

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas STEM Academy

CDS Code: 20-65243-0134510

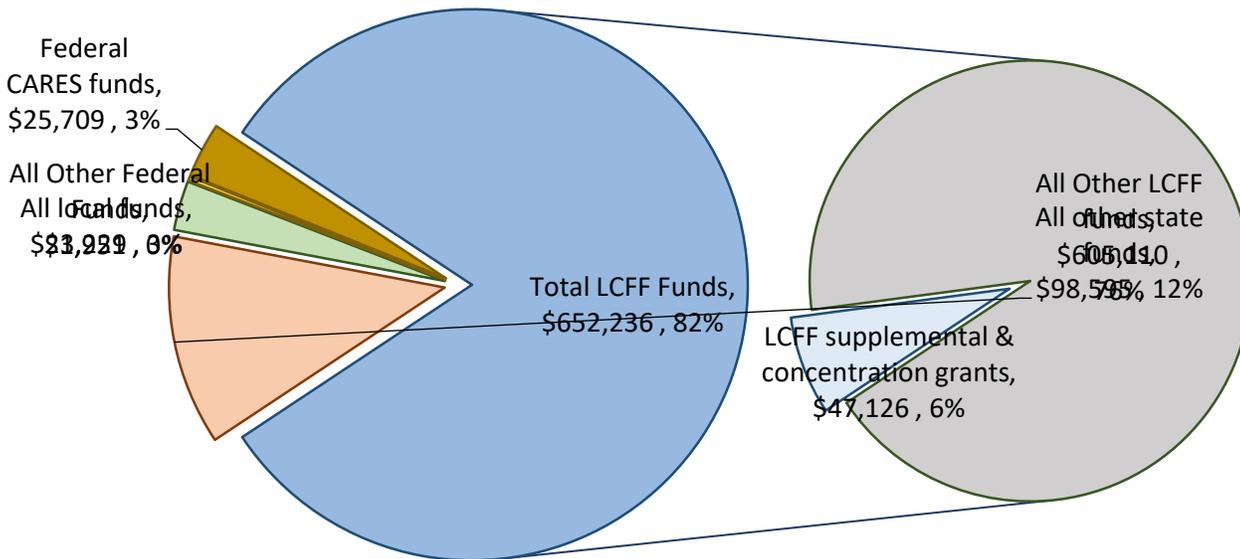
School Year: 2020-2021

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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 2020-2021 School Year

Projected Revenue by Fund Source

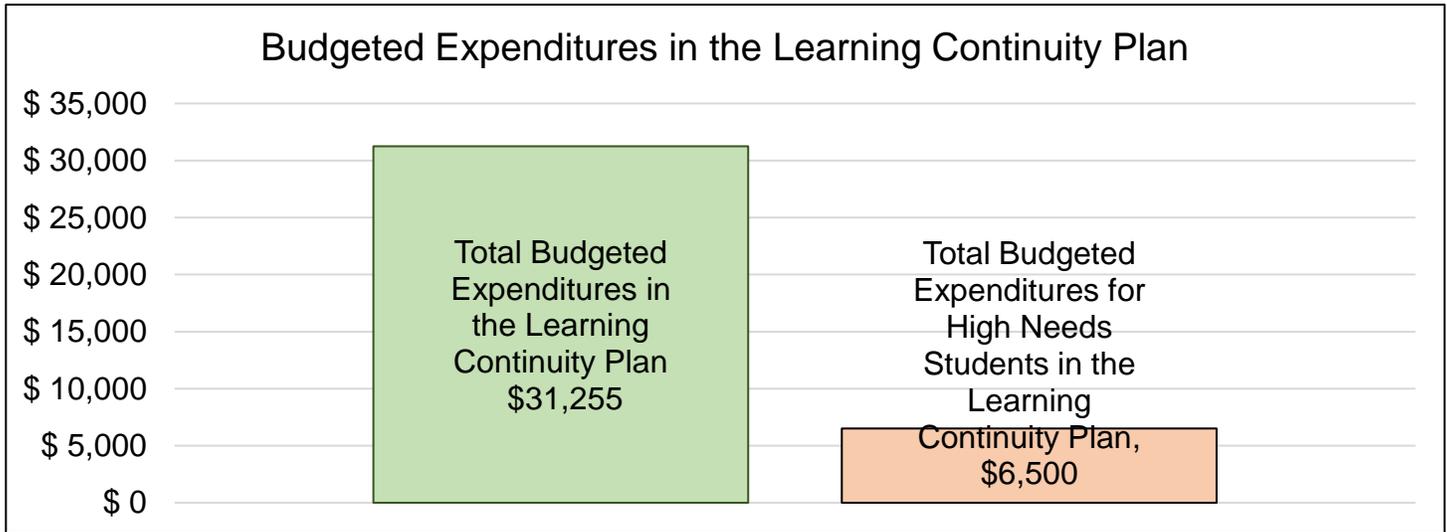


This chart shows the total general purpose revenue Sherman Thomas STEM Academy expects to receive in the coming year from all sources.

The total revenue projected for Sherman Thomas STEM Academy is \$801,720.00, of which \$652,236.00 is Local Control Funding Formula (LCFF) funds, \$98,595.00 is other state funds, \$23,229.00 is local funds, and \$27,660.00 is federal funds. Of the \$27,660.00 in federal funds, \$25,709.00 are federal CARES Act funds. Of the \$652,236.00 in LCFF Funds, \$47,126.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Sherman Thomas STEM Academy plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Sherman Thomas STEM Academy plans to spend \$762,140.00 for the 2020-2021 school year. Of that amount, \$31,255.00 is tied to actions/services in the Learning Continuity Plan and \$730,885.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

As the Learning Continuity Plan (LCP) focused on mitigating learning loss and extra safety/precautionary measures taken due to COVID-19, there are several General Fund Expenditures not included. The LCP focused on additional measures being taken for learning loss and safety, that would not otherwise have happened in a "regular" year. General Fund Budget Expenditures not included are staff costs (salary and benefits to do regular duties), facility lease and maintenance (supplies and personnel), student information system, diagnostic programs that we typically purchase anyway, and other annual overhead expenditures.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

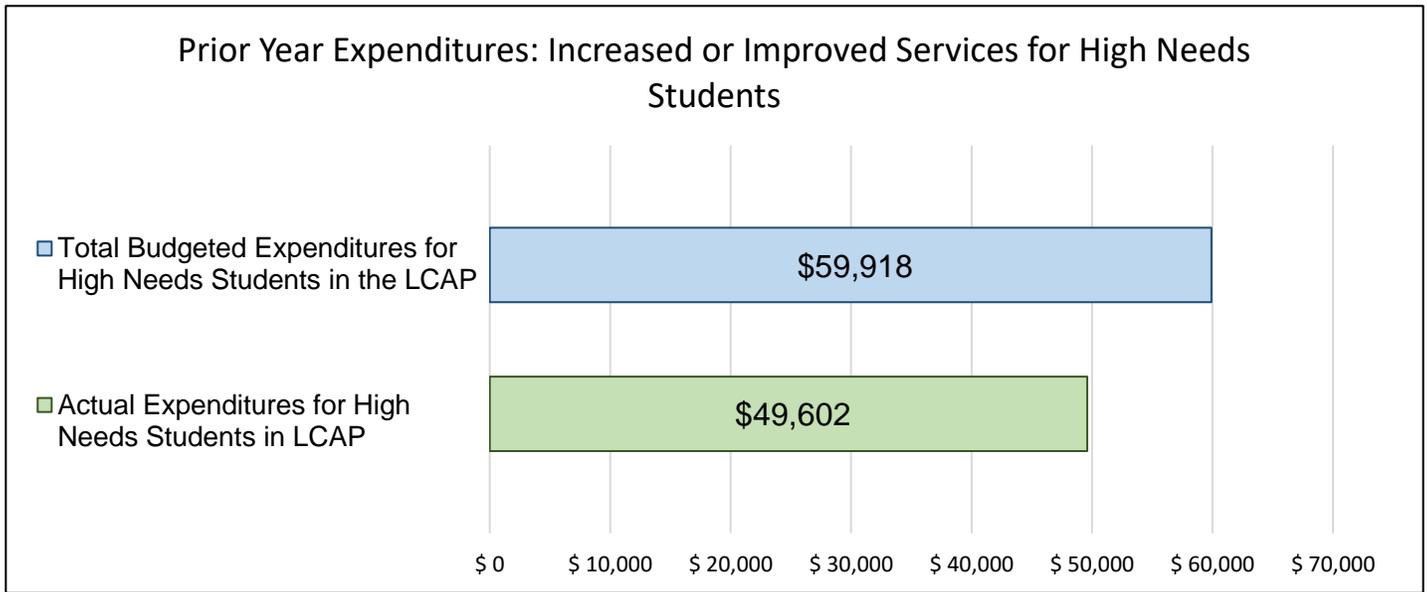
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In 2020-2021, Sherman Thomas STEM Academy is projecting it will receive \$47,126.00 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas STEM Academy must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Sherman Thomas STEM Academy plans to spend \$6,500.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

When we are able to return to campus for in person instruction, we are hoping to hire an aid to work primarily with our foster youth, English learners, RFEP, and low-income students. They will work with all students, but as with COVID and our Learning Loss Mitigation funds, the intention is to increase and improve the additional support that low-income students receive. Also, if we are able to return to campus, and social distancing restrictions have eased (we realize this is unlikely, but we are optimistically hopeful) we intend to have some field trips. We would want to visit three college campuses. The purpose of these field trips is to expose all students to college campuses, which we find particularly important for students who would be first generation college students. The Learning Continuity Plan was focused on mitigating learning loss and extra safety/precautionary measures taken due to COVID-19. Almost all of our necessary expenditures for those things are needed for ALL students. Our school is small, and we have a low number of high needs students (less than 20). When targeting actions to improve services for our high needs students our staff felt the best thing would be to have an after school intervention program and homework help. We have had that for the entire fall semester - with intervention and homework help offered 2 days a week after school and intervention offered on Saturday mornings. Based on numerous articles administration has read, many families have been hiring tutors to make sure their children are not falling behind. Socio-economically disadvantaged students cannot afford hiring private tutors, especially highly qualified ones (like fully credentialed teachers). We felt that providing this service would most greatly benefit our high needs pupils.

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Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Sherman Thomas STEM Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Sherman Thomas STEM Academy actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Sherman Thomas STEM Academy's LCAP budgeted \$59,918.00 for planned actions to increase or improve services for high needs students. Sherman Thomas STEM Academy actually spent \$49,602.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$10,316.00 had the following impact on Sherman Thomas STEM Academy's ability to increase or improve services for high needs students:

The difference did not impact our ability to increase or improve services for high needs students. The primary reason for the discrepancy between budgeted and actual expenditures for high needs students is due to field trips. We had four actions related to high needs students, and three of them (Intervention teacher, part time instructional aid, and Renaissance and IXL programs) were very close (budgeted to actual). In those three areas our actuals were 103% of our budgeted expenditures. Our field trip expenditures were significantly less (actuals were 30% under budgeted) for two reasons. One reason is our science camp cost was much less than we anticipated because we planned on 100% of students attending (to be safe) and we had 80% attend. In addition, our end of year growth goals reward trip and our school-wide field trip to Stanford did not happen due to school closures that occurred on March 13 (both of those field trips were scheduled for May, 2020).