

# Sherman Thomas Charter High 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Sherman Thomas Charter High School
<b>Street</b>	26303 Adell Street
<b>City, State, Zip</b>	Madera
<b>Phone Number</b>	559-675-6626
<b>Principal</b>	Charlene Torok
<b>Email Address</b>	ctorok@mystcs.org
<b>School Website</b>	www.stcsca.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	20652430118950

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

Sherman Thomas Charter High School (STCHS) stands as a unique institution, offering a hybrid standards-based independent study program for students in grades 9-12. This innovative approach combines direct instruction in core academic areas with one-on-one face-to-face visits between students and their assigned certificated teacher at least 4 days per week. Emphasizing real-life learning opportunities, STCHS encourages students to engage in career development, work experiences, and community service through "Service Learning" courses.

The school's curriculum aligns with Common Core, Next Generation Science, and California State Standards, preparing students for the world of work or further education. The learning avenues at STCHS are diverse, catering to various learning

## 2025-26 School Description and Mission Statement

styles. Learning Centers, Online Classes, Independent Study, and the Enrichment Program in partnership with a local community college provide students with a flexible and tailored educational experience. STCHS is fully accredited by the Western Association of Schools and Colleges, ensuring the quality of education delivered.

Guided by a diploma-only approach, STCHS enables students to choose their graduation pathway based on post-graduation plans. Whether pursuing a diploma, enrolling in a four-year university, or opting for a competitive college, students, along with their Supervising Teacher and guardians, make informed decisions regarding their graduation pathway. Bi-annual meetings involving all stakeholders ensure a dynamic and collaborative approach to students' educational journeys, emphasizing adaptability and individualized success.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	18
Grade 10	16
Grade 11	22
Grade 12	13
Total Enrollment	69

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	1.4
Black or African American	2.9
Hispanic or Latino	72.5
Two or More Races	1.4
White	21.7
English Learners	8.7
Foster Youth	1.4
Socioeconomically Disadvantaged	62.3
Students with Disabilities	10.1

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.3	28.39	850.5	83.46	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.2	26.48	28.2	2.77	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	59	5.79	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	13.77	23.7	2.33	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.4	31.14	57.5	5.64	15831.9	5.67
<b>Total Teaching Positions</b>	4.7	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.8	32.57	834.8	80.77	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.6	28.17	38.2	3.7	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	3.52	49.5	4.8	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	10.21	37.7	3.65	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.4	25.35	73.1	7.08	14303.8	5.15
<b>Total Teaching Positions</b>	5.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.8	17.67	853.2	81.35	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	41.9	4	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	30.12	43.5	4.15	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	21.89	41.3	3.94	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.5	30.12	68.7	6.56	13705.8	4.91
<b>Total Teaching Positions</b>	4.9	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
<b>Permits and Waivers</b>	0.00	0	1.5
<b>Misassignments</b>	0.00	0.2	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.2	1.5

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.60	0.5	1
<b>Total Out-of-Field Teachers</b>	0.60	0.5	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (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		December 2023
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	"Prentice Hall Literature: Timeless Voices, Timeless Themes - Gold Level" "The Tragedy of Romeo and Juliet" William Shakespeare (novel) "Of Mice and Men" John Steinbeck (novel) "The Odyssey" Homer (novel) "The Outsiders" S. E. Hinton (novel) "Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum Level" "The Call of the Wild" Jack London (novel) "The Jungle" Upton Sinclair (novel) "The Crucible" Arthur Miller (novel) "The Tragedy of Julius Caesar" William Shakespeare (novel) "Piecing me Together" by Rene Watson (novel) "Prentice Hall Literature: Timeless Voices, Timeless Themes - The American Experience" "The Scarlet Letter" Nathaniel Hawthorne (novel) "Our Town" Thornton Wilder (novel) "The Great Gatsby" F. Scott Fitzgerald (novel) "The Book Thief" Markus Zusak (novel)	0

	<p>"Prentice Hall Literature: Timeless Voices, Timeless Themes - The British Tradition"</p> <p>"The Importance of Being Earnest" Oscar Wilder (novel)</p> <p>"Pride and Prejudice" Jane Austen (novel)</p> <p>"Frankenstein" Mary Shelley (novel)</p> <p>"1984" George Orwell (novel)</p> <p>"Macbeth" William Shakespeare (novel)</p> <p>Novels</p> <p>IXL (online curriculum)</p> <p>APEX (online curriculum)</p>	
<b>Mathematics</b>	<p>"Houghton Mifflin Harcourt: Algebra 1"</p> <p>"Houghton Mifflin Harcourt: Geometry"</p> <p>"Houghton Mifflin Harcourt: Algebra 2"</p> <p>IXL (online curriculum)</p> <p>Apex (online curriculum)</p> <p>Emathinstruction (online curriculum)</p>	0
<b>Science</b>	<p>"Prentice Hall: Biology"</p> <p>"Glencoe: Earth Science - Geology, The Environment and the Universe"</p> <p>"Glencoe: Physical Science"</p>	0
<b>History-Social Science</b>	<p>"Pearson, Prentice Hall: World History - The Modern Era"</p> <p>"Pearson, Prentice Hall: Modern American History - America, Pathways to the Present"</p> <p>"Pearson: Magruder's American Government"</p> <p>"Pearson, Prentice Hall: Economics - Principles in Action"</p>	0
<b>Foreign Language</b>	Apex Virtual School (online curriculum)	0
<b>Health</b>	N/A	0
<b>Visual and Performing Arts</b>	N/A	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

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

## School Facility Conditions and Planned Improvements

With a main campus remodel in 2009 and subsequent additions in 2019, the school has 4 classrooms. 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 daily 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 regularly to address custodial issues comprehensively. This meticulous approach to maintenance and cleanliness underscores the district's dedication to providing students at Sherman Thomas Charter School with an optimal and secure learning atmosphere.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	53	67	32	33	47	48
<b>Mathematics</b> (grades 3-8 and 11)	20	24	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	21	21	100.00	0.00	66.67
Female	--	--	--	--	--
Male	11	11	100.00	0.00	72.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	16	100.00	0.00	56.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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
<b>All Students</b>	21	21	100.00	0.00	23.81
<b>Female</b>	--	--	--	--	--
<b>Male</b>	11	11	100.00	0.00	45.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	16	16	100.00	0.00	12.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	12	12	100.00	0.00	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	23.53	27.03	16.34	18.13	30.73	32.33

## 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	37	37	100.00	0.00	27.03
Female	22	22	100.00	0.00	9.09
Male	15	15	100.00	0.00	53.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	18.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

Null

## 2024-25 Career Technical Education (CTE) Participation

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

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	38.46

## 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 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

At Sherman Thomas Charter High School, fostering parental involvement is at the core of creating a supportive and engaging learning environment. Throughout the academic year, parents and guardians are actively encouraged to participate in various events and initiatives. The journey begins with mandatory attendance at Master Agreement meetings, where parents gain insights into their students' class schedules. This establishes a collaborative foundation for academic success.

To further ensure students' progress, parents play a crucial role in monitoring their child's work completion. If a student falls below the 80% work completion threshold, parents engage with the Supervising Teacher to develop a personalized tiered re-engagement plan, reinforcing a commitment to academic improvement.

Beyond these essential meetings, Sherman Thomas Charter High School provides numerous opportunities for parents to connect with the school community. Back to School Night, Academic Awards Night, Cultural Night, Arts Night, Career Fair and LCAP parent surveys are just a few examples of events where parents actively participate in celebrating their students' achievements and contributing to the overall school experience. The school recognizes the importance of flexibility and offers avenues for involvement through email, Remind, School Pathways Student Information System, as well as through traditional communication methods like phone calls or text messages. This multifaceted approach underscores the school's commitment to creating a collaborative partnership between educators and parents, ultimately enriching the educational journey of each

**2025-26 Opportunities for Parental Involvement**

student at Sherman Thomas Charter High School.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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
Dropout Rate	0	5.6	0	5.5	6.5	4.2	8.2	8.9	8
Graduation Rate	100	94.4	100	91.1	92.4	93.4	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	13	100.0
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	82	80	16	20.0
Female	40	39	10	25.6
Male	42	41	6	14.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	58	12	20.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	19	4	21.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	53	51	11	21.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
8.79	8.24	1.22	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	1.18	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	1.22	0.00
Female	2.50	0.00
Male	0.00	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	1.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 High School prioritizes the safety and well-being of its students and staff. The school's Comprehensive Safe School Plan, last updated and board-approved in February 2024, is a testament to its commitment to maintaining a secure learning environment. This comprehensive plan is not just a static document; it undergoes annual scrutiny during staff in-service dates at the beginning of each school year, demonstrating the school's proactive approach to safety.

The plan encompasses various crucial components, including the Safe School Leadership Team, School Safety Walk, Threat Assessment Management Team, First Aid Responders, and a meticulous Pandemic Influenza Management Plan. The plan focuses on preparedness and outlines specific phases of a pandemic, a Parent Reunification Team, evacuation plans, threat assessment procedures, and a Bomb Threat Assessment Worksheet. Additionally, it incorporates essential policies such as Emergency Procedures Guidelines, Mandated Reporter Policy, Suspension/Expulsion Policy, Discrimination, Harassment, and Bullying Policy, as well as the Dress Code Policy. Regular discussions and drills are ingrained in the school's culture, with faculty briefed on the plan's nuances during staff in-service days, ensuring everyone is well-prepared to execute the safety protocols outlined. Appendices containing necessary documentation and forms further enhance the plan's practical implementation, contributing to the school's overarching commitment to providing a secure and conducive learning environment for all.

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	11	1	0
Mathematics	6	11	0	0
Science	9	6	1	0
Social Science	8	8	1	0

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	8	1	0
Mathematics	6	12	0	0
Science	10	5	1	0
Social Science	7	8	1	0

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	7	0	0
Mathematics	10	8	0	0
Science	15	4	0	0
Social Science	9	6	0	0

## 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	355

## 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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

## 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
<b>School Site</b>	\$15,355	\$2,823	\$12,532	\$54,247
<b>District</b>	N/A	N/A	--	\$87,670
<b>Percent Difference - School Site and District</b>	N/A	N/A	--	-47.1
<b>State</b>	N/A	N/A	\$11,146	\$103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.7	-62.7

## Fiscal Year 2024-25 Types of Services Funded

At our school, we believe in providing comprehensive support to ensure the academic success of every student. Our tutoring services cover a wide range of subjects and needs. Math tutoring is offered weekly at various times, helping students grasp new math concepts. For those requiring more fundamental assistance, our math intervention program focuses on basics such as multiplication, division, decimals, and fractions. Spanish tutoring is available to support students enrolled in online Spanish courses, ensuring they have the resources they need to excel.

In addition to subject-specific support, we offer various other resources to cater to different learning styles. The Study Hall provides a safe and conducive environment for students to work on their independent study classwork. The Reading Lab targets reading comprehension, specifically designed for English Language learners and those struggling with grade-level reading. Similarly, the Writing Lab addresses basic writing skills for English Language learners and students facing challenges with grade-level writing. Science and math office hours cater to students needing additional science and math support, while our Special Education program, staffed by certified and classified professionals, assists students with disabilities.

We understand the importance of addressing individual needs, and our services extend beyond academics. The Speech program provides essential services for students with speech-related needs, and the 504 program offers specialized services to meet the unique requirements of certain students. Credit Recovery is available for those looking to bridge credit deficits, ensuring they stay on track for graduation. Our Educational Enrichment Program allows eligible students to be dual-enrolled in college courses, offering a head start on higher education. Additionally, our Meal Program caters to the nutritional needs of students, including those who qualify for free or reduced meals and those who pay for their meals. To support the holistic well-being of our students, counseling services are provided by a school counselor, addressing social, emotional, and educational counseling needs. With this comprehensive approach, we aim to create an environment where every student can thrive academically and personally.

## 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%

## 2024-25 Advanced Placement (AP) Courses

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

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

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

## Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	16	16



**SARC Calculations**  
**2023-2024 Fiscal Data**  
**SHERMAN THOMAS CHARTER HIGH SCHOOL**

**Per Pupil Expenditures Calculation**

	<b>Restricted</b>	<b>Unrestricted</b>	<b>Total Rest &amp; Unrestricted</b>
Total Expenditures	\$ 181,833.08	\$ 823,737.43	\$ 1,005,570.51
Exclude:			
Func 3700 & 8500	-	16,398.17	16,398.17
<b>Expenses for Per Pupil Calculations:</b>	<b>\$ 181,833.08</b>	<b>\$ 807,339.26</b>	<b>\$ 989,172.34</b>

2023-24 P-2 ADA                      **64.42**

<b>Per Pupil Expenditures</b>	<b>\$ 2,822.62</b>	<b>\$ 12,532.43</b>	<b>\$ 15,355.05</b>
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**Average Teacher Salary Calculation**

Total Teacher Salaries	\$ 287,887.73	Admin Salaries	\$ 61,629.27
2023-2024 Teacher FTE's:	5.31		
<b>Average Teacher Salary</b>	<b>\$ 54,247</b>		

Beginning Teacher Salary	\$ 49,145
Mid-Range Teacher Salary	\$ 49,220
Highest Teacher Salary	\$ 53,843
Average Principal Salary (Elem)	N/A
Average Principal Salary (Middle)	N/A
Average Principal Salary (High)	\$ 35,709
Superintendent Salary	\$ 25,920
% of Budget for Teacher Salaries	29.10%
% of Budget for Admin Salaries	6.20%

Total Expenditures	\$	989,172.34
Teacher Salaries	\$	287,887.73
As % of Total		29.10%
Administrative Salaries	\$	61,629.27
As % of Total		6.20%