Sherman Thomas Charter School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Sherman Thomas Charter School
Street	101 West Adell St.
City, State, Zip	Madera, CA 93638
Phone Number	(559) 674-1192
Principal	Dawniele Oliphant
Email Address	Doliphant@mystcs.org
School Website	www.stcsca.org
Grade Span	K-8
County-District-School (CDS) Code	20652430100016

2025-26 District Contact Information

District Name	Sherman Thomas Charter School
Phone Number	(559) 674-1192
Superintendent	Tera Napier
Email Address	tnapier@mystcs.org
District Website	101 W ADELL ST

2025-26 School Description and Mission Statement

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 that 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 learners.

2025-26 School Description and Mission Statement

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 taught and shared to expand understanding of ethnicity and historical life experiences of past generations.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	21
Grade 2	22
Grade 3	22
Grade 4	25
Grade 5	27
Grade 6	26
Grade 7	26
Grade 8	27
Total Enrollment	233

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	0.4
Black or African American	0.4
Hispanic or Latino	76.8
White	21.9
English Learners	6.9
Foster Youth	0.4
Socioeconomically Disadvantaged	65.2
Students with Disabilities	8.2

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	66.67	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	33.33	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	0	0	57.5	5.64	15831.9	5.67
Total Teaching Positions	9	100	1019	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	55.56	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	3	33.33	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	11.11	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	0	0	73.1	7.08	14303.8	5.15
Total Teaching Positions	9	100	1033.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	60	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	1	10	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	30	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	0	0	68.7	6.56	13705.8	4.91
Total Teaching Positions	10	100	1048.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	3.00	1	3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	1	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CKLA by Amplify, Shurley English, My Perspectives by Saavas	0%
Mathematics	Math in Focus	0%
Science	Core Knowledge Science	0%
History-Social Science	Core Knowledge and Saavas	0%
Foreign Language	N/A	0%
Health	Core Knowledge	0%
Visual and Performing Arts	Core Knowledge and Meet the Masters	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

School Facility Conditions and Planned Improvements

Sherman Thomas Charter School stands as a testament to the district's unwavering commitment to providing a conducive learning environment for its students. With a main campus constructed in 1992 and subsequent additions in 2004, 2006, and 2023 the school boasts 11 classrooms, a multipurpose room, a library, and an administration building. Despite the age of the buildings, the district's maintenance staff diligently undertakes repairs to ensure the safety and functionality of the facilities. The maintenance teams conduct routine visits, addressing necessary repairs promptly through an efficient work order process, with emergency repairs prioritized to swiftly resolve urgent issues.

Beyond structural maintenance, the school prioritizes cleanliness and hygiene. The principal collaborates with the dedicated custodial staff to develop and implement effective cleaning procedures, maintaining a clean and safe environment for students and staff alike. This commitment to cleanliness is further reinforced through regular meetings between site administration and the head custodian, held monthly to address custodial issues comprehensively. This approach to maintenance and cleanliness underscores the district's dedication to providing Sherman Thomas Charter School students with an optimal and secure learning atmosphere.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	June 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	The emergency light has been fixed, water damage to the ceiling has been fixed, an evacuation map has been posted, and boxes on top of bookshelves have been removed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Light bulb replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	An emergency exit light has been installed, an evacuation map has been posted, and all extension cords have been removed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	27	32	33	47	48
Mathematics (grades 3-8 and 11)	17	17	20	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	146	143	97.95	2.05	26.57
Female	69	68	98.55	1.45	29.41
Male	77	75	97.40	2.60	24.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	112	109	97.32	2.68	22.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	95	98.96	1.04	23.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	146	144	98.63	1.37	17.36
Female	69	68	98.55	1.45	17.65
Male	77	76	98.70	1.30	17.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	112	110	98.21	1.79	14.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	95	98.96	1.04	12.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10.2	18.52	16.34	17.99	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00	0.00	18.52
Female	24	24	100.00	0.00	16.67
Male	30	30	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	12	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The District will increase parental engagement to improve students' academic and social-emotional development. STCS will also update and maintain its school website to meet all ADA compliance needs.

- PAC (Parent Advisory Committee)
- Annual parent survey
- Additional surveys for parents targeting current needs and initiatives
- Open House
- Read Across America
- Campus beautification
- Back to school night
- New parent orientation
- Bloomz page for communication/questions (translates to multiple languages)
- Classrooms
- Field trips
- Sporting events (attend and coach)
- Parent/Teacher conferences (October 3rd)
- Patriotic Concert (November 4th at 6:00 pm)
- Thanksgiving Feast (November 21st)
- Family Nights
- Madera County Arts Fest
- Community Service with 8th-grade students
- Canned Food Drive
- LCAP updates/input
- Scholastic Book Fair

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	239	234	11	4.7
Female	120	118	3	2.5
Male	119	116	8	6.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	180	10	5.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	54	51	1	2.0
English Learners	16	16	2	12.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	158	156	7	4.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	22	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.05	3.62	3.77	5.03	3.91	3.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

					Expulsions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.31	0.28	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.77	0.00
Female	0.00	0.00
Male	7.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.85	0.00
English Learners	18.75	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Sherman Thomas Charter School has a school safety plan that is updated annually in March and kept in the office. The school also conducts regular safety emergency drills to keep students and staff prepared for emergencies.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	1	0
1	22	0	1	0
2	23	0	1	0
3	23	0	1	0
4	26	0	1	0
5	26	0	1	0
6	25	0	1	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	0	1	0
1	22	0	1	0
2	22	0	1	0
3	21	0	1	0
4	24	0	1	0
5	26	0	1	0
6	19	1	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	15			
K	22		1	
1	21		1	
2	22		1	
3	22		1	
4	25		1	
5	27		1	
6	26		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	311.43

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	2.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,355.05	2,822.62	12,532.43	54,247.00
District	N/A	N/A	12,532.43	$87,670
Percent Difference - School Site and District	N/A	N/A	0.0	-47.1
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	11.7	-62.7

Fiscal Year 2024-25 Types of Services Funded

STCS receives categorical funding: Title I, Title II, and various grants provided by the state. The purpose of these funds is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,862	$62,783
Mid-Range Teacher Salary	$85,833	$97,783
Highest Teacher Salary	$109,939	$128,020
Average Principal Salary (Elementary)	$142,696	$160,224
Average Principal Salary (Middle)	$145,719	$166,992
Average Principal Salary (High)	$153,382	$180,971
Superintendent Salary	$266,200	$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

Professional Development

STCS offers professional development to its staff based on the needs of our school. Teachers received training on classroom and behavior management, Kagan, ELD, PLC's, RSP services, formative and summative assessment, along with training for the current curriculum.

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

Subject	2023-24	2024-25	2025-26

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	19	20	30

SARC Calculations
2023-24 Fiscal Data
STCS Elementary

Per Pupil Expenditures Calculation

	Restricted	Unrestricted	Total Rest & Unrestricted
Total Expenditures	$ 918,377.57	$ 2,660,177.61	$ 3,578,555.18
Exclude:			
Func 3700 & 8500	7,030.70	79,882.73	86,913.43
Expenses for Per Pupil Calculations:	$ 911,346.87	$ 2,580,294.88	$ 3,491,641.75
2023-2024 P-2 ADA	207.52		
Per Pupil Expenditures	$ 4,391.61	$ 12,433.96	$ 16,825.57

Average Teacher Salary Calculation

Total Teacher Salaries	$ 796,429.13	Admin Salaries	$	172,759.97
2023-24 Teacher FTE's:	12.802			
Average Teacher Salary	$ 62,213			

Beginning Teacher Salary	$	42,664
Mid-Range Teacher Salary	$	55,931
Highest Teacher Salary	$	90,091
Average Principal Salary (Elem)	$	95,000
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
Superintendent Salary	$	77,760
% of Budget for Teacher Salaries		22.81%
% of Budget for Admin Salaries		4.90%

Total Expenditures	$	3,491,641.75
Teacher Salaries	$	796,429.13
As % of Total		22.81%
Administrative Salaries	$	172,759.97
As % of Total		4.90%

SL 12.09.25