

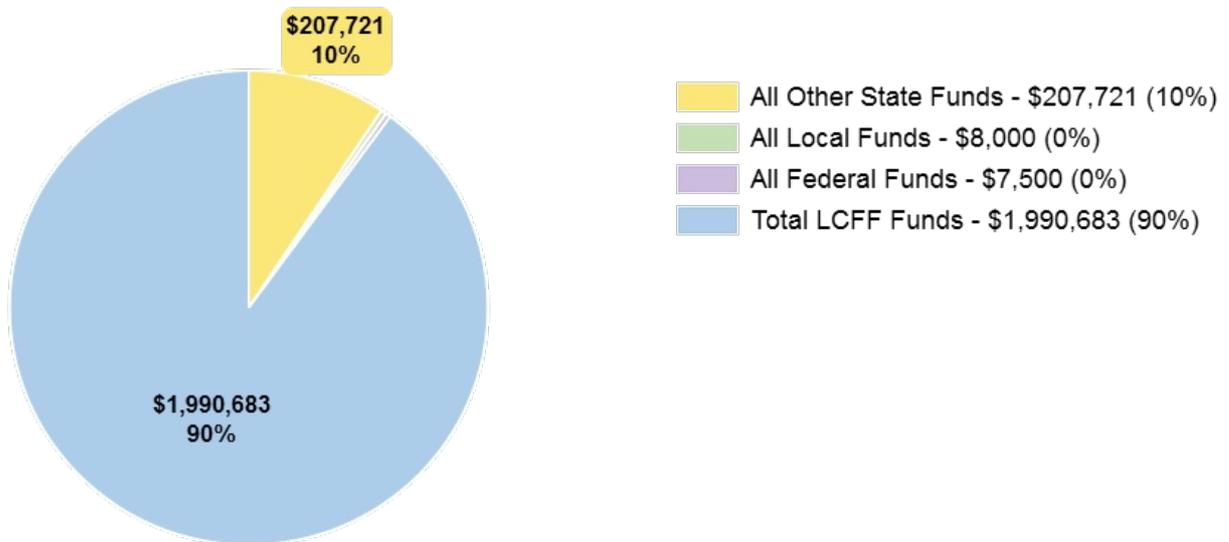
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas Charter
 CDS Code: 20652430100016
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Tera Napier | tnapier@stcsca.org | (559)674-1192

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

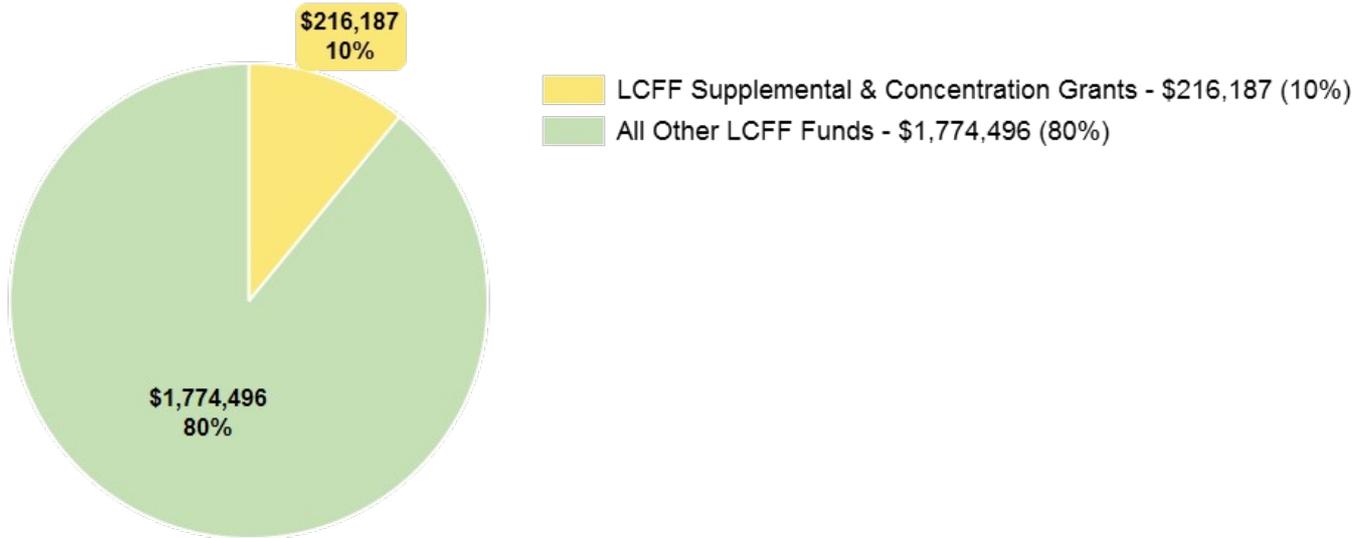
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$207,721	10%
All Local Funds	\$8,000	0%
All Federal Funds	\$7,500	0%
Total LCFF Funds	\$1,990,683	90%

Breakdown of Total LCFF Funds



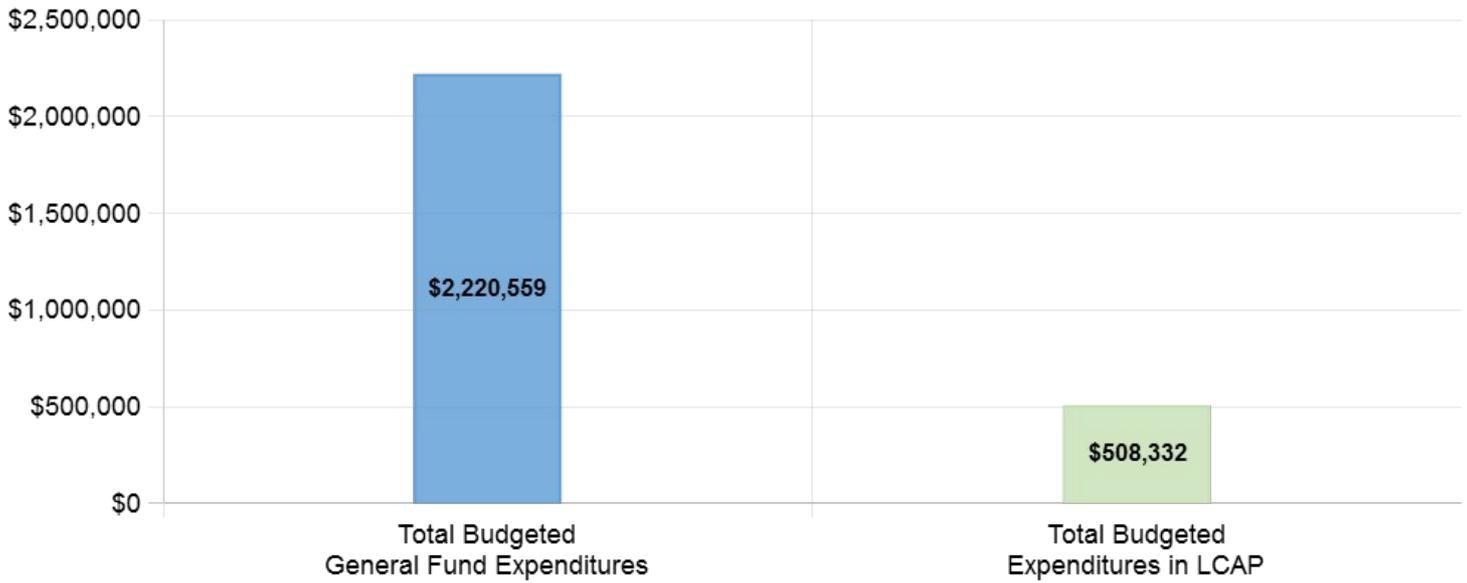
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$216,187	10%
All Other LCFF Funds	\$1,774,496	80%

These charts show the total general purpose revenue Sherman Thomas Charter expects to receive in the coming year from all sources.

The total revenue projected for Sherman Thomas Charter is \$2,213,904, of which \$1,990,683 is Local Control Funding Formula (LCFF), \$207,721 is other state funds, \$8,000 is local funds, and \$7,500 is federal funds. Of the \$1,990,683 in LCFF Funds, \$216,187 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,220,559
Total Budgeted Expenditures in LCAP	\$508,332

This chart provides a quick summary of how much Sherman Thomas Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sherman Thomas Charter plans to spend \$2,220,559 for the 2019-20 school year. Of that amount, \$508,332 is tied to actions/services in the LCAP and \$1,712,227 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries for all staff were only reflected in the LCAP if they were vital to meeting LCAP goals. Excluded from LCAP plan were items such as Executive Directors salary, Back office expenses, Principal salary, rent and utilities for facilities for daily use.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Sherman Thomas Charter is projecting it will receive \$216,187 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Sherman Thomas Charter plans to spend \$216,200 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$80,925
Estimated Actual Expenditures for High Needs Students in LCAP	\$80,191

This chart compares what Sherman Thomas Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherman Thomas Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sherman Thomas Charter's LCAP budgeted \$80,925 for planned actions to increase or improve services for high needs students. Sherman Thomas Charter estimates that it will actually spend \$80,191 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$734 had the following impact on Sherman Thomas Charter's ability to increase or improve services for high needs students:

Sherman Thomas Charter School budgeted money to have available for families who could not afford to purchase school supplies for home or other resources that would help their child at home. We also budgeted money for emergency situations to help families with transportation to and from school or otherwise support children to maintain access to school. Only a very small portion of the budgeted amount was needed this year.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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

Contact Name and Title

Tera Napier

Principal

Email and Phone

tnapier@stcsca.org

(559)674-1192

2017-20 Plan Summary

The Story

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

The mission of Sherman Thomas Charter School (STCS) is to prepare a diverse, TK-8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement.
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child.
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement
- Multi-cultural and inter-generational activities must be taught and shared to expand understanding of ethnicity and historical life experiences of past generations

STCS enrolls students in Transitional Kindergarten through eighth grades. These grade levels represent a child's introduction to school at Transitional Kindergarten and a child's transition to High School. In order to foster a school culture that is aligned with the mission and to facilitate student recruitment, we believe that beginning with Transitional Kindergarten through eighth grade students is the most logical way to combine the implementation of the STCS mission.

We have developed a school that closely represents Madera in the socio-economic levels and ethnicities. The STCS student population is inclusive of students with a wide range of abilities, including those with special education needs and those who are English Language Learners.

Enrollment Data

We have maintained an average student population of 200 for the past 13 years with a waiting list of approximately 200 students. We lost approximately 90 students when the new STEM school opened, but they were quickly replaced by students on our waiting list. In 2016, we added Transitional Kindergarten which included 10 students.

Enrollment Summary

2012 2013 2014 2015 2016 2017 2018

White 38% 33% 34% 36% 33% 30% 27%

Hispanic 53% 58% 59% 60% 62% 67% 67%

Socioeconomic 64% 51% 44% 48% 55% 53% 57%

SPED 8% 7% 9.20% 12% 15% 14% 12%

LCAP Highlights

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

In the fall of 2017, STCS implemented Looping as an instructional strategy to give students more stability and increase learning. This past year in 2018 is the first year of full implementation of the looping strategy, and we will begin collecting data about the effectiveness of the practice with our students.

Looping refers to the practice of a teacher remaining with the same group of students for more than one year. For example, a teacher who teaches a third grade class then goes on to teach the same students, the following year, for fourth grade. Educational advantages to having a single teacher have been found, including:

- Teachers gain extra teaching time.
- Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is impossible to achieve in a single year.
- Improved standardized test scores.
- Long term teacher-student relationship has been noted to result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement.

STCS in the Fall of 2017 implemented new Science curriculum in grades 4-8 to meet the needs of the new NGSS requirements and in the Fall of 2018 we completed our implementation with grades TK-4.

In the Fall of 2018 we implemented a new curriculum in grades 5-8, the Summit Learning platform, where Students are empowered to become self-directed learners—they set goals for their learning, reflect on their progress and build habits and mindsets to help them succeed in college, career and life with mentorship from their teachers. The Summit program combines a balance of mastery of content knowledge with the ability to apply that knowledge to real life situations in the form of project-based learning. These real life skills translate into the scholarly habits and skills that students must have to succeed in post-secondary education.

In 2019, we will implement a Social Emotional Learning curriculum to support our students social emotional needs and ensure a strong student culture where students can use effective self-management strategies and problem solving skills to manage conflicts and approach challenging situations.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Sherman Thomas Charter School is proud of what we have accomplished as a TK-8 charter school in Madera County. Our school ranks #4 overall in 2017-18 test scores when compared with all Madera Unified schools and independent charter schools.

We have already begun to see the benefits of using the Summit Learning Platform in that our students are developing collaboration skills, perseverance, flexible use of tools across contexts, and increased academic vocabulary. We are observing significant growth in the ability of our students with disabilities to use the tools they learn in different learning contexts.

We are proud of the increase in family engagement this year. We held family meetings at the beginning of the year to introduce the Summit Learning Platform and have used the Bloomz app throughout the year as a means of keeping parents informed about school and classroom events. As a result of this increased family engagement, we have seen an increase in the number of parent surveys returned this year.

We are also proud of the decline of 1.4% in chronic absenteeism, giving us a rate of 0% and a blue (highest) level on the CA dashboard.

Referring to the California School Dashboard, 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

Sherman Thomas Charter School saw weak performance on the SBAC in the 2017-18 school year dropping in math and maintaining in English language arts, receiving an Orange performance indicator in both. STCS saw a decline in all students for the 2018 CAASPP Mathematics assessment. On the CAASPP ELA assessment, our Socioeconomically Disadvantaged and White student groups realized

modest gains, while overall performance remained the same. We are still outperforming our local district in both Math and ELA. On the CAASPP math assessment, STCS had 8 percentage points more students achieving at the Met or Exceeding Standards level compared to Madera Unified but missed the state average by nine percentage points. On the CAASPP ELA assessment, STCS had 13 percentage points more students achieving at the Met or Exceeding Standards level compared to Madera Unified, but missed the state average by 4 percentage points.

Due to the influx of new students we saw a need for increased instructional support for all students. In the fall of 2018 we began implementing the Summit learning platform, creating individualized learning pathways for each student. In the fall of 2018, we also added half day instructional aides into the 5th-8th grade classrooms to support students with disabilities and the implementation of the Summit Learning platform. Additionally, we switched to the NWEA MAP assessments to better assess the precise instructional needs of all our students. In the fall of 2019, we will add instructional aides into the 1st-4th grade classrooms to provide support for the larger group of students while the credentialed teacher provides small group of individual instruction to students with disabilities and students who are struggling to master the content. With the addition of the personalized learning, Instructional Aides in the 1st-8th grade classrooms, and precise data about students instructional needs, we believe we will see an increase in the overall academic achievement of our students.

Also due to the influx of new students, we have seen a shift in school culture. For 2017-18, our school suspension rate was 0.9%, an increase of 0.4% from the previous year. To address this, we will hold a school culture kick off at the beginning of the 2019-20 school year to invest students in our school culture, and we will implement a social emotional learning curriculum to ensure a strong student culture where students can use effective self-management strategies and problem solving skills to manage conflicts and approach challenging situations.

Referring to the California School Dashboard, 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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed:

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

BASIC SERVICES

1A. All teachers for core courses at STCS will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned to their subjects. STCS will fund necessary support positions for, clerical and administration.

1B. Students, including all significant student subgroups (African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners), will have access to California Standards-aligned materials and additional instructional materials as outlined in our charter petition. For their social and emotional wellbeing, they also have access to a school nurse, and counselors as needed.

1C. School facilities are clean and maintained in good repair. The custodian is well trained and on campus during school hours for emergency clean-ups.

1D. School faculty will identify and recommend students for IEP assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

1A. 100% of all teachers are fully credentialed and fully competent in their subject matters.

1B. All students have access to standards-aligned Instructional Materials.

1C. All school facilities are maintained and in good repair.

1D. Individualized student achievement for students with disabilities.

Actual

100% of all teachers are fully credentialed and fully competent in their subject matters.

All students have access to standards-aligned Instructional Materials.

All school facilities are maintained and in good repair.

50% of students with an IEP met all of their IEP Goals; 70% of all IEP goals have been met.

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

Continue to purchase Common Core aligned course materials

Purchased new technology so that students, teachers, and staff are able to access and use the newly adopted Common Core aligned Summit Learning Platform. Replenished curriculum materials for the following programs: Core Knowledge ELA, Math in Focus, Core Knowledge History. Purchased novels for students to read in alignment with Summit Learning program.

\$63,792

\$60,000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Safe Facilities Supervision of custodial and maintenance staff. Regular safety reporting and revising of Safety Plan as appropriate.

Engaged in supervision of custodial and maintenance staff with weekly meetings to discuss any areas in need of improvement. Each month, the campus would be visually inspected to ensure facilities are compliant with the Safety Plan. The updated safety plan was submitted to the board for review and approval. Expenditures include:
Personnel costs for staff, maintenance, cleaning supplies, and parking lot refurbishment

\$335,866

\$119,107 for custodial and maintenance staff, \$64,000 for maintenance, repairs, supplies, and parking lot refurbishment = 183,107

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.

All teachers of English Learners and RFEP are appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). Teachers receive ongoing professional development and have access to the latest research on instructional strategies for ELD students. This year there was professional development time devoted to the development of instructional strategies to teach academic vocabulary so that students could access the rigorous content on the Summit Learning Platform.

\$7,623(20%reflected in Goal 1 action 4)

\$8,833 (included in Goal 1, Action 4)

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Hire 60% Intervention/ ELD Teacher

We had an intervention/ELD teacher part time throughout the year. One teacher had this role for the first three months of the year and then a different teacher has served in this role for the remainder of the year.

\$38,119

\$44,165

Action 5

Planned Actions/Services

CCSS Curriculum Continue to purchase research based materials and software for as needed.

Actual Actions/Services

Purchased Learning without Tears curriculum materials. Replenished curriculum materials for the following programs: Core Knowledge ELA, Math in Focus, Core Knowledge History. Purchased novels for students to read in alignment with Summit Learning program.

Budgeted Expenditures

\$60,778 (reflected in Goal 1 action 1)

Estimated Actual Expenditures

\$60,000 (included in Goal 1 Action 1)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Assessment The school will apply benchmark tests like or equal to NWEA testing to students a minimum of 3 times a year.

Students participated in the NWEA MAP assessments three times during the school year in Reading, Math, Language Use, and Science.

\$2,300

\$4,570

Action 7

Planned Actions/Services

Quality instruction and intervention for ELD Students who are Beginner, Early, Intermediate and Intermediate level students.

Actual Actions/Services

We provide quality ELD instruction for Beginner, Early Intermediate, and Intermediate level EL students with a part-time ELD/Intervention teacher.

Budgeted Expenditures

\$12,155 (20% of funding included in Goal 1 Action 4)

Estimated Actual Expenditures

\$8,833 (included in Goal 1, Action 4)

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Through regular grade level meetings, teacher led and administration meetings, staff will review progress for IEP students and will send written recommendations to the Special Ed specialist and administration. Student Study Teams (RTI) process for monitoring students that do not make adequate progress.

Through regular grade level meetings, teacher led and administration meetings, staff reviewed progress for IEP students and sent written recommendations to the Special Ed specialist and administration. We have a Student Study Teams (RTI) process for monitoring students that do not make adequate progress. These occurred at half-day meetings during teacher release time twelve times throughout the year.

\$25,940

\$19,596

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.

We had full implementation of the listed actions/services to ensure students have access to high-quality teachers, instructional assessments and materials, and facilities. We also ensured that students with IEP's continued to make adequate progress.

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

The curriculum and teachers we provided is high-quality and meets the needs of our students. We have had an increase in students with disabilities and could improve the amount of time that teachers can spend working with those students individually. We will do this with an increase in instructional aids next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We significantly over budgeted for facilities maintenance this year because we included technology infrastructure upgrades in the budgeted amount, but they do not apply to this action item as they are not a continuing cost. Also, the budgeted amount for NWEA MAP assessments did not include assessments for all grades 3-8. We determined that the data for all of those grades would best support our instructional program, thus resulting in an actual expenditure higher than the budgeted amount.

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 are changing our goals to better reflect our needs for 2019-20. We are collapsing the goals for student achievement into one overarching goal (Goal 1 for 2019-20) and then we will add a separate goal to improve our school culture (Goal 2 for 2019-20), and another goal to improve school safety

(Goal 3 for 2019-20). This breakdown will allow us to remove the duplication of funding for various action items throughout the LCAP. The updates can be found in the Goals, Actions, and Services section of the LCAP.

Goal 2

Within 5 years of an English learner student enrolled at STCS, the student will qualify for redesignated as fluent English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected

100% of English Learners will be designated English proficient on or before the end of their 5th school year at STCS.

Metrics:

CELDT

Proficiency on district benchmark and summative English Language assessments.

Performance on CAASPP

Teacher Recommendation

Parent Input

Actual

30% of English Learners students saw an increase in at least one level on the ELPAC and 30% were reclassified as Fluent English Proficient.

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

Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL's access the curriculum and improve his/her English language skills.

Actual Actions/Services

This year there was professional development training at Summit Public Schools and professional development time at the school devoted to the development of instructional strategies to teach academic vocabulary so that students could access the rigorous content on the Summit Learning Platform.

Budgeted Expenditures

\$7,623 (20% of funding included in Goal 1 Action 4)

Estimated Actual Expenditures

\$1,300 for training at Summit Public Schools to support students. \$7,623 for 20% of ELD teacher salary.

Action 2

Planned Actions/Services

Employ a 60% Intervention/ ELD Teacher

Actual Actions/Services

We employed a 60% intervention/ELD teacher this year to support students with their language needs.

Budgeted Expenditures

\$38,119 (funding included in Goal 1 Action 4)

Estimated Actual Expenditures

\$44,165 (funding included in Goal 1 Action 4)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the development and implementation of a plan to regularly track and monitor the progress of all EL's.

The intervention teacher monitored the progress of EL's with regular reflection on student grades and MAP data.

\$1906 (5% of funding reflected in Goal 1 Action 4)

\$2,208 (5% of funding reflected in Goal 1 Action 4)

Action 4

Planned Actions/Services

Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long -Term English Language Learners.

Actual Actions/Services

Provided academic support within the school day for students identified as Emerging or Long -Term English Language Learners. Ensured teachers had the strategies they need to scaffold language in assignments.

Budgeted Expenditures

\$7,624 (20% of funding reflected in Goal 1 Action)

Estimated Actual Expenditures

\$8,833 (20% of funding reflected in Goal 1 Action)

Action 5

Planned Actions/Services

Monitor and report math and language arts achievement levels compared to "all students" category.

Actual Actions/Services

Teachers monitor EL student progress on MAP and SBAC with all students during half day release times provided throughout the year.

Budgeted Expenditures

\$6,330

Estimated Actual Expenditures

\$4899 (3 full half days release time)

Action 6

Planned Actions/Services

Provide resources to support families at home.

Actual Actions/Services

We did not have any families who needed this type of support this year.

Budgeted Expenditures

\$7,306

Estimated Actual Expenditures

0

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.

We have implemented all of the actions except Action #6 to support our English Learners in making progress towards English Language Proficiency. We found that families were not in need of additional resources at home this year.

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

We are meeting the needs of our EL's as we continue to see growth their growth, specifically with the use of academic language. We need to continue to develop strategies to support students who are English Learners with a learning disability.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most actions were implemented without material differences between Budgeted Expenditures and Estimated Actual Expenditures, except for Action #6, where we found that families were not in need of additional resources at home this year.

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 are changing our goals to better reflect our needs for 2019-20. We are collapsing the goals for student achievement into one overarching goal (Goal 1 for 2019-20) and then we will add a separate goal to improve our school culture (Goal 2 for 2019-20), and another goal to improve school safety (Goal 3 for 2019-20). This breakdown will allow us to remove the duplication of funding for various action items throughout the LCAP. We will remove Action #6 "Provide resources to support families at home," as this action has been underutilized the past two years. The updates can be found in the Goals, Actions, and Services section of the LCAP.

Goal 3

Provide targeted learning opportunities, intervention and enrichment that results in increased academic achievement and social-emotional wellbeing, including support systems for foster youth, English learners, and socio-economically disadvantaged.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

By the end of each school year, the achievement gap in each of the demographic groups to include foster youth, socio-economically disadvantaged, Hispanic and English Learners will be reduced.

Metrics:

Pupil achievement data

Attendance Rates

Discipline Data

Sherman Thomas saw weak performance on the SBAC in the 2017-18 school year dropping in math and maintaining in English language arts, receiving an Orange performance indicator in both. STCS saw a decline in all students for the 2018 CAASPP Mathematics assessment. On the CAASPP ELA assessment, our Socioeconomically Disadvantaged and White student groups realized modest gains while overall performance remained the same. Our Hispanic students' average scores dipped slightly more than overall students.

We are still outperforming our local district in both Math and ELA. On the CAASPP math assessment, STCS had 8 percentage points more students achieving at the Met or Exceeding Standards level compared to Madera Unified but missed the state average by nine percentage points. On the CAASPP ELA assessment, STCS had 13 percentage points more students achieving at the Met or Exceeding Standards level compared to Madera Unified but missed the state average by four percentage points.

In 2017-18 our chronic absenteeism rate declined to 0% in all groups, placing us in the Blue level (highest level) on the CA School Dashboard.

In 2017-18 our suspension rate for Hispanic students increased 1.3% placing us in the Orange level for this student group, compared to a Yellow level overall.

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

STCS academic intervention program will be expanded in size to match the identified need. The program may accommodate students outside of the school day, including providing homework support for students who are identified as foster youth and socio-economically disadvantaged

Actual Actions/Services

After school program students are able to meet with tutor trained in curriculum. They meet with students and tutors from regular after school program to ensure continuity.

Budgeted Expenditures

\$15,248 (40% of funding reflected in Goal 1 Action4)

Estimated Actual Expenditures

\$17,666 (40% of funding reflected in Goal 1 Action4)

Action 2

Planned Actions/Services

Actively monitor the academic progress of foster youth, economically disadvantaged and English learners in real time.

Actual Actions/Services

In staff meetings, we disaggregate the data to ensure we are meeting the needs of our SED and Hispanic students.

Budgeted Expenditures

\$7,624 (20% of funding reflected in Goal 1 Action 4)

Estimated Actual Expenditures

\$8,833 (20% of funding reflected in Goal 1 Action 4)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide school supplies for students who are foster youth and economically disadvantaged.

We supported students who were placed in foster care with transportation to ensure they were able to get from temporary transitional housing to school each day.

\$500

\$26.21

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the development and implementation of the Next Generation Science Standard (NGSS)s, including the implementation of Science, Technology, Engineering, and Mathematics (STEM)

Purchased new Amplify Science curriculum and professional development for grades K-4 and purchased supplies needed for students in grades 5-8 to access Summit Learning Platform science curriculum.

\$10,000 (duplication of funding reflected in Goal 3 action 10)

\$27,627.34

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the development of professional learning communities and develop plan for the instructional strategy of looping.

Staff meetings every other month to focus on instructional strategies and teachers who loop at the same grade levels become a grade level team. Half day professional development sessions.

\$35,000 (duplication of funding reflected in Goal 1 action 9)

\$31,027 (duplication of funding reflected in Goal 1 Action 8)

Action 6

Planned Actions/Services

Continue the ability of parents to be able to track the academic performance of their student in real time.

Actual Actions/Services

Parents can access PowerSchool for student information. We utilize Illuminate for report cards and the Bloomz app for the school and teachers to provide updated information to parents. The Summit Learning Platform also provides real time data to parents about where students are at in their progress towards mastery of standards.

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

\$10,466

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Expand the knowledge and access teachers and administrators have to student achievement data.

Teachers and administrators use Illuminate, Summit Learning Platform, and NWEA MAP to access student achievement data to make instructional decisions. This year teachers and administrators spent time at the beginning of the year learning how to use the reports provided by NWEA MAP to make instructional decisions based on the needs of individual students.

\$5,000 (duplication of funding reflected in goal 3 action 10)

\$5,000 (duplication of funding reflected in goal 3 action 6)

Action 8

Planned Actions/Services

Ensure all students have access to standards aligned curriculum and materials.

Actual Actions/Services

All students have access to standards-aligned curriculum and materials. We purchased new technology this year to ensure students could access the Summit Learning platform and utilize Amplify's NGSS curriculum online.

Budgeted Expenditures

\$60,778 (duplication of funding reflected in Goal 1 action1)

Estimated Actual Expenditures

\$60,000

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide ongoing professional development on meeting the needs of all students including students who are identified as GATE, economically disadvantaged, foster youth and eligible for special education.

Sent teachers to California Charter Schools Association teacher track training, Rocklin academy training, Summit Public Schools training focused on meeting the needs of all students including students who are identified as GATE, economically disadvantaged, foster youth and eligible for special education.

\$35,000

\$10,000 in travel and conference expenses. Salary \$26,000

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.

Sherman Thomas Charter School effectively implemented all of the above actions to reduce the achievement gap between our overall student population and our English Learners, Foster Youth, and Socioeconomically Disadvantaged students.

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

We believe the training that teachers participated in this year in learning how to use NWEA MAP data to best meet the needs of all students, how to best scaffold the language requirements to access the Summit Learning Platform, and the trips to see best practices of other educators at Rocklin Academy and Summit Public Schools was highly effective in developing teacher capacity to individualize instruction and scaffold tasks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Amplify science curriculum cost more than we had originally budgeted for. The increased cost came from increasing the number of grade levels we purchased the curriculum for and the cost of professional development.

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 are changing our goals to better reflect our needs for 2019-20. We are collapsing the goals for student achievement into one overarching goal (Goal 1 for 2019-20) and then we will add a separate goal to improve our school culture (Goal 2 for 2019-20), and another goal to improve school safety (Goal 3 for 2019-20). This breakdown will allow us to remove the duplication of funding for various action items throughout the LCAP. The updates can be found in the Goals, Actions, and Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

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?

Summit Parent Meetings September 4, 2018 and January 17, 2019

Parent Surveys in March

Staff input reflecting on January parent meeting and at April Summit meeting

Board report about Summit Learning Platform

Parent Advisory council opportunities for input at board meetings on 8/21/18, 9/25/18, 10/23/18, 11/13/18, 1/29/19, 3/26/19, 4/23/19, 5/28/19, 6/4/19, 6/11/19

Impact on LCAP and Annual Update

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

Next year we will implement social emotional learning curriculum based on parent feedback that some aspects of school culture have declined. Staff wants to implement school culture kickoff at the beginning of the year to support the development of a positive school culture. Our parents have expressed concern about the looping practice and the school continues to monitor data to ensure this is the right fit for our students. There is also parent concern about the appropriateness of the Summit Learning Platform for 5th graders. We are working to ensure we do a better job onboarding and rolling out the program to the 5th grade students next year. We are sending our 5th grade teachers to Summit to get training on skills needed to successfully implement the platform.

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)

New

Goal 1

Sherman Thomas Charter School will prepare a diverse TK-8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self-motivated, competent, lifelong learner.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Identified Need:

Sherman Thomas saw weak performance on the SBAC in the 2017-18 school year, dropping in math and maintaining in English language arts, receiving an Orange performance indicator in both. STCS saw a decline in all students for the 2018 CAASPP Mathematics assessment. On the CAASPP ELA assessment, our Socioeconomically Disadvantaged and White student groups realized modest gains while overall performance remained the same. We are still outperforming our local district in both Math and ELA. On the CAASPP math assessment, STCS had 8 percentage points more students achieving at the Met or Exceeding Standards level compared to Madera Unified but missed the state average by nine percentage

points. On the CAASPP ELA assessment, STCS had 13 percentage points more students achieving at the Met or Exceeding Standards level compared to Madera Unified but missed the state average by 4 percentage points.

Due to the influx of new students we saw a need for increased instructional support for all students. In the fall of 2018 we began implementing the Summit learning platform, creating individualized learning pathways for each student. In the fall of 2018, we also added half day instructional aides into the 5th-8th grade classrooms to support students with disabilities and the implementation of the Summit Learning platform. Additionally, we switched to the NWEA MAP assessments to better assess the precise instructional needs of all our students. In the fall of 2019, we will add instructional aides into the 1st-4th grade classrooms to provide support for the larger group of students while the credentialed teacher provides small group of individual instruction to students with disabilities and students who are struggling to master the content. With the addition of the personalized learning, Instructional Aides in the 1st-8th grade classrooms, and precise data about students instructional needs, we believe we will see an increase in the overall academic achievement of our students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers with teaching credentials who are appropriately assigned	100%	N/A	N/A	100%
% students with access to standards-aligned instructional materials	100%	N/A	N/A	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% standards-aligned benchmarks, lesson plans, curriculum maps, including ELD standards	100%	N/A	N/A	100%
% of students meeting or exceeding standards on SBAC Math and ELA assessments.	ELA 45% of students meeting or exceeding standards (2017-18) Math 30% of students meeting or exceeding standards (2017-18)	N/A	N/A	ELA 51% of students meeting or exceeding standards Math 36% of students meeting or exceeding standards
EL Reclassification Rate	30%	N/A	N/A	30%
% of EL's who improved one level on the ELPAC overall score.	30%	N/A	N/A	30%

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)

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

Continue to purchase newly developed Common Core aligned course materials.

Continue to purchase Common Core aligned course materials

Continue to purchase Common Core aligned course materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,778	\$63,792	\$63,792
Source	General Ledger	General Ledger	General Ledger
Budget Reference	4100	4100	4100

Action #2

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

2017-18 Actions/Services

All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.

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

Modified

2018-19 Actions/Services

All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.

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

Modified

2019-20 Actions/Services

All teachers of English Learners and RFEP will receive ongoing professional development in SDAIE and ELD instructional strategies, as well as ELD instructional strategies aligned to the ELD standards. Teachers will receive professional development on meeting the needs of individual students using personalized learning by analyzing data and using that data to inform instructional decisions, specifically for our highest need students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,285(20%reflected in Goal 1 action 4)	\$7,623(20%reflected in Goal 1 action 4)	36,000
Source	General Ledger	General Ledger	Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	1100	1100	1200 1000 5200

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

Assessment The school will apply benchmark tests like or equal to FASTBRIDGE testing to students a minimum of 3 times a year.

Assessment The school will apply benchmark tests like or equal to NWEA testing to students a minimum of 3 times a year.

Assessment The school will apply benchmark tests like or equal to NWEA testing to students a minimum of 3 times a year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4570	\$2,300	\$2,300
Source	General ledger	General ledger	General ledger
Budget Reference	4100	4100	4100

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

All teachers will participate in ongoing professional development to develop their knowledge and practice of effective teaching strategies for implementing the Common Core State Standards and Next Generation Science Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	31,000
Source	N/A	N/A	Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1200 1000 1100

Action #5

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We will hire half-day instructional aids for all classrooms to support whole group instruction/independent work time while the certificated teacher provides small group or individual instruction with the students who need the most support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	101,172
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1200 1000 2100

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, 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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We will hire an Assistant Principal dedicated to curriculum and instruction who will support teachers with utilizing data to create individualized instruction plans for students that provide the pathway to mastery of the content standards.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$22,750 (25% of salary)

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1200-2100-1300

Action #7

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

Students to be Served

Location(s)

Students with Disabilities

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We will hire half-day instructional aids for all classrooms to support whole group instruction/independent work time while the certificated teacher provides small group or individual instruction to students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$25,040
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	1200-1000-2100

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

New

Goal 2

Sherman Thomas Charter School will support the development of the "whole child" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 7, 8

Local Priorities:

Identified Need:

While educating the whole child has always been a strength of Sherman Thomas Charter School, it is such an important piece of our mission that we must ensure that we continue to provide programs and content that support the social, emotional, and physical needs of each child. We must ensure that we provide a connection between the school and the families we serve in order to maintain our solid attendance rate and level of parent engagement. It is imperative that we provide courses that support the development of a well-rounded child. We anticipate the new science standards to be challenging and want to ensure our students are prepared to meet those challenges.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Chronic Absenteeism Rate	0% (2017-18)	N/A	N/A	0%
Attendance Rate	98.26%	N/A	N/A	Maintain over 95%
Middle School dropout rate	0%	N/A	N/A	0%
Rate of return for parent surveys	80%	N/A	N/A	83%
% of students with access to Math, English, Social Science, Science, Health, Physical Education, Visual and Performing arts courses or curriculum.	100%	N/A	N/A	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAST growth PFT - % of students in the Healthy Fitness Zone for aerobic capacity	CAST TBD - Scores will be publicly reported later in the year PFT - 5th grade 83%, 7th grade 71% (2017-18)	N/A	N/A	CAST 5% growth in number of students meeting or exceeding standards PFT - maintain over 70% of students in Healthy Fitness Zone for aerobic capacity

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We will hire an attendance clerk to track attendance and reach out to families when students are regularly absent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$26,278
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1200 2100 2400

Action #2

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

The Art Council will provide an Art teacher to provide a monthly art class for all students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	10000
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	5800

Action #3

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)

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We will purchase a health curriculum that educates students about the negative effects of drug use. We will also purchase supplies for enrichment, PE, and after school sports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	8,500
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1100

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

Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

We provide emergency support to families in need to ensure continuity of schooling for the children.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

500

Source

N/A

N/A

Supplemental Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	4300

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue the ability of parents to be able to track the academic performance of their student in real time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	10,000
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	4300

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

New

Goal 3

Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Identified Need:

Due to the influx of new students, we have seen a shift in school culture. For 2017-18 our school suspension rate was 0.9%, an increase of 0.4% from the previous year. To address this, we will hold a school culture kick off at the beginning of the 2019-20 school year to invest students in our school culture, and we will implement a social emotional learning curriculum to ensure a strong student culture where students can use effective self-management strategies and problem solving skills to manage conflicts and approach challenging situations.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Parent & Student Surveys	Surveys 80%	Surveys 70%	n/a	Surveys 85%
School facilities are in good repair and in compliance with the school safety plan.	School facilities are in compliance with the school safety plan.	N/A	N/A	School facilities are in compliance with the school safety plan.
Suspension Rate	.9% (2017-18)	N/A	N/A	0.5%
Expulsion Rate	0%	N/A	N/A	0%

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

School facilities will be maintained and repaired regularly to ensure a clean safe campus for students.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

150,000

Source

N/A

N/A

Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	6100, 6200, 4300, 2200

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
		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

We will hold assemblies, special events, and award students for academic and citizenship growth and achievement. Assemblies and meetings will also take place to promote restorative justice practices and overall positive school culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	2500
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1100 and 5800

Action #3

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)

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We will purchase social emotional learning curriculum to be implemented in all grade levels to support students in developed self-management and conflict resolution skills.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

9500

Source

N/A

N/A

Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1100

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)
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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

Teacher leaders will coordinate school events and initiatives contributing to a positive school culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	9000
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1100

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$103,729

Percentage to Increase or Improve Services

6.3%

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.

STCS budgets for 55% unduplicated count of English learners, low-income students, and foster youth based on Local Control Funding Formula. Therefore, we expect to see \$103,729 in supplemental concentration funds. Approximately 1 out of 2 students are either identified as low income, English learners or foster youth. 6.3% of our budget is focused on increase and providing services to these students. We are excited to increase math support and to continue Intervention support for our students.

Unduplicated Services Provided

Goal 1

Action 4: Employ 60% Intervention/ ELD Teacher-\$51,426

Action 5: Instructional Aides will be trained to assist in tutoring ELD and special needs students. -\$500

Action 7: Quality instruction and intervention for ELD students who are Beginner, Early, Intermediate and Intermediate level students.- \$10,285 (20% of funding reflected in Goal 1 Action 4)

Action 8: Through regular grade level meetings, teacher led and administration meetings, staff will review progress for IEP students and will send written recommendations to the Special Ed specialist and administration. Student Study Teams (RTI) process for monitoring students that do not make adequate progress. \$37,060.54

Goal 2

Action 1: Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL's access the curriculum and improve his/her English language skills. -\$10,285 ((20% of funding reflected in Goal 1 Action 4)

Action 3: Continue the development and implementation of a plan to regularly track and monitor the progress of all EL's. - \$2571 (5% of funding reflected in Goal 1 Action 4)

Action 4: Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long -Term English Language Learners. \$10,285 (20% of funding reflected in Goal 1 Action 4)

Action 5: Monitor and report math and language arts achievement levels compared to "all students" category. - \$6,115

Action 6: Provide resources to support families at home. - \$7,727

Goal 3

Action 1: STCS academic intervention program will be expanded in size to match the identified need. The program may accommodate students outside of the school day, including providing homework support for students who are identified as foster youth and socio-economically disadvantaged. \$20,570 (40% of funding reflected in Goal 1 Action 4)

Action 2: Actively monitor the academic progress of foster youth, economically disadvantaged and English learners in real time. - \$10,285 (20% of funding reflected in Goal 1 Action 4)

Action 3: Provide school supplies for students who are foster youth and economically disadvantaged. - \$500

School Wide Services Provided

Goal 1

Action 1: Continue to purchase newly developed Common Core aligned course materials. - \$60,778

Action 2: Safe Facilities Supervision of custodial and maintenance staff. Regular safety reporting and revising of Safety Plan as appropriate. \$293,200

Action 3: All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students. \$10,285 (20% reflected in Goal action 4)

Action 6: STCS will apply benchmark tests like or equal to FAST BRIDGE testing to students a minimum of 3 times a year.- \$1,260

Goal 2

Action 2: Employ a 60% Intervention/ ELD Teacher-\$51,426

Goal 3

Action 4: Purchase Accelerated math and STAR Math to provide additional support for students who are not achieving proficiency in mathematics. - \$8,000
 Action 5: Continue the development of the California Common Core Standards and the selection of instructional materials specifically in the area of Science -37,060.54 (funding duplicated in Goal 1 action 4)

Action 6: Continue the development and implementation of the Next Generation Science Standard (NGSS)s, including the implementation of Science, Technology, Engineering, and Mathematics (STEM)- \$7,000 (duplication of funding reflected in Goal 3 Action 11)

Action 7: Continue the development of professional learning communities and develop plan for the instructional strategy of looping. - \$31,292.45 (duplication of funding reflected in Goal 1 Action 9)

Action 8: Continue the ability of parents to be able to track the academic performance of their student in real time. - \$15,000

Action 9: Expand the knowledge and access teachers and administrators have to student achievement data. -\$5,000 (duplication of funding reflected in Goal 3 Action 11)

Action 10: Ensure all students have access to standards aligned curriculum and materials. - \$60,778 (duplication of funding reflected in Goal 1 Action 4)

Action 11: Provide ongoing professional development on meeting the needs of all students including students who are identified as GATE, economically disadvantaged, foster youth and eligible for special education. - \$24,000

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$184,955

Percentage to Increase or Improve Services

9.94%

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.

STCS budgets for 55% of our students being unduplicated count of English learners, low-income students, and foster youth based on Local Control

Funding Formula. Therefore, we expect to see \$184,955 in supplemental concentration funds. Approximately 1 out of 2 students are either identified as low income, English learners or foster youth. 59% of our Supplemental Concentration grant budget is focused on increase and providing services to these students. We are excited to increase math support and to continue Intervention support for our students.

School Wide Services Provided

Goal 1

Action 1: Continue to purchase newly developed Common Core aligned course materials. - \$60,778

Action 2: Safe Facilities Supervision of custodial and maintenance staff. Regular safety reporting and revising of Safety Plan as appropriate. \$335,866

Action 5: CCSS Curriculum Continue to purchase research based materials and software for as needed. \$60,778 (reflected in Goal 1 action 1)

Action 6: STCS will apply benchmark tests like or equal to NWEA maps testing to students a minimum of 3 times a year.- \$4,570

Goal 2

CCSS Curriculum Continue to purchase research based materials and software for as needed.

Goal 3

Action 4:Continue the development and implementation of the Next Generation Science Standard (NGSS)s, including the implementation of Science, Technology, Engineering, and Mathematics (STEM) \$10,000 (duplication of funding reflected in Goal 1 action 1)

Action 5: Continue the development of the California Common Core Standards and the selection of instructional materials specifically in the area of Science -\$37,842 (duplication of funding reflected in Goal 1 action 1)

Action 6: Continue the ability of parents to be able to track the academic performance of their student in real time. - \$10,000

Action 7: Expand the knowledge and access teachers and administrators have to student achievement data. -\$5,000 (duplication of funding reflected in goal 3 action 9)

Action 8: Ensure all students have access to standards aligned curriculum and materials. - \$60,778 (duplication of funding reflected in Goal 1 action 1)

Action 9: Provide ongoing professional development on meeting the needs of all students including students who are identified as GATE, economically disadvantaged, foster youth and eligible for special education. - \$35,000

Unduplicated Services Provided

Goal 1

Action 3 EL Teacher \$7,623 (20%reflected in Goal 1 action 4)

Action 4: Employ 60% Intervention/ ELD Teacher- \$38,119

Action 7: Quality instruction and intervention for ELD students who are Beginner, Early, Intermediate and Intermediate level students.- \$10,285 (20% of

funding reflected in Goal 1 Action 4)

Action 8: Through regular grade level meetings, teacher led and administration meetings, staff will review progress for IEP students and will send written recommendations to the Special Ed specialist and administration. Student Study Teams (RTI) process for monitoring students that do not make adequate progress. \$25,940

Goal 2

Action 1: Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL's access the curriculum and improve his/her English language skills. -\$7,623 (20% of funding reflected in Goal 1 Action 4)

Action 2 Employ a 60% Intervention/ ELD Teacher \$38,119 (funding reflected in Goal 1 Action 4)

Action 3: Continue the development and implementation of a plan to regularly track and monitor the progress of all EL's. - \$ 1,906 (5% of funding reflected in Goal 1 Action 4)

Action 4: Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long -Term English Language Learners. \$7,624 (20% of funding reflected in Goal 1 Action 4)

Action 5: Monitor and report math and language arts achievement levels compared to "all students" category. - \$6330

Action 6: Provide resources to support families at home. - \$7,306

Goal 3

Action 1: STCS academic intervention program will be expanded in size to match the identified need. The program may accommodate students outside of the school day, including providing homework support for students who are identified as foster youth and socio-economically disadvantaged. \$15,248 (40% of funding reflected in Goal 1 Action4)

Action 2: Actively monitor the academic progress of foster youth, economically disadvantaged and English learners in real time. - \$7,624 (20% of funding reflected in Goal 1 Action 4)

Action 3: Provide school supplies for students who are foster youth and economically disadvantaged. - \$500

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

216,187

Percentage to Increase or Improve Services

12.18%

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 (see instructions).

STCS budgets for 55% of our students being unduplicated count of English learners, low-income students, and foster youth based on Local Control Funding Formula. Therefore, we expect to see \$216,187 in supplemental concentration funds. Approximately 1 out of 2 students are either identified as low income, English learners or foster youth. 100% of our Supplemental Concentration grant budget is focused on increase and providing services to these students.

The school uses its supplemental concentrated funding to ensure students are making progress towards mastery of the CCSS, NGSS, and ELD standards each year through the following actions:

Goal 1, Action 2: All teachers of English Learners and RFEP will receive ongoing professional development in SDAIE and ELD instructional strategies, as well as ELD instructional strategies aligned to the ELD standards. Teachers will receive professional development on meeting the needs of individual students using personalized learning by analyzing data and using that data to inform instructional decisions, specifically for our highest need students. - \$36,000

Goal 1, Action 5: We will hire half-day instructional aids for all classrooms to support whole group instruction/independent work time while the certificated teacher provides small group or individual instruction with the students who need the most support. -\$101,172

Goal 1, Action 6: We will hire an Assistant Principal dedicated to curriculum and instruction who will support teachers with utilizing data to create individualized instruction plans for students that provide the pathway to mastery of the content standards. - \$22,750

Each of the following actions is a high leverage use of funds to ensure student instruction is targeted to the needs of the individual students.

The school uses its supplemental concentrated funding to ensure we are educating the whole child by ensuring a strong connection with families and providing programs that support the health, social, and emotional needs of the child through the following actions:

Goal 2, Action 1: We will hire an attendance clerk to track attendance and reach out to families when students are regularly absent. -\$26,278

Goal 2, Action 3: We will purchase a health curriculum that educates students about the negative effects of drug use. We will also purchase supplies for enrichment, PE, and after school sports. -\$8500

Goal 2, Action 4: We provide emergency support to families in need to ensure continuity of schooling for the children. -\$500

Each of the above actions has been shown to increase attendance and reduce risk taking behavior in socio-economically disadvantaged school populations.

The school uses its supplemental concentrated funding to ensure we have a safe and positive school environment for children through the following actions:

Goal 3, Action 2: We will hold assemblies, special events, and award students for academic and citizenship growth and achievement. Assemblies and meetings will also take place to promote restorative justice practices and overall positive school culture. -\$2,500

Goal 3, Action 3: We will purchase social emotional learning curriculum to be implemented in all grade levels to support students in developed self-management and conflict resolution skills. -\$9,500

Goal 3, Action 4: Teacher leaders will coordinate school events and initiatives contributing to a positive school culture. -\$9,000

Each of these actions has been shown to reduce the amount of suspensions, expulsions, and overall negative behaviors in schools with a large population of socioeconomically disadvantaged students.