, train, and implement NGSS standards in science curriculum, courses, and assessments. (Outcome 1, 4, and 9).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Curriculum: \$5,000	Curriculum: \$5,000	Curriculum: \$5,000
Source	Budget	Budget	Budget
Budget Reference	4000	4000	4000

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Career Education curriculum focusing on Common Core Anchor Standards and careers for 21st century jobs.

2018-19 Actions/Services

Career Education curriculum focusing on Common Core Anchor Standards and careers for 21st century jobs (Outcome 10 and 12).

2019-20 Actions/Services

Career Education curriculum focusing on Common Core Anchor Standards and careers for 21st century jobs (Outcome 10 and 12).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Salary and Benefits: \$55,129 Curriculum: \$5,000	Salary and Benefits: \$55,129 Curriculum: \$5,000	
Source	Budget	Budget	
Budget Reference	1000 – 3000 - 4000	1000 – 3000 - 4000	

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Increased variety of internships offered meeting current student's goals.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Increased variety of internships offered meeting current student's goals (Outcome 10 and 12).

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Increased variety of internships offered meeting current student's goals (Outcome 10 and 12).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Salary and Benefits: \$55,129 Curriculum: \$5,000	Salary and Benefits: \$55,129 Curriculum: \$5,000	
Source	Budget	Budget	
Budget Reference	1000 – 3000 - 4000	1000 – 3000 - 4000	

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Purchasing and implementing National Student Clearinghouse program to track our students post graduation.

2018-19 Actions/Services

Purchasing and implementing National Student Clearinghouse program to track our student's post graduation plans (Outcome 12).

2019-20 Actions/Services

Purchasing and implementing National Student Clearinghouse program to track our student's post graduation plans (Outcome 12).

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$500	\$500	
Source	Budget	Budget	
Budget Reference	5000	5000	

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

Annual audit of instructional materials. Order needed materials. Extra set of materials for unduplicated students as a resource. (Outcome 1, 5, and 14).

2018-19 Actions/Services

Annual audit of instructional materials. Order needed materials. Extra set of materials for unduplicated students as a resource. (Outcome 1, 5, and 14).

2019-20 Actions/Services

Annual audit of instructional materials. Order needed materials. Extra set of materials for unduplicated students as a resource. (Outcome 1, 5, and 14).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Curriculum: \$10,000		
Source	Budget		
Budget Reference	4000		

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Special education services. (Outcome 14).

Special education services. (Outcome 14).

Special education services. (Outcome 14).

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Salary: \$30,000
Other: \$15,000

Source

Salary
Budget

Year	2017-18	2018-19	2019-20
Budget Reference	1000 2000 3000 4000		

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Career/College fair (Outcome 12 and 13).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000		
Source	Other		
Budget Reference	5000		

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Update a-g courses, as needed (Outcome 11).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Source	N/A		
Budget Reference	N/A		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

STCHS will increase the percent of students achieving mastery of subject matter in English-Language Arts, Math, Social Science, and Science through relevant and rigorous instruction, access to qualified teachers, access to content rich curriculum, and increased parental/guardian involvement within a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7

Local Priorities:

Identified Need:

Students will have equitable access through curriculum and instruction to help them gain mastery of core subjects.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Teacher Certification (State Priority 1)

All mis-assignments and/or not fully credentialed teachers are in appropriate programs to meet certification in a timely manner (as outline in their contract).

100% appropriately assigned and fully credentialed.

100% appropriately assigned and fully credentialed.

100% appropriately assigned and fully credentialed.

State Assessments - ELPAC (State Priority 2 and 4)

All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.

All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.

All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.

All identified students will take the annual ELPAC test, properly identified, and appropriate resources in place.

State Assessments - ELA (State Priority 2 and 4)

60% Standard Met/Standard Exceeded on state assessment.

65% Standard Met/Standard Exceeded on state assessment.

70% Standard Met/Standard Exceeded on state assessment.

75% Standard Met/Standard Exceeded on state assessment.

State Assessments – Math (State Priority 2 and 4)

20% Standard Met/Standard Exceeded on state assessment.

25% Standard Met/Standard Exceeded on state assessment.

30% Standard Met/Standard Exceeded on state assessment.

35% Standard Met/Standard Exceeded on state assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Assessments - Science (State Priority 2 and 4)	Establishing in 2018-2019	Establishing in 2018-2019	25% Standard Met/Standard Exceeded on state assessment.	30% Standard Met/Standard Exceeded on state assessment.
Local Assessments - ELA (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	45% average Standard Met/Standard Exceeded all local assessments for English-Language Arts.	50% average Standard Met/Standard Exceeded all local assessments for English-Language Arts.
Local Assessments - Math (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	15% average Standard Met/Standard Exceeded all local assessments for Math.	20% average Standard Met/Standard Exceeded all local assessments for Math.
Local Assessments - Science (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	15% average Standard Met/Standard Exceeded all local assessments for Science.	20% average Standard Met/Standard Exceeded all local assessments for Science.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Assessments - Social Studies (State Priority 2 and 4)	20% average Standard Met/Standard Exceeded all local assessments for core subjects.	25% average Standard Met/Standard Exceeded all local assessments for core subjects.	45% average Standard Met/Standard Exceeded all local assessments for Social Studies.	50% average Standard Met/Standard Exceeded all local assessments for Social Studies.
Parent/Guardian Involvement (State Priority 3)	90% participation in Master Agreement meetings, 504, SST, and IEP meetings; 20% participation in parent nights.	90% participation in Master Agreement meetings, 504, SST, and IEP meetings; 25% participation in parent nights.	90% participation in Master Agreement meetings, 504, SST, and IEP meetings; 30% participation in parent nights.	90% participation in Master Agreement meetings, 504, SST, and IEP meetings; 35% participation in parent nights.
ADA Attendance Rate (State Priority 5)	90% ADA Attendance Rat	92% ADA Attendance Rate	94% ADA Attendance Rate	95% ADA Attendance Rate
School Climate Survey from Stakeholders (State Priority 6)	80% Satisfaction	82% Satisfaction	84% Satisfaction	86% Satisfaction

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hire qualified teachers in core subjects; enroll all teachers in appropriate programs to meet certification in a timely manner (as outline in their contract).

Retain qualified teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Teacher Salary and Benefits: \$245,240	Teacher Salary and Benefits: \$245,240	
Source	Budget	Budget	
Budget Reference	1000 3000	1000 3000	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Incorporate Anchor Standards in all subjects, including Service Learning classes (i.e. reading, writing, listening, and speaking at grade level). Specifically focusing on informative/explanatory writing using our adopted universal writing rubric.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Full implementation of Anchor Standards in all subjects, including Service Learning classes (i.e. reading, writing, listening, and speaking at grade level) (Outcome 2-9).

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to increase parent involvement through new means of communication/meetings/etc. Focus: parent orientation and monthly parents huddles.

2018-19 Actions/Services

Parent involvement through new means of communication/meetings/etc. (Outcome 10 and 12)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	
Source	Budget	Budget	
Budget Reference	5000	5000	

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Purchase curriculum for needed classes (novels in English-Language Arts, lab equipment and supplemental curriculum for science, and art materials and textbooks for visual and performing arts).

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Purchase supplemental curriculum and technology as needed.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Curriculum: \$11,000	Curriculum: \$11,000	
Source	Budget	Budget	
Budget Reference	4000	4000	

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Annual School Climate Needs Assessment list prioritized and implemented (Outcome 12).

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0		
Source	N/A		
Budget Reference	N/A		

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

“Strike 3” Attendance Policy Ammended.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0		
Source	N/A		
Budget Reference	N/A		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

STCHS will retain student population and increase student enrollment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

Student ADA will increase.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey from Stakeholders (State Priority 3 and 6)	80% Satisfaction	82% Satisfaction	84% Satisfaction	86% Satisfaction

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment Status (State Priority 5)	5% increased enrollment status from previous school year.	5% increased enrollment status from previous school year.	5% increased enrollment status from previous school year.	5% increased enrollment status from previous school year.
Retention of Graduating Class (State Priority 5)	5% increased retention of student population from previous graduating class.	5% increased retention of student population from previous graduating class.	5% increased retention of student population from previous graduating class.	5% increased retention of student population from previous graduating class.
Graduation Rate (State Priority 5)	90% graduation rate	90% graduation rate	92% graduation rate	95% graduation rate
Drop-Out Rate (State Priority 5)	10% or less	10% or less	8% or less	5% or less
ADA Attendance Rate (State Priority 5)	90% ADA Attendance Rate	92% ADA Attendance Rate	94% ADA Attendance Rate	95% ADA Attendance Rate

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Hire visual and performing arts teacher.

2018-19 Actions/Services

Retain visual and performing arts teacher.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Salary and Benefits: \$59,134	Salary and Benefits: \$59,134	
Source	Budget	Budget	
Budget Reference	1000 3000	1000 3000	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NCAA approved.

Retain NCAA approval.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Offer more clubs and electives (i.e. art, yearbook, and drama).

Offer more clubs and electives.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$2,000

\$2,000

Source

Budget

Budget

Budget Reference	4000	4000	
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Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increased variety of internships offered meeting current student's goals.

Increased variety of internships offered meeting current student's goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Salary and Benefits: \$55,129		
Source	Budget		
Budget Reference	1000 3000 4000		

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Offer college enrichment for 10-12th graders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000		
Source	Budget		
Budget Reference	4100 5800		

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Research and apply new avenues of marketing (i.e. service learning t-shirt).

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Research and apply new avenues of marketing (i.e. service learning t-shirt, 8th grade orientations).

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	
Source	Budget	Budget	
Budget Reference	5000	5000	

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Annual School Climate Needs Assessment list prioritized and implemented (Outcome 12).

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$5,000

Source

Budget

Budget Reference

5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 75,129

Percentage to Increase or Improve Services

13.60 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

- Continued professional development for staff of any new “best practices” set forth by California Department of Education
- Research, train, and implement NGSS standards in science curriculum and courses
- Hire science teacher
- Career Education curriculum focusing on Common Core Anchor Standards and careers for 21st century jobs
- Increased variety of internships offered meeting current student’s goals
- Purchasing and implementing National Student Clearinghouse program to track our students post graduation
- Hire qualified teachers in core subjects; enroll all teachers in appropriate programs to meet certification

in a timely manner (as outline in their contract)

- Incorporate Anchor Standards in all subjects, including Service Learning classes (i.e. reading, writing, listening, and speaking at grade level), specifically focusing on informative/explanatory writing using our adopted universal writing rubric
- Continue to increase parent involvement through new means of communication/meetings/etc. Focus: parent orientation and monthly parents huddles
- Increase the amount of a-g courses offered
- Purchase curriculum for needed classes (novels in English-Language Arts, lab equipment and supplemental curriculum for science, and art materials and textbooks for visual and performing arts)
- Hire visual and performing arts teacher
- NCAA approved
- Offer more clubs and electives (i.e. art, yearbook, and drama)
- Increased variety of internships offered meeting current student's goals
- Offer college enrichment for 10-12th graders
- Research and apply new avenues of marketing

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$110,264

Percentage to Increase or Improve Services

14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Professional Development

Specific trainings for ELPAC, ELL Interventions in the Classroom, and Social and Emotional counseling

Implementation of NGSS Standards

Specific trainings on best practices for all unduplicated pupils

Annual Audit of Instructional Materials (including supplemental curriculum and technology)

Extra set of materials for unduplicated students as a resource.

Qualified Teachers

Implementation of Anchor Standards

Specific trainings on best practices for all unduplicated pupils

Parent Involvement

Annual School Climate Needs Assessment