



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas STEM Academy  
 CDS Code: 20-65243-0134510  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA contact information: Jamie Brock, 559-871-5490, jabrockstcsca.org

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

The total revenue projected for Sherman Thomas STEM Academy is \$637,297.00, of which \$520,717.00 is Local Control Funding Formula (LCFF), \$2,000.00 is other state funds, \$92,631.00 is local funds, and \$21,949.00 is federal funds. Of the \$520,717.00 in LCFF Funds, \$54,102.00 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.

Complete the budget section  
 Fix pie charts and other graphs

# Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Sherman Thomas STEM Academy  
Contact Name and Title: Jamie Brock, Principal  
Email and Phone: jabrockstcsca.org; 559-871-5490  
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)  
California School Dashboard: 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.

## 2017–20 Plan Summary

### The Story

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

We are a new small STEM (Science, Technology, Engineering, and Mathematics) middle school, serving 75 students in grades six, seven, and eight with a college and career emphasis. Our grand opening was August 21, 2017. Our student demographic information is 64 % Hispanic, 30 % Caucasian, 3 % African American, 3 % Asian, and 50 % of our students are unduplicated (English Learners, free/reduced lunch, foster/homeless youth).

One of the things that is exciting about our demographic is that it truly is a cross-section of Madera. Our students do not all live in the same area because attending our schools is not based on a child's address (although preference is given to all students living within Madera Unified School District). Of our current 75 students, we have students who have come from 17 different schools (public, public charter, and private) within Madera. This provides a great opportunity for creating a community celebrating differences.

Something that makes us unique is that we are the first STEM school in our county. We believe in an integrative instructional model where we apply the principles of the subjects of STEM, Science (hypothesizing and investigating), Technology (improvements that foster ease of a task), Engineering (design process), and Mathematics (identifying problems and persevering to solve them) in all subject areas. Our motto, Dream it, Think it, Do it, is a constant focal point. The lessons are designed to be engaging and interactive with our Fridays, which are specifically set aside for hands on projects, college and career emphasis, field trips, and guest speakers. We are excited to bring these opportunities to the children of our entire community.

### LCAP Highlights

#### 2017–2020 LCAP Goals:

1. To prepare students through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic, and the higher level critical thinking skills needed to solve problems in the 21<sup>st</sup> century world.
2. For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage)
3. To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

Being a small school, there is not a lot of revenue, but small class and school size is important to our parents and staff. A key element of our school, that with the exception of salaries and our facility lease, has the largest apportionment of our funds, is our field trip program. We believe it is vital to a child's education to foster higher-level critical thinking skills, and a well-rounded character education program that focuses on professionalism to get students "in the field." In year one (2017–18), all students got to go to 3 college campuses (Reedley College, Fresno State University, and California Polytechnic University San Luis Obispo), 4 community business trips, and 3 enrichment field trips, including Knott's Berry Farm for their Middle School Physics Day and Medieval Times. This current year (2019–19) students visited 4 college campuses (Fresno City, UC Merced, UC Davis, and the California Health Science University), 7 local businesses, and went on 2 enrichment trips. College, and careers to a different extent, seem far away and mysterious to students in this age group in our community. We want kids to see these possibilities as accessible and to understand there are steps they can take, even now, in middle school, to put them on a realistic pathway toward their dreams. We not only wish to open their minds to these possibilities but help build habits they can use on their way through high school and college or higher education training programs. This is a key to our program and is a continued goal for this year. We will be visiting 3 college campuses (Madera Community College Center, Fresno Pacific University, and Stanford University) at least 3 local businesses, and taking all students to a science camp.

## **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**

We have had a great second year at the Academy. Our year one test scores were the highest in our city, which we are using as a motivator for our 2018–19 testing (which has not yet begun, and therefore we do not have results). We encourage our students to work hard every day—that's what it means to be a Raven. We are proud to have reached all expected measurable outcomes set forth in the previous year's LCAP that we have data on at this point. On local assessments, 75 % of our students have grown at least one year and/or are at grade level in reading and mathematics, school wide. Over 90 % of our Stakeholders report being highly satisfied with our school.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" 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**

Since 2017–18 was our school's first year of existence, we do not have any "red" or "orange" performance categories. Last year was our school's first time taking the CAASPP, so our scores are being used as baseline data. This year, 2018–19 will be our first chance to show increase or decline, and therefore will be our first time having "colors". That being said, we do have areas of concern that we as a staff are working to address. While we met our goal of 75 % of students growing a minimum of one year and/or being at grade level in reading and math, we barely met

it (74.8 %). We see this as an area for us to work on and are looking for ways to improve. This was a 4.78 % increase over last year, but we were hoping to see greater growth.

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**

Since 2017–18 was our first year testing and we do not have data for 2018–19 yet, we don’t have any state indicators on the Dashboard. That being said, I do have data broken down by subgroup for the 2017–18 results (we have not yet done our 2018–19 testing). Overall, our school had 74 % of our students meet/exceed standard in English and 55 % met/exceeded standard in math. We had several subgroups that performed below this—which I would see as a gap to be addressed. Our Hispanic students were 5 % below in English and 6 % below in Math. Our socio-economically disadvantaged students were 7 % below in English and 22 % below in math (this is the biggest and most concerning gap). Our boys were also 4 % below in English and 6 % below in Math. Our highest performing subgroup in Math was our white students, with 68 % meeting/exceeding standard and our girls, with 64 %. Our highest performing sub-group in English were our RFEP students, with 91 % meeting/exceeding standard. Most of our sub-groups were within 10 % of our overall score, which I don’t consider to be a significant performance gap.

### **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.

No schools within the LEA have been identified for CSI

#### **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.

NA

#### **Support for Identified Schools**

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

NA

### **Annual Update**

#### **LCAP Year Reviewed: 2018–19**

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

To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21<sup>st</sup> century world.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected: Teacher Certification: 100 % appropriately assigned and fully credentialed.

Actual: 100 % appropriately assigned and fully credentialed.

Expected: Instructional Materials Quarterly Self Audit: ALL students will have access to standards-aligned instructional materials.

Actual: All students had access to standards-aligned instructional materials.

Expected: CAASPP Results: 98 % Participation Rate. To be in the “increased level” for mean distance from Level 3 in ELA and Math.

Actual: Pending test results (students test in May)

Expected: CELDT Results: 70 % of EL pupils will grow one level or be redesignated.

Actual: Pending test results (students test at end of April)

Expected: Renaissance Results: 75 % of students will be at grade level in ELA and Math and/or grow a minimum of 1 year.

Actual: 74.8 % of students were at grade level in ELA and Math and/or grew a minimum of 1 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: Teacher contracts (including principal/teacher combo role) – salary + benefits. (Only 90.2 % of 6<sup>th</sup> grade teacher, as the remaining 9.8 % is in a different action for intervention).

Actual Actions/Services: Teacher contracts (including principal/teacher combo role) – salary + benefits. (Only 90.2 % of 6<sup>th</sup> grade teacher, as the remaining 9.8 % is in a different action for intervention).

Budgeted Expenditures: \$228,701

Estimated Actual Expenditures: \$242,423

### Action 2

Planned Actions/Services: Weekly PLC meetings; outside professional development

Actual Actions/Services: Weekly PLC meetings; outside professional development

Budgeted Expenditures: \$10,000

Estimated Actual Expenditures: .22\$8,115.22

**Action 3**

Planned Actions/Services: Technology infrastructure and support to ensure internet capability on all devices.

Actual Actions/Services: Technology infrastructure and support to ensure internet capability on all devices.

Budgeted Expenditures: \$15,000

Estimated Actual Expenditures: \$11,215

**Action 4**

Planned Actions/Services: Intervention Program (9.8 %) of 6<sup>th</sup> grade teacher's salary)

Actual Actions/Services: Intervention Program (9.8 %) of 6<sup>th</sup> grade teacher's salary)

Budgeted Expenditures: \$7,292

Estimated Actual Expenditures: \$8,686

**Action 5**

Planned Actions/Services: EL Coordinator

Actual Actions/Services: EL Coordinator

Budgeted Expenditures: \$2,000

Estimated Actual Expenditures: \$0 (embedded in salary)

**Action 6**

Planned Actions/Services: Renaissance Program and End of Year Field Trip

Actual Actions/Services: Renaissance Program and End of Year Field Trip

Budgeted Expenditures: \$8,000

Estimated Actual Expenditures: \$5,739

**Action 7**

Planned Actions/Services: Classified Employee working with students as a classroom aid in the morning.

Actual Actions/Services: Classified Employee working with students as a classroom aid in the morning.

Budgeted Expenditures: \$5,300

Estimated Actual Expenditures: \$5,300

## 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 the articulated goal.

**Action 1:** 100 % of teachers were appropriately assigned and fully credentialed.

**Action 2:** Teaching staff met at least weekly both formally and ad-hoc to discuss planning, student achievement, teaching strategies, classroom management, and other areas of strengths and weaknesses as they arose. Our entire team attended the International Literacy Association Conference and our principal attended the Charter School Development Leadership Update Conference.

**Action 3:** All technology has been purchased and the infrastructure is in place to support all students being able to be on a device with internet at one time. Our contract for tech support, through Madera County Superintendent of Schools allows us to ensure that all updates are done in a timely manner—for both testing purposes as well as student safety (filtration system).

**Action 4:** We implemented and ran an intervention program the last 45 minutes of each day Monday – Thursday that focused on a variety of topics based on highest need as observed by each classroom teacher.

**Action 5:** Our EL Coordinator attended all trainings, monitored progress of EL students, and administered the ELPAC test.

**Action 6:** We purchased the Renaissance Program to monitor and track student achievement as measured by reading and math levels and administered the tests throughout the year to monitor growth. We will be taking students who have met the goal on an end of year reward trip.

**Action 7:** One of our classified employees works with students as a classroom aid each morning, assisting students with questions and comprehension in science.

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

Through the above mentioned actions we believe that we were able to achieve our expected annual measurable outcomes as we continue to strive to fully reach this goal. There is still room for growth, but we have met our year one and two outcomes. There are still some areas that we do not know the results of yet, but we have achieved all outcomes that we have information for at this time. We believe that by continuing to reach for and achieve these specific measurable outcomes, that we will reach our goal of preparing students for the 21<sup>st</sup> century world.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are still calculating final expenditures, but at this time, there do not appear to be any material differences between Budget Expenditures and Estimated Actual Expenditures. One area that changed this year is the EL Stipend. In 2017–18, it was a stipend and that was the plan at the beginning of this year. Instead, the job duty was added to the teacher's contract and she was given a raise. Our estimated actuals, for this goal, are approximately \$5,000 higher than budgeted, which is mainly due to a higher than anticipated cost in employee benefits. Projections were based off of approximately 30 % of an employee's salary, when in reality it was closer to 37 % due to rising costs.

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 have not made any changes to this goal and will continue to work hard to achieve it. The only change that has been made for 2019–20, is that the EL Coordinator has a \$0 cost because it is embedded into the teacher’s salary.

## Goal 2

For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage) at STA

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

## Annual Measurable Outcomes

Expected: 65 % Parent Participation in at least one of our evening events

Actual: 89 % Parent Participation in at least one of our evening events

Expected: 20 % Parent Participation in at least one challenge day and/or field trip

Actual: 36 % Parent Participation in at least one challenge day and/or field trip

Expected: 30 % Parent Participation in at least one STAff chat

Actual: 44 % Parent Participation in at least one STAff Chat

Expected: 45 % Parent Participation in one or more parent-teacher conferences during the year

Actual: 87 % Parent Participation in one or more parent-teacher conferences during the 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: Parent communication (Promote a culture providing ways for parents to be involved)

Actual Actions/Services: Parent Communication (Promoted a culture providing ways for parents to be involved)

Budgeted Expenditures: \$0 (embedded in salaries)

Estimated Actual Expenditures: \$0 (embedded in salaries)

### Action 2

Planned Actions/Services: Parent Communication (email, newsletters, Facebook, etc.)

Actual Actions/Services: Parent Communication (email, newsletters, Facebook, Remind, etc.)

Budgeted Expenditures: \$0 (embedded in salaries)

Estimated Actual Expenditures: \$0 (embedded in salaries)



## 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 actions were implemented to achieve this articulated goal.

**Action 1:** Parents were informed, on a regular basis, of ways that they could be involved at the school. Almost half attended a monthly STAff chat, to provide input on the running of the school and LCAP. 89 % participated in an evening event with their families. 36 % helped with a field trip and/or challenge day. Multiple avenues for active parent involvement were regularly presented and parents participated.

**Action 2:** Parents were communicated with frequently. At the end of every week the principal sent an email highlighting events of the week, which included pictures, to help with discussions in the home. The principal also posted multiple pictures and videos on Facebook (weekly). At the beginning of each week the principal emailed all parents important information for the week, including meetings, practices, field trips, and ways to be involved. A quarterly newsletter was given out at each family night. All teachers notified parents on a weekly basis of all homework for the week. Lastly, parents received a packet every Monday with a grade check and all work from the previous week (including teacher feedback). In our 2018–19 parent survey, the most common thing that was mentioned that we do well is communication. Parents feel informed and they like it.

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

Our goal was for all parents to embrace their VOICE at STA and I believe we have achieved this goal. For the second year in a row, we exceeded our expected measurable outcomes, in each area. Our parents have repeatedly voiced how much they love our school and their sadness that it is only a 3 year program. I feel confident they have embraced their VOICE at STA through the culture we have created from frequent communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures because there are no expenditures. The amount budgeted is \$0—it is embedded within the teacher salaries.

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.

The only change we are making is the addition of usage of the app “Remind”. Some parents have voiced an interest in using a communication app, as a way of sending text alerts. We decided on Remind because most of our graduating 8<sup>th</sup> graders will be going to schools within our authorizer’s district and the high schools there use Remind. Other than that, we are making no changes. It is our goal to continue to foster an environment where parents feel that they are an integral part of our program and that they have a VOICE at STA.

## Goal 3

To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 7

Local Priorities:

### **Annual Measurable Outcomes**

Expected: Facility Evaluations: 100 % of monthly evaluations will receive a “good rating”

Actual: 100 % of monthly evaluations received a good rating

Expected: Attendance Rate: 93 %

Actual: 99 %

Expected: Chronic Absenteeism: Less than 3 %

Actual: 0 %

Expected: Middle School Dropout Rate: Less than 1.5 %

Actual: 0 %

Expected: Pupil Suspension Rate: Less than 6 %

Actual: 4 %

Expected: Pupil Expulsion Rate: Less than 1.5 %

Actual: 0 %

Expected: School Climate Survey to all Stakeholders: 80 % Satisfaction

Actual: 94 % Overall satisfaction on school climate survey

Expected: Diverse Enrichment Field Trips and Opportunities: 3 colleges, 3 community businesses, and 1 enrichment standards aligned field trip

Actual: 4 colleges, 7 community businesses, and 1 enrichment standards aligned field trip

### **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: Facility Lease

Actual Actions/Services: Facility Lease

Budgeted Expenditures: \$72,000

Estimated Actual Expenditures: \$72,000

#### **Action 2**

Planned Actions/Services: Student Study Team

Actual Actions/Services: Student Study Team

Budgeted Expenditures: 0

Estimated Actual Expenditures: 0

### Action 3

Planned Actions/Services: School Climate Survey

Actual Actions/Services: School Climate Survey

Budgeted Expenditures: 0

Estimated Actual Expenditures: 0

### Action 4

Planned Actions/Services: Field Trip Program: Costs to cover transportation, food, and admission for all students

Actual Actions/Services: Field Trip Program: Cost covered transportation, food, and admission for all students

Budgeted Expenditures: \$25,000

Estimated Actual Expenditures: \$17,655

### 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 actions were implemented to achieve the articulated goal.

**Action 1:** We have secured a long-term facility lease in a building that is perfectly suited and designed to meet our needs. Through the Walton Family Foundation Grant, we were able to fund landscaping and a recreational area for the students, which has fostered character education. We have taught our students what it means to take care of their belongings and they are doing a great job.

**Action 2:** Our Student Study Team has met with students for academic, behavior, and attendance issues to work on strategies for improvement in the area of concern.

**Action 3:** We conducted a school climate survey with our parents as well as students. 94 % of those surveyed reported being satisfied with our overall program. 94 % of our parents reported that their child feels safe at school.

**Action 4:** We implemented and fully ran our field trip program. All students went to 4 colleges, 7 local businesses, and participated in 2 enrichment field trips for a total of 13 field trips.

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

We exceeded every expected annual measurable outcome set for the 2018–19 school year. All field trips were designed to enhance character education and/or develop habits of professionalism. We believe providing these opportunities brings meaning to the classroom and context. Having adults share the importance of education and constantly showing students the “end game” helps with motivation. We have an excellent attendance rate, minimal suspension, and very few behavior issues. We have worked hard to create a culture of excellence where students feel safe and strive to do their best.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are still calculating final expenditures, but at this time, there do not appear to be any material differences between Budget Expenditures 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.

No changes were made to this goal, expected outcomes, metrics, or actions and services.

## **Stakeholder Engagement**